












# Mount Charles Progression of Skills in Writing

Year 6

<p><b>Year 6 writing units</b></p> <p>Non-fiction Fiction Skills work Poetry</p> <p><i>All units to include scaffolded and independent writing</i></p>	<p><b>Autumn 1</b> Place Value of Grammar Non-Chronological PVP </p>	<p><b>Autumn 2</b> Letters from the lighthouse Recount Beyond the Lines The Piano   </p>	<p><b>Spring 1</b> Wolf Wilder Setting description Narrative - Letter Writing </p>	<p><b>Spring 2</b> Explanation Text Frozen Kingdom Shackleton - Biography  </p>	<p><b>Summer 1</b> Francis Narrative </p>	<p><b>Summer 2</b> Transition Non-chronological report Linked to Mexico </p>
<p><b>Sharing</b></p>	<p>Within own classes</p>	<p>Y5</p>	<p>Parents – letter writing</p>	<p>Y4</p>	<p>Parents</p>	<p>Secondary schools</p>
<p><b>Phonic &amp; Whole word spelling</b></p>	<ul style="list-style-type: none"> <li>spell some words with 'silent' letters confidently</li> <li>continue to distinguish between homophones and other words which are often confused confidently</li> <li>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, confidently</li> </ul> <p><b>See Spelling Progression in separate document</b></p>					
<p><b>Other word building spelling</b></p>	<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them confidently</li> <li>use dictionaries to check the spelling and meaning of words confidently</li> <li>use a thesaurus confidently</li> <li>use the first 3 or 4 letters of a word to confidently check spelling, meaning or both of these in a dictionary,</li> </ul>					
<p><b>Transcription</b></p>	<ul style="list-style-type: none"> <li>work independently to transcribe own thoughts, opinions and ideas or take notes from others including videos and audio recordings.</li> </ul>					
<p><b>Handwriting</b></p>	<ul style="list-style-type: none"> <li>confidently choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>confidently choose the writing implement that is best suited for a task</li> </ul>					
<p><b>Contexts for Writing</b></p>	<ul style="list-style-type: none"> <li>identify confidently the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>in writing narratives, confidently consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>					
<p><b>Planning Writing</b></p>	<ul style="list-style-type: none"> <li>confidently note and develop initial ideas, drawing on reading and research where necessary</li> </ul>					
<p><b>Drafting Writing</b></p>	<ul style="list-style-type: none"> <li><b>confidently select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</b></li> <li><b>confidently precise longer passages</b></li> <li><b>confidently use</b></li> </ul>	<ul style="list-style-type: none"> <li><b>confidently use a wide range of devices to build cohesion within and across paragraphs</b> <ul style="list-style-type: none"> <li>in narratives, confidently describe <b>settings, characters</b> and atmosphere and integrating dialogue to convey character and advance the action           <ul style="list-style-type: none"> <li>confidently select appropriate grammar and vocabulary, understanding</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>confidently use a wide range of devices to build cohesion within and across paragraphs           <ul style="list-style-type: none"> <li>in narratives, confidently describe settings, characters and <b>atmosphere</b> and integrating dialogue to</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>confidently use further organisational and presentational devices to structure text and to guide the reader           <ul style="list-style-type: none"> <li>confidently use a wide range of devices to build cohesion within and across paragraphs</li> </ul> </li> <li>confidently precise longer passages           <ul style="list-style-type: none"> <li>confidently select appropriate grammar and vocabulary,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>confidently use a wide range of devices to build cohesion within and across paragraphs           <ul style="list-style-type: none"> <li>in narratives, confidently describe settings, characters and atmosphere and <b>integrating dialogue to convey character and advance the action</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>confidently use a wide range of devices to build cohesion within and across paragraphs           <ul style="list-style-type: none"> <li>in narratives, confidently describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action           <ul style="list-style-type: none"> <li>confidently select appropriate grammar and vocabulary,</li> </ul> </li> </ul> </li> </ul>

