



Shotton Hall Primary School

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Progression in Writing: Year 6

Genres	Text level progression	Sentence Level
<ul style="list-style-type: none"> Historical Fiction (Street Child) Discussion Text Science Fiction (Eye of the Storm or Pandora) Recount (biography/ autobiography - Malala: My Story) Persuasive 	<p>Historical Fiction</p> <ul style="list-style-type: none"> Appropriate archaic language Accurate historical detail for authenticity <p>Discussion Texts</p> <ul style="list-style-type: none"> Identify features of a balanced, written discussion which: <i>Summarise different sides of an argument.</i> <i>Clarify the strengths and weaknesses of different positions.</i> <i>Signal personal opinion clearly.</i> <i>Draw evidenced reasoned conclusions.</i> First explore orally and then write a balanced report of a controversial issue using features above. Investigate modal verbs and their persuasive uses e.g. in deduction, speculation and supposition. Build a bank of useful terms and phrases for persuasive argument e.g. similarly, whereas. Consider style and form to suit purpose and audience. <p>Science Fiction</p> <ul style="list-style-type: none"> Fast-moving, adventurous plot. 	<ul style="list-style-type: none"> Select appropriate vocabulary, sentence construction and grammar, understanding how such choices can change and enhance meaning Use passive verbs to affect the presentation of information in a sentence Use the perfect form of verbs to mark relationships of time and cause Use expanded noun phrases to convey complicated information concisely e.g. The rare, beautiful, six-inch long butterfly, with crimson-tipped, blue and green wings. Use modal verbs or adverbs to indicate degrees of possibility Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun Further increase their range of adverbials, including fronted adverbials and use modal

	<ul style="list-style-type: none"> • Writing about advancements in a creative and imaginative way. • Futuristic characters may use dialogue with unusual forms or vocabulary, or even alternative languages. • Description is important to convey imagined settings, technology, processes and characters. <p>Recount (biography/ autobiography)</p> <ul style="list-style-type: none"> • Distinguish between biography and autobiography, recognising the effect on the reader of the choice between the first and third person, distinguishing between fact and opinion and implicit and explicit points of view. • Develop the skills of writing in role, adapting distinctive voices e.g. prepare a CV, composing a biographical account based on research or describing a person from different perspectives e.g. police description, school report, obituary. <p>Persuasive</p> <ul style="list-style-type: none"> • Through reading and analysis know how persuasive arguments are constructed to be effective through <p><i>The expression, sequence and linking of points. Providing persuasive examples, illustration and evidence. Pre-empting or answering potential objections. Appealing to the known views and feelings of the audience.</i></p> <ul style="list-style-type: none"> • Orally and in writing construct effective persuasive arguments. <p><i>Using persuasive language techniques to deliberately influence the listener. Developing a point logically and effectively. Supporting and illustrating points persuasively. Anticipating possible objections.</i></p>	<p>verbs or adverbs to indicate degrees of possibility</p>
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	<p><i>Harnessing the known views, interests and feelings of the audience.</i> <i>Tailoring the writing to formal presentation where appropriate.</i></p> <ul style="list-style-type: none"> • Use reading to <p><i>Investigate modal verbs and their persuasive uses.</i> <i>Build a bank of useful terms and phrases for persuasive argument, e.g. similarly, moreover.</i></p>	
Word Level	Punctuation	Spelling
<ul style="list-style-type: none"> • Formal and informal language. • How words are related by meaning as synonyms and antonyms. • Conjunctions appropriate to text type (e.g. to compare, to add, to contrast). 	<ul style="list-style-type: none"> • Semi colons, colons and dashes to mark the boundary between independent clauses. • Use a colon to introduce a list and semi colons within lists. • Punctuate bullet-points to list information. • Use hyphens to avoid ambiguity e.g. man-eating shark vs man eating shark. 	<ul style="list-style-type: none"> • Words from the National Curriculum 5/6 list. PLEASE SEE APPENDIX FOR THESE SPELLINGS. • Homophones and other words that are often confused e.g. practice/ practise, advise/ advice • Words with the /ee/ sound spelt 'ei' after 'c' e.g. receive, receipt, ceiling plus exceptions protein and seize. • Words with the ending /shus/ spelt –cious or –tious. • Words with the ending / shul/ spelt –cial or –tial. • Adding suffixes beginning with vowel letters to words ending in –fer. (The 'r' is doubled if the –fer is still stressed when the ending is added e.g. referring and referred. The 'r' is not doubled if the –fer is no longer stressed e.g. reference, referee). • Words using a hyphen to link a prefix to a root word, e.g. co-ordinate, re-iterate.
Handwriting	Plan, draft, evaluate and edit.	Terminology
<ul style="list-style-type: none"> • Write fluently using a cursive font which is legible. • Know when it is appropriate not to join letters (e.g. labels, email addresses etc). 	<p><i>Plan</i></p> <ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form 	<ul style="list-style-type: none"> • Active/ passive voice • Subject and object • Hyphen • Synonym/ antonym

	<p>and using similar writing as models for their own.</p> <ul style="list-style-type: none"> • Noting and developing initial ideas, drawing on reading and research where necessary. • In narratives, consider how authors have developed characters and settings. <p><i>Draft</i></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 action. • Using a wide range of devices to build cohesion within and across paragraphs. • Using further organisational and presentational devices to structure texts and guide the reader. <p><i>Evaluate and Edit</i></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 consistent and correct use of tense throughout a piece of writing. • Proof-read for spelling and punctuation errors. • Perform their own compositions using appropriate intonation, volume and movement so that meaning is clear. • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. 	<ul style="list-style-type: none"> • Semi-colon/ colon • Bullet points • Ellipsis
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