





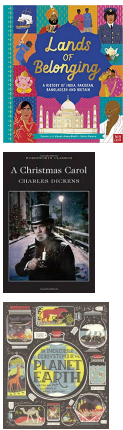
Year 6 Writing Progression

Year 6							
Grammatical Terminology to teach							
Year 5							
modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity							
Year 6 review							
subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points							
Autumn 1							
Supporting text/s:   	Spelling: Spelling: <ul style="list-style-type: none"> spell some words with 'silent' letters use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 apply simple 	Grammar: <ul style="list-style-type: none"> use a thesaurus using expanded noun phrases to convey complicated information concisely including subjunctive forms using the perfect form of verbs to mark relationships of time and cause further 	Punctuation: <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using brackets, dashes or commas to indicate parenthesis 	Oracy:	Composition: Planning: <ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary Drafting: <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere 	Transcription: <ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting 	Writing outcomes: <ul style="list-style-type: none"> Story with a historical setting Writing in role Diary Entry Poetry - nature inspired

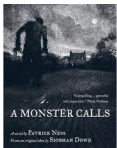


Year 6 Writing Progression

	<p>spelling rules and guidance from Appendix 1 as set out in the Home Learning overview</p> <ul style="list-style-type: none"> • use dictionaries to check the spelling and meaning of words 	<p>cohesive devices such as grammatical connections and adverbials</p>			<p>Editing:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • proofread for spelling and punctuation errors using the Brecknock Marking code 	<ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task 	
Autumn 2							
<p>Supporting text/s:</p> 	<p>Spelling:</p> <ul style="list-style-type: none"> • continue to distinguish between homophones and other words which are often confused 	<p>Grammar:</p> <ul style="list-style-type: none"> • use a thesaurus • using expanded noun phrases to convey complicated 	<p>Punctuation:</p> <ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using 		<p>Composition:</p> <p>Planning:</p> <ul style="list-style-type: none"> • noting and developing initial ideas, drawing on reading and research where necessary <p>Drafting:</p>	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, 	<p>Writing outcomes:</p> <ul style="list-style-type: none"> • Christmas story • Biography • Explanation text

Year 6 Writing Progression

	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 • apply simple spelling rules and guidance from Appendix 1 as set out in the Home Learning overview • use dictionaries to check the spelling and meaning of words 	<p>information concisely</p> <ul style="list-style-type: none"> • using modal verbs or adverbs to indicate degrees of possibility • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms (hypothetical situations) • using the perfect form of verbs to mark relationships of time and cause • use of ellipsis 	<p>brackets, dashes or commas to indicate parenthesis</p> <ul style="list-style-type: none"> • using hyphens to avoid ambiguity • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list punctuating bullet points consistently 		<ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere • using a wide range of devices to build cohesion within and across paragraphs • using further organizational and presentational devices to structure text and to guide the reader <p>Editing:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 	<p>when adjacent to one another, are best left unjoined</p> <ul style="list-style-type: none"> • increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> • Discussion text
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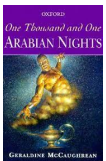


Year 6 Writing Progression

					<ul style="list-style-type: none"> ensuring the consistent and correct use of tense throughout a piece of writing proofread for spelling and punctuation errors using the Brecknock Marking code 		
Spring 1							
<p>Supporting text/s:</p>   	<p>Spelling:</p> <ul style="list-style-type: none"> continue to distinguish between homophones and other words which are often confused use further prefixes and suffixes and understand the guidance for adding them use knowledge of morphology and etymology in spelling and understand 	<p>Grammar:</p> <ul style="list-style-type: none"> use a thesaurus using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using passive verbs to affect the 	<p>Punctuation:</p> <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using semicolons, colons or dashes to mark boundaries between independent clauses 	<p>Oracy:</p>	<p>Composition:</p> <p>Planning:</p> <ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary <p>Drafting:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere 	<p>Transcription:</p> <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task 	<p>Writing outcomes:</p> <ul style="list-style-type: none"> Story with a dilemma Persuasive writing Formal letter Poetry - Tanka

Year 6 Writing Progression

	<p>that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p> <ul style="list-style-type: none"> • apply simple spelling rules and guidance from Appendix 1 as set out in the Home Learning overview • use dictionaries to check the spelling and meaning of words 	<p>presentation of information in a sentence</p> <ul style="list-style-type: none"> • using the perfect form of verbs to mark relationships of time and cause • differences in informal and formal language • synonyms & Antonyms • further cohesive devices such as grammatical connections and adverbials • use of ellipsis 			<ul style="list-style-type: none"> • using a wide range of devices to build cohesion within and across paragraphs • using further organizational and presentational devices to structure text and to guide the reader • Using standard English consistently <p>Editing:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring correct subject and verb agreement when using singular and plural • distinguishing between the language of speech and writing 		
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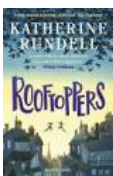

