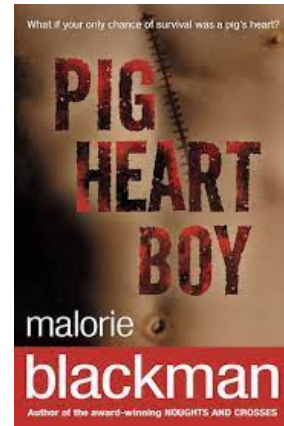
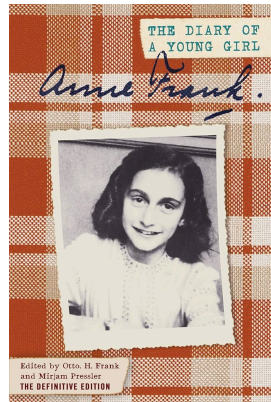


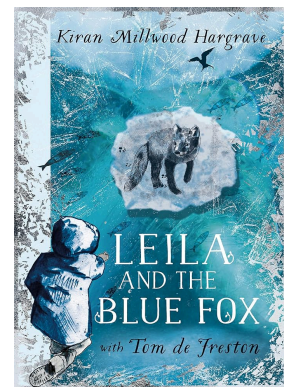


Year 6: Progression Overview for Writing 2023 -2024

Topic	<i>What was the impact of World War II on London?</i>	<i>Why does population change?</i>	<i>Where does our energy come from?</i>	<i>Crime and Punishment through the ages</i>	<i>Where would you prefer to live in 1000 CE?</i>	<i>Can I carry out an independent fieldwork enquiry?</i>
Writing is:	RESPONSIVE Responds to what is happening right now CREATIVE Linked to science and the arts COMMUNITY Has a purpose EXPERIENTIAL Is enhanced by experiences					
Core Text/s To prompt writing	 <p>Letters from the Lighthouse Emma Carroll</p> <p>Rationale This text was chosen due to the opportunities for children to engage with life during World War 2, their history topic.</p>	 <p>Floodland Marcus Sedgwick</p> <p>Rationale This text has been chosen due to its links with climate change and migration, which the children learn about in their geography topic on population.</p>	 <p>The Inheritance Armin Greder</p> <p>Rationale A provocative call-to-arms to economic leaders to change course and better protect our planet and its people, presented in words and pictures. Linked to topic - where does our energy come from.</p>	 <p>Macbeth William Shakespeare</p> <p>Shakespeare Stories Andrew Garfield</p>  <p>Mr William Shakespeare's plays by Marica Williams</p>	 <p>Grimm Tales Philip Pullman</p>  <p>The Sleeper and the Spindle Neil Gaiman</p> <p>SATs revision weeks</p>	 <p>The Boy in the Tower Polly Ho-Yen</p> <p>Literacy Tree Planning</p> <p>Rationale</p>



Pig Heart Boy
Malorie Blackman



Leila and the Blue Fox
Links to geography,
migration and climate
change

Macbeth Graphic Novel



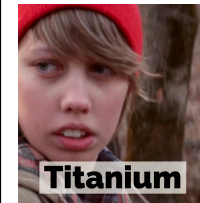
The Island
Armin Greder

Room 101



Rationale

Short writing opportunities
to maintain stamina.



