

Progression in Writing – Year 6

	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
Grammar and Punctuation synonym antonym cohesive devices cohesion relative clause subordinate coordinate formality formal informal figurative language ambiguity	<ul style="list-style-type: none"> ➤ Revision of all punctuation: colons, semi colons, dashes and hyphens ➤ Revision of relative clauses ➤ Revise and identify different types of nouns including: <i>common, proper, collective & abstract</i> ➤ Identify and use different types of conjunctions ➤ Revise the use of fronted adverbials and identify how this can aid cohesion ➤ Use paired adjectives and commas with coordinating adjectives ➤ Identify synonyms and antonyms; to use a thesaurus improve vocabulary ➤ Use modal verbs and adverbs to indicate degrees of possibility ➤ Use brackets, dashes and commas for parenthesis ➤ Use semicolons, colons or dashes for clauses ➤ Use a hyphen ➤ Correctly punctuate direct speech ➤ Identify and use relative clauses, identifying the relative pronoun ➤ Confidently identify the subject/verb agreement; revise the correct usage 	<ul style="list-style-type: none"> ➤ Edit and discuss effectiveness of expanded noun phrases ➤ Use the passive and active voice ➤ Identify the present/past perfect tenses in texts and use within their own writing ➤ Use adverbs and adverbial phrases in different places in the sentence ➤ Use modal verbs to show politeness ➤ Identify and uses prepositions of time ➤ Use the subjunctive form ➤ Confidently use direct and reported speech ➤ Use commas to clarify meaning ➤ Identify the subject and object in a sentence ➤ Use apostrophes for contraction and possession ➤ Use ellipses ➤ Identify and discuss sentences with a double negative e.g. <i>You can't have no sweets.</i> ➤ Précis longer passages 	<ul style="list-style-type: none"> ➤ <i>To revise all aspects of KS2 GPS</i> ➤ Write formal and informal sentences, selecting conjunctions and cohesive devices to suit the level of formality ➤ Use a range of devices to shift cohesively between formality within a piece of writing e.g. within a guide book: <i>a formal introduction about the historical background of the venue and a child's review of the visit</i> ➤ Compare sentences written in the simple past tense with perfect past tense form; to change tenses within a piece of writing demonstrating control of effect on reader ➤ Use the full range of punctuation to communicate effectively for a wide range of genres, including a dash, semi-colon and colon. ➤ Discuss punctuation choices and revise the meaning of ambiguity. ➤ Apply Standard English to practise more formal language including the subjunctive form e.g. <i>Were they to get lost</i>

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Spelling	<ul style="list-style-type: none"> ➤ Write, from memory, a range of sentences dictated by the teacher that include words from the Y5 and Y6 common exception rules ➤ Use dictionaries and thesauruses to check the spelling/meaning of words and confidently find synonyms and antonyms 		
Spelling Shed Scheme Level 6	<ul style="list-style-type: none"> ➤ Revision ➤ Challenge Words ➤ Words with the short vowel sound /i/ spelled y ➤ Words with the long vowel sound /i/ spelled with a y. 	<ul style="list-style-type: none"> ➤ Adding the prefix ‘-over’ to verbs. ➤ Convert nouns or verbs into adjectives using suffix ‘-ful.’ ➤ Words which can be nouns and verbs. Words with an /o/ sound spelled ‘ou’ or ‘ow.’ ➤ Words with a ‘soft c’ spelled /ce/. ➤ Prefix dis, un, over, im. ➤ Words with the /f/ sound spelled ph. ➤ Words with endings /shuhl/ after a consonant letter ➤ Words with the common letter string ‘acc’ at the beginning of words ➤ Words with origins in other countries 21. Words with unstressed vowel sounds. ➤ Words with endings /shuhl/ after a vowel letter. 	<ul style="list-style-type: none"> ➤ Words ending in ‘-ably.’ ➤ Words ending in ‘-ible’ Spelling Rules: Adding the suffix ‘-ibly’ to create an adverb. ➤ Changing ‘-ent’ to ‘-ence.’ ➤ Adding -er, -or, -ar at the end of words. Adverbs synonymous with determination. ➤ Adjectives to describe settings ➤ Vocabulary to describe feelings. ➤ Adjectives to describe character ➤ Grammar Vocabulary ➤ Mathematical Vocabulary
Handwriting	<ul style="list-style-type: none"> ➤ Increase the pace and fluency of their handwriting; to aim for a consistent, legible, cursive joined style ➤ Be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version ➤ Recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) 		
Planning, Writing & Editing	<ul style="list-style-type: none"> ➤ Note down and develop initial ideas, drawing on reading and research where necessary ➤ Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) ➤ Use a wide range of devices to build cohesion within and across paragraphs ➤ Habitually proofread for spelling and punctuation errors ➤ Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 		



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	Recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing
Awareness of audience/ purpose and structure	<ul style="list-style-type: none">➤ Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.)➤ Distinguish between the language of speech and writing and to choose the appropriate level of formality➤ Select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)