****

**KEY TECHNICAL SKILLS FOR YEAR 6**

Passive voice

Complex KS2 punctuation

Formal and informal writing

**Unity Community Primary School**

**Curriculum Progression in Writing - Year 6**

**2024-2025**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | 7 weeks  | 8 weeks  | 6 weeks  | 5 weeks  | 6 weeks  | 7 weeks  |
| Year 6 | **Text Type:**Letter to self (week 1-2)Headboy/Headgirl (week 5)**Model text or book:**Model formal letter**Key skills taught or revised:**Formal toneCohesionPEE paragraphs **Text Type:**Diary entry about Ghyll Head (week 3-4)**Model text or book:**Diary entry**Key skills taught or revised:**Fronted adverbialsRelative clauses**Text Type:**Narrative chapter (week 6-7)**Model text or book:***Boy at the back of the class* (Onjali Rauf)**Key skills taught or revised:**SpeechShow not tell | **Text Type:**Non-chronological reports (1-2)**Model text or book:**Model of non-chronological reportNon-fiction book about eco-systems**Key skills taught or revised:**SubheadingsSemi-colonsColonsBullet points**Text Type:**Holes: Stanley’s first day Narrative chapter (week 3-4)Holes: Wardens POV after Stanley escapes (week 5-6)**Model text or book:***Holes* (Louis Sachar)**Key skills taught or revised:**Descriptive writingSemi-colonsColonsSpeech to advance the story**Text Type:**Poetry(Week 7)**Model text or book:**Lost Words**Key skills taught or revised:**Descriptive writing | **Text Type:**Persuasive argument about PE kits (weeks 1-2) **Model text or book:***Modelled text written by teachers**Collect of persuasive arguments***Key skills taught or revised:**Formal writingConjunctionsModel verbsPEE paragraphsColons and semi-colons**Text Type:**Alma suspense story(Week 3-4)**Model text or book:**Model narrative **Key skills taught or revised:**Semi colonsColonsVarying sentencesRelative clausesShow don’t tell**Key skills taught or revised:**Formal writingConjunctionsModel verbsPEE paragraphsColons and semi-colons**Text Type:**Journey based on the Mouth of the Wolf (Week 5-6)**Model text or book:**Model narrative **Key skills taught or revised:** | **Text Type:**NarrativeTwisted fairytales (2 weeks)**Model text or book:**The true story of the 3 little pigs**Key skills taught or revised:**SpeechSemi colonsColons**Text Type:**Action narrative**Model text or book:***Malamander* (T Taylor)**Key skills taught or revised:**Action scenesDescriptive writing  | **Text Type:**Suspense story**Model text or book:***Alma***Key skills taught or revised:**Building up tensionDescriptive writing **Text Type:**Diary entries set in the past**Model text or book:**Models of diary entries**Key skills taught or revised:**Emotive languageHistorical vocabulary | **Text Type:**Argument (not balanced!) **Model text or book:**Examples of arguments**Key skills taught or revised:**Persuasive language All punctuation**Text Type:**Book review**Model text or book:***The lion above the door* (Onjali Rauf)**Key skills taught or revised:**All year 6 skills |

|  |  |
| --- | --- |
| Spelling  | Handwriting  |
| Pupils should be taught to use further prefixes and suffixes and understand the guidance for adding them* spell some words with ‘silent’ letters [for example, knight, psalm, solemn]
* 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 learnt specifically, as listed in English Appendix 1
 | * Pupils should be taught to write legibly, fluently and with increasing speed by:
* 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.
 |
| Composition | Vocabulary, Grammar and Punctuation  |
| Pupils should be taught to plan their writing by:* identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
* noting and developing initial ideas, drawing on reading and research where necessary
* in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
* draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
* draft and write in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
* using a wide range of devices to build cohesion within and across paragraphs
* using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
* evaluate and edit by 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
* ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
* proof-read for spelling and punctuation errors
* perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
 | Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:* recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
* using passive verbs to affect the presentation of information in a sentence
* using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
* learning the grammar for years 5 and 6 in English Appendix 2
* indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing
* using hyphens to avoid ambiguity
* using brackets, dashes or commas to indicate parenthesis
* using semi-colons, colons or dashes to mark boundaries between independent clauses
* using a colon to introduce a list
* punctuating bullet points consistently

Terminology* letter, capital letter, lower case, upper case
* word, singular, plural
* word family, prefix, suffix
* consonant, vowel
* synonym, antonym, opposite
* sentence, statement, question, exclamation, command
* subject, object
* clause, subordinate clause, coordination, subordination, relative clause
* word classes : noun, noun phrase, adjective, adverb, verb, preposition, conjunction, determiner, relative pronoun, possessive
* adverbial, fronted adverbials
* tenses: past, present, future, progressive, present perfect, imperative
* voices: active, passive
* modal verb
* direct speech
* punctuation, full stop, question mark, exclamation mark
* ellipsis, hyphen, colon, semi-colon, bullet points
* apostrophe, comma, inverted commas (or ‘speech marks’)
* parenthesis, bracket, dash
 |