Titanium
Music video -
supernatural powers

STEAM Project

Coverage of
genres

Texts reflect our
COMMUNITY

TRADITIONAL TALES
CLASSIC FICTION
HISTORICAL FICTION

DIVERSE FICTION
NON-FICTION
REALISTIC FICTION

CLASSIC FICTION
MYSTERY FICTION
DIVERSE FICTION
REALISTIC FICTION
GRAPHIC NOVEL

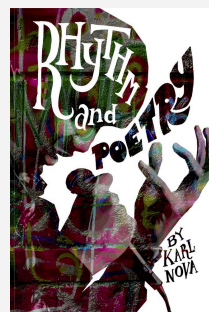
PICTURE BOOK
NON-FICTION

NON-FICTION
PICTURE BOOK
PSHE FICTION

PSHE FICTION
FANTASY FICTION
SCIENCE FICTION
ENVIRONMENTAL

EXPERIENTIAL
COMMUNITY
CREATIVITY
ASPIRATIONAL


Writing outcomes and opportunities ENTERTAIN Character description Setting description Narrative retelling 1st person narrative 3rd person narrative Genre narrative INFORM Diary Letter (informal/formal) Non-chronological report Instructions Report Biography Autobiography Memoir EXPLAIN Explanation text Scientific report PERSUADE Persuasive texts (speech) DISCUSS Debate (spoken) Balanced argument	TO ENTERTAIN <i>Character description</i> <i>Dialogue</i> <i>Narrative recount</i>	TO ENTERTAIN Narrative - Tension filled second chapter - Floodland	TO ENTERTAIN Narrative - alternate perspective Character description	TO ENTERTAIN Setting description - Heath - <i>Macbeth</i> Narrative retelling - <i>Macbeth</i> (dialogue)	TO ENTERTAIN Fairytale retelling - <i>Hansel and Gretel</i> 3rd person narrative - Alternative fairy tale <u>Titanium</u> Setting description 3rd person narrative retelling/ Next chapter (GD)	TO ENTERTAIN <u>The Boy in the Tower</u> Own adventure narrative (switching tenses)
	TO INFORM Secret War Diary - Olive's Report - Spies Letter in role	TO INFORM Diary - Floodland Letter TO EXPLAIN Explanation text - <i>Circulatory system</i>	TO INFORM Diary in role - TO EXPLAIN Explanation text - How does your eye work?	TO INFORM Letter in role - <i>Macbeth</i> Diary - Lady Macbeth Police report - King Duncan's crime scene Recount - Globe Theatre trip	TO INFORM Diary in role - <i>Titanium</i> Police report- <i>Titanium</i> Information leaflet <i>Microorganisms</i> Biography - BAME/local scientist	TO INFORM Diary entries - <i>The Boy in the Tower</i> Informal letter - <i>The Boy in the Tower</i>
	TO PERSUADE Persuasive leaflet - evacuation	TO PERSUADE	TO PERSUADE	TO PERSUADE Informal persuasive speeches - <i>Room 101</i>	TO PERSUADE	TO PERSUADE
	TO DISCUSS	TO DISCUSS <u>Guardian article</u> Debate an issue Balanced argument - Should the Benin bronzes be returned?	TO DISCUSS Debate - oracy - <i>Macbeth</i> Balanced argument - Should Macbeth kill King Duncan?	TO DISCUSS	TO DISCUSS	TO DISCUSS
	POETRY	POETRY Black History Month	POETRY The Witches Spell	POETRY	POETRY	POETRY



GRAMMAR
National curriculum
statements to cover
Year 6 - New

Prior knowledge
Ensure you refer and revise

Year 1

Year 2

Year 3

Year 4

Year 5

WORD

The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]

How words are related by meaning as synonyms and antonyms [for example, big, large, little].

Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–]

The grammatical difference between plural and possessive –s

Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]

using conjunctions, adverbs and prepositions to express time and cause (and place)

Formation of **nouns** using a range of prefixes [for example

SENTENCE

Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].

The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]

Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun

Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]

Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (e.g. the

TEXT

Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis

Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]

Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]

Use of paragraphs to organise ideas around a theme

Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

PUNCTUATION

Use of the semicolon, colon and dash to mark the boundary between

independent clauses [for example, It's raining; I'm fed up]

Use of the colon to introduce a list and use of semi-colons within lists

Punctuation of bullet points to list information

How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity

Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]

Apostrophes to mark plural possession [for example, the girl's name, the girls' names]

TERMINOLOGY

subject, object
active, passive
synonym, antonym
ellipsis, hyphen, colon,
semi-colon, bullet points

modal verb, relative pronoun
relative clause parenthesis,
bracket, dash cohesion,
ambiguity

determiner pronoun,
possessive pronoun adverbial

preposition, conjunction word
family, prefix clause,
subordinate clause direct
speech consonant, consonant
letter vowel, vowel letter
inverted commas

noun, noun phrase statement,
question, exclamation,
command compound, suffix
adjective, adverb, verb tense
(past, present) apostrophe,
comma

letter, capital letter word,
singular, plural sentence
punctuation, full stop, question
mark, exclamation mark

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		<p>super-, anti-, auto-]</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p> <p>Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]</p> <p>Formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs</p> <p>Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p>	<p>teacher expanded to: the strict maths teacher with curly hair)</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (ISAWAWABUB)</p> <p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>Subordination (using when, if, that, because) and coordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>How words can combine to make sentences Joining words and joining clauses using and</p>	<p>In narratives, creating settings, characters and plot</p> <p>Headings and subheadings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p> <p>Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <p>Sequencing sentences to form short narratives</p>	<p>Use of commas after fronted adverbials</p> <p>Inverted commas to punctuate direct speech</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p> <p>Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>	
	GRAMMAR Identify and classify word	GRAMMAR ● Use expanded noun	GRAMMAR ● Figurative language for	GRAMMAR ● Dialogue to convey	GRAMMAR Figurative language for	GRAMMAR

