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**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**

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|  | 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 tone  Cohesion  PEE paragraphs  **Text Type:**  Diary entry about Ghyll Head (week 3-4)  **Model text or book:**  Diary entry  **Key skills taught or revised:**  Fronted adverbials  Relative 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:**  Speech  Show not tell | **Text Type:**  Non-chronological reports (1-2)  **Model text or book:**  Model of non-chronological report  Non-fiction book about eco-systems  **Key skills taught or revised:**  Subheadings  Semi-colons  Colons  Bullet 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 writing  Semi-colons  Colons  Speech 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 writing  Conjunctions  Model verbs  PEE paragraphs  Colons and semi-colons  **Text Type:**  Alma suspense story  (Week 3-4)  **Model text or book:**  Model narrative  **Key skills taught or revised:**  Semi colons  Colons  Varying sentences  Relative clauses  Show don’t tell  **Key skills taught or revised:**  Formal writing  Conjunctions  Model verbs  PEE paragraphs  Colons 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:**  Narrative  Twisted fairytales (2 weeks)  **Model text or book:**  The true story of the 3 little pigs  **Key skills taught or revised:**  Speech  Semi colons  Colons  **Text Type:**  Action narrative  **Model text or book:**  *Malamander* (T Taylor)  **Key skills taught or revised:**  Action scenes  Descriptive writing | **Text Type:**  Suspense story  **Model text or book:**  *Alma*  **Key skills taught or revised:**  Building up tension  Descriptive writing  **Text Type:**  Diary entries set in the past  **Model text or book:**  Models of diary entries  **Key skills taught or revised:**  Emotive language  Historical 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 |

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| 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 | |