Year 6 Writing Progression

					and choosing the appropriate register		
					<ul style="list-style-type: none"> • proofread for spelling and punctuation errors using the Brecknock Marking code 		
Spring 2							
Supporting text/s:   	Spelling: <ul style="list-style-type: none"> • continue to distinguish between homophones and other words which are often confused • use further prefixes and suffixes and understand the guidance for adding them • use knowledge of morphology and etymology in spelling and understand that the spelling of some words 	Grammar: <ul style="list-style-type: none"> • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • synonyms & Antonyms 	Punctuation: <ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list 	Oracy:	Composition: <p>Planning:</p> <ul style="list-style-type: none"> • noting and developing initial ideas, drawing on reading and research where necessary <p>Drafting:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action 	Transcription: <ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task 	Writing outcomes: <ul style="list-style-type: none"> • Folk tale • Explanation text • WBD narrative

Year 6 Writing Progression

	<p>needs to be learnt specifically, as listed in Appendix 1</p> <ul style="list-style-type: none"> • apply simple spelling rules and guidance from Appendix 1 as set out in the Home Learning overview • use dictionaries to check the spelling and meaning of words 				<ul style="list-style-type: none"> • précision in longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organizational and presentational devices to structure text and to guide the reader <p>Editing:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing 		
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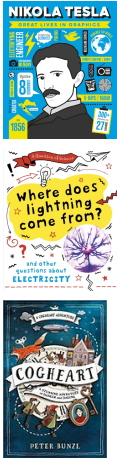
Year 6 Writing Progression

					and choosing the appropriate register		
					<ul style="list-style-type: none"> • proofread for spelling and punctuation errors using the Brecknock Marking code 		
Summer 1							
Supporting text/s:  	Spelling: <ul style="list-style-type: none"> • continue to distinguish between homophones and other words which are often confused • use further prefixes and suffixes and understand the guidance for adding them • use knowledge of morphology and etymology in spelling and understand that the 	Grammar: <ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms (hypothetical) • differences in informal and formal language • synonyms & Antonyms • further cohesive devices such as 	Punctuation: <ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently 	Oracy:	Composition: <p>Planning: As before</p> <p>Drafting:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précision in longer 	Transcription: <ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task 	Writing outcomes: <ul style="list-style-type: none"> • Write in role • Setting description • Persuasive text • Poetry - figurative

Year 6 Writing Progression

	<p>spelling of some words needs to be learnt specifically, as listed in Appendix 1</p> <ul style="list-style-type: none"> • apply simple spelling rules and guidance from Appendix 1 as set out in the Home Learning overview • use dictionaries to check the spelling and meaning of words 	<p>grammatical connections and adverbials</p>			<p>passages</p> <ul style="list-style-type: none"> • using a wide range of devices to build cohesion within and across paragraphs <p>Editing:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors using the Brecknock Marking code 		
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Year 6 Writing Progression

Summer 2							
<p>Supporting text/s:</p> 	<p>Spelling:</p> <ul style="list-style-type: none"> • continue to distinguish between homophones and other words which are often confused • use further prefixes and suffixes and understand the guidance for adding them • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 • apply simple 	<p>Grammar:</p> <ul style="list-style-type: none"> • using passive verbs to affect the presentation of information in a sentence • synonyms & Antonyms • further cohesive devices such as grammatical connections and adverbials 	<p>Punctuation:</p> <ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently 	<p>Oracy:</p>	<p>Composition:</p> <p>Planning: As before</p> <p>Drafting:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • precision in longer passages • using a wide range of devices to build cohesion within and across paragraphs <p>Editing:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their 	<p>Transcription:</p> <ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task 	<p>Writing outcomes:</p> <ul style="list-style-type: none"> • Mystery story with a historical setting • Report • Biography

Year 6 Writing Progression

	<p>spelling rules and guidance from Appendix 1 as set out in the Home Learning overview</p> <ul style="list-style-type: none"> • use dictionaries to check the spelling and meaning of words 				<p>own and others' writing</p> <ul style="list-style-type: none"> • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors using the Brecknock Marking code 		
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