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	<p>classes Fragments/sentences Subject + verb Simple, compound and complex sentences Coordinating and subordinating conjunctions Proof-read for grammar & punctuation</p>	<p>phrases to convey complicated information concisely.</p> <ul style="list-style-type: none"> Figurative language for description Tension Dialogue to advance the action Use modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) to indicate degrees of possibility. Brackets, dashes or commas for parenthesis Use cohesive devices within and across paragraphs e.g. then, after that, this, firstly. Contrasting subordinate conjunctions 	<p>description</p> <ul style="list-style-type: none"> Vary sentence openers for cohesion and effect Informal and formal language Use relative clauses beginning with who, which, where, when, whose, that or with an implied (omitted) relative pronoun. Active and passive voice Semicolons and colons Ellipses Hyphens 	<p>character</p> <ul style="list-style-type: none"> Paragraphs Brackets, dashes or commas for parenthesis Formal tone Conjunctions and adverbials for cohesion Bullet points for a list Fronted adverbials Subjunctive mood - persuasion <i>If I were you</i> Active and passive voice Layout devices (headings, subheadings, columns, bullets, tables) to structure text 	<p>description Range of sentence types Paragraphs Dialogue to convey character and advance the action A range of cohesive devices Colon to introduce a list Semicolon</p>	
<p>TIER 2 VOCABULARY <i>Tier 2 words are those that provide access to more complex topics and discussions outside of the everyday, eg relative, vary, frown, swoop, hesitate</i></p>	<p><u>September</u> authority constitute assign define cooperate economy environment establish factor finance analyse approach concept consist context data evident export process research</p>	<p><u>October</u> formula individual involve legislate major method occur period principle proceed contrary section significant acquire convert chapter compute conduct consume credit</p>	<p><u>January</u> survey exceed alternative component considerable contribute corporate fund imply instance correspond document dominate ensure exclude framework immigrate initial minor negate</p>	<p><u>February</u> justify layer supplement outcome physical proportion react sequence shift technical ignorance specify migrate technique apparent attribute presume emerge ethnic goal</p>	<p><u>May</u> inhibit undertake aware clause consult energy equivalent expand external image enable enforce fundamental generate logic estate prime pursue ratio style</p>	<p><u>June</u> license margin medical acknowledge modify precise psychology stable substitute sustain symbol transit trend abstract accurate aggregate allocate attach bond capable</p>

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	<u>November</u> require specific structure vary administrate affect aspect category community distinct culture design equate feature focus institute normal participate perceive region	<u>December</u> injure invest diverse obtain potential primary purchase range regulate secure resource reveal utilise strategy tradition circumstance comment consent constrain coordinate	<u>March</u> volume swarm adequate approximate attitude civil commit concentrate cycle domestic implicate impose integrate internal investigate job label obvious option output	<u>April</u> grant hence hypothesis implement mechanism incidence phase regime resolve retain predict prior project series statistic subsequent summary compound decline discrete		
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Year 6++ Vocabulary - Tier 2 Words

September	October	November	December	January
domain	income	similar	element	restrict
assess	indicate	source	evaluate	discriminate
assume	interpret	theory	final	transfer
available	issue	achieve	impact	compensate
benefit	labour	appropriate	journal	constant
contract	legal	commission	maintain	convene
distribute	percent	complex	positive	core
estimate	policy	conclude	previous	criteria
function	respond	consequent	relevant	deduce
identify	sector	construct	reside	demonstrate
February	March	April	May	June
emphasis	scheme	despite	stress	entity
illustrate	revenue	dimension	academy	evolve
interact	sufficient	perspective	adjust	expose
welfare	technology	occupy	alter	facilitate
maximise	valid	overall	amend	generation
partner	version	parallel	capacity	liberal
philosophy	communicate	principal	challenge	mental
publish	confer	professional	conflict	network
register	contrast	promote	contact	notion
cite	debate	status	orient	objective



Year 6 Writing progression			
Transcription	Handwriting	Composition	Vocabulary, Grammar and Punctuation
<p>Use further prefixes and suffixes:</p> <ul style="list-style-type: none"> - words from root words using prefixes and suffixes - suffix: adding to words ending in –fer - prefixes: bi-, aqua-, trans-, circum-, extra-, pro-, semi-, aero- - suffixes: -ate, -ise, -ify to convert nouns into adjectives. • Spell some words with silent letters • Spell words with hyphens. • Continue to distinguish between homophones and other words, which are often confused. • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learned specifically: - ough - ible/ibly and able/ably - 'ie', 'ei' and 'cei' words • Use dictionaries to check the spelling and meaning of words • Use the first three or four letters of a word to check spellings, meaning or both of these in a dictionary • Use a thesaurus • Apply rules from Spelling Progression – Y6 	<p>Write legibly, fluently and with increasing speed.</p> <ul style="list-style-type: none"> • Recognise when to use an unjoined style: e.g. for labelling a diagram r data, writing an email address or for algebra e.g capital letters for filling in a form • Choose the writing implement that is best suited for a task. 	<p>Writing is appropriate to the audience and purpose.</p> <ul style="list-style-type: none"> • Writing uses the appropriate form. • Develop characterisation, setting and atmosphere. • Dialogue used to develop character and advance action. • Select appropriate grammar and vocabulary to enhance and clarify meaning. • Build cohesion within and across paragraphs. • Organisational and presentational devices used to structure writing and guide the reader. • Assess the effectiveness of their own and others' writing. • Verb tense is consistent and correct throughout. • Subject and verb agreement is accurate. • Proofread for spelling and punctuation errors. • Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear. 	<p>Punctuation:</p> <ul style="list-style-type: none"> o correct speech punctuation for all speech o commas to clarify meaning or avoid ambiguity o hyphens to avoid ambiguity o brackets, dashes or commas for parenthesis o colon to introduce a list or speech in playscripts o semicolons, colons or dashes to mark boundaries between independent clauses. o bullet points for a list o ellipsis • Formal and informal vocabulary and structures including passive and subjunctive. • Use perfect form of verbs to mark relationships of time and cause. • Use expanded noun phrases to convey complicated information concisely. • Use modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) to indicate degrees of possibility. • Use relative clauses beginning with who, which, where, when, whose, that or with an implied (omitted) relative pronoun. • Use cohesive devices within a paragraph e.g. then, after that, this, firstly. • Use adverbials of time (e.g. later), place (e.g. nearby) and number/sequence (e.g. secondly) or tense choices (e.g. he had seen her before).

Year 6 Grammar progression				
Sentence Structure	Vocabulary	Sentence Openers	Building Cohesion	Verb Tense
<p>Phrases/Clauses:</p> <ul style="list-style-type: none"> • Recognise and use a range of phrases: noun, verb, adjectival, adverbial, prepositional 	<p>Full use of technical and subject specific language</p> <ul style="list-style-type: none"> • Use formal language e.g. discover, request, enter 	<p>Use a mixture of sentence openers to indicate time, reason, manner and place:</p> <ul style="list-style-type: none"> - Words ending -ing 	<p>Coordinating:</p> <ul style="list-style-type: none"> • ALL FANBOYS <p>Subordinating:</p> <ul style="list-style-type: none"> • ALL AAWWUBBIS 	<p>Future progressive</p> <ul style="list-style-type: none"> • will be + 'ing' form of verb • To show something will be happening continually

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<ul style="list-style-type: none"> • Use two coordination conjunctions with three main clauses • Use a coordinating and subordinate conjunction with two main and one subordinate clause • Use expanded noun phrases e.g. The wicked witch, who crashed her broom, is over there, feeling dazed. • Use colons to link related causes (because) e.g. England was a good country to invade : it had plenty of useful land. • Use semicolon to mark the boundary between related clauses (but) e.g. Some argue football is the best sport ; others say that it's cricket. <p>Adding detail:</p> <ul style="list-style-type: none"> • Use indefinite pronouns: another, anybody, anyone, everybody, everyone, little, much, other, many, others, all, any, most, none, such • Use of question tags for informality e.g. He's in your class, isn't he? • Use of ellipsis to create suspense and to show missing words in a quote. • Use of repetition for effect in persuasion, suspense and emphasis. • Mixture of active and passive verbs e.g. The boy kicked the ball / The ball was kicked by the boy. • Use of the subjunctive in very formal writing e.g. If I were you. 	<ul style="list-style-type: none"> • Use of collective nouns • Use of hyphens for compound words to avoid ambiguity e.g. man-eating-shark • Tier 2 Vocabulary – Y6 	<ul style="list-style-type: none"> - Similes using 'as ... as' and 'like' - Prepositional phrases - Adverbials - Conjunctions - Words ending -ed 	<p>Correlative:</p> <ul style="list-style-type: none"> • whether ... or <p>Adverbials of time:</p> <ul style="list-style-type: none"> • e.g. beforehand, nowadays, subsequently 	<p>e.g. I He will be walking to school</p> <p>Future perfect</p> <ul style="list-style-type: none"> • will have + past participle of verb • To show something will be happening at an unspecified time e.g. He will have walked to school • Use of all 9 verb tenses • Use full range of modal verbs • Use full range of adverbials for possibility
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