	<b>further organisational and presentational devices to structure text and to guide the reader</b>	how such choices can change and enhance meaning	convey character and advance the action <ul style="list-style-type: none"> <li>confidently select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul>	understanding how such choices can change and enhance meaning	<ul style="list-style-type: none"> <li>confidently select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul>	understanding how such choices can change and enhance meaning
<b>Editing Writing</b>	<ul style="list-style-type: none"> <li>confidently assess the effectiveness of their own and others' writing</li> <li>confidently propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensure the consistent and correct use of tense throughout a piece of writing</li> <li>ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>confidently and accurately proofread for spelling and punctuation errors</li> </ul>					
<b>Performing Writing</b>	<ul style="list-style-type: none"> <li>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>					
<b>Word</b>	<ul style="list-style-type: none"> <li><b>synonyms &amp; antonyms - understand how words share connected meaning through synonyms and that prefixes can change the meaning of a root word.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>recognise vocabulary and structures that are appropriate for formal speech and writing in contrasts with those used informally</b>, such as to find out &gt; discover, ask for &gt; request, including subjunctive forms</li> <li>synonyms &amp; antonyms - understand how words share connected meaning through synonyms and that prefixes can change the meaning of a root word.</li> </ul>	<ul style="list-style-type: none"> <li><b>recognise vocabulary and structures that are appropriate for formal speech and writing in contrasts with those used informally</b>, such as to find out &gt; discover, ask for &gt; request, including subjunctive forms</li> <li>synonyms &amp; antonyms - understand how words share connected meaning through synonyms and that prefixes can change the meaning of a root word.</li> </ul>	<ul style="list-style-type: none"> <li>recognise vocabulary and structures that are appropriate for formal speech and writing in contrasts with those used informally, such as to find out &gt; discover, ask for &gt; request, including subjunctive forms</li> <li>synonyms &amp; antonyms - understand how words share connected meaning through synonyms and that prefixes can change the meaning of a root word.</li> </ul>	<ul style="list-style-type: none"> <li>recognise vocabulary and structures that are appropriate for formal speech and writing in contrasts with those used informally, such as to find out &gt; discover, ask for &gt; request, including subjunctive forms</li> <li>synonyms &amp; antonyms - understand how words share connected meaning through synonyms and that prefixes can change the meaning of a root word.</li> </ul>	<ul style="list-style-type: none"> <li>recognise vocabulary and structures that are appropriate for formal speech and writing in contrasts with those used informally, such as to find out &gt; discover, ask for &gt; request, including subjunctive forms</li> <li>synonyms &amp; antonyms - understand how words share connected meaning through synonyms and that prefixes can change the meaning of a root word.</li> </ul>
<b>Sentence</b>	<ul style="list-style-type: none"> <li><b>use passive verbs to affect the presentation of information in a sentence I.e. I broke the window vs the window in the greenhouse was broken (by me). and contractions).</b></li> </ul>	<ul style="list-style-type: none"> <li><b>to recognise and use language structures typical of formal and informal speech (i.e. the subjunctive (F) vs question tags</b></li> <li><b>confidently use modal verbs or adverbs to indicate degrees of possibility</b></li> <li><b>confidently use expanded noun phrases to convey complicated information concisely</b></li> <li><b>confidently use relative clauses beginning with who, which, where, when, whose, that or with and applied but omitted relative pronoun.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>to recognise and use language structures typical of formal and informal speech (i.e. the subjunctive (F) vs question tags</b></li> <li><b>use the perfect form of verbs to mark relationships of time and cause</b></li> <li>confidently use expanded noun phrases to convey complicated information concisely</li> <li><b>confidently use relative clauses beginning with who,</b></li> </ul>	<ul style="list-style-type: none"> <li>use passive verbs to affect the presentation of information in a sentence I.e. I broke the window vs the window in the greenhouse was broken (by me).</li> <li>to recognise and use language structures typical of formal and informal speech (i.e. the subjunctive (F) vs question tags</li> <li>use the perfect form of verbs to mark relationships of time and cause</li> <li>confidently use modal verbs or adverbs to indicate degrees of possibility</li> <li>confidently use expanded noun phrases to convey complicated information concisely</li> </ul>	<ul style="list-style-type: none"> <li>to recognise and use language structures typical of formal and informal speech (i.e. the subjunctive (F) vs question tags</li> <li>use the perfect form of verbs to mark relationships of time and cause</li> <li>confidently use expanded noun phrases to convey complicated information concisely</li> <li>confidently use relative clauses beginning with who, which, where, when, whose, that or with and applied but omitted relative pronoun</li> </ul>	<ul style="list-style-type: none"> <li>to recognise and use language structures typical of formal and informal speech (i.e. the subjunctive (F) vs question tags</li> <li>use the perfect form of verbs to mark relationships of time and cause</li> <li>confidently use expanded noun phrases to convey complicated information concisely</li> <li>confidently use relative clauses beginning with who, which, where, when, whose, that or with and applied but omitted relative pronoun</li> </ul>

			<b>which, where, when, whose, that or with and applied but omitted relative pronoun.</b>	<ul style="list-style-type: none"> <li>confidently use relative clauses beginning with who, which, where, when, whose, that or with and applied but omitted relative pronoun.</li> </ul>		
<b>Text</b>	<ul style="list-style-type: none"> <li>use a range of layout devices (headings, subheadings, columns, bullets, tables) to structure a text</li> </ul>	<ul style="list-style-type: none"> <li>use of ellipsis to create suspense</li> <li>use a further cohesive devices such as grammatical connections (connecting phrases) and adverbials (on the other hand, in contrast) as well as ellipsis</li> </ul>	<ul style="list-style-type: none"> <li>use of ellipsis to create suspense</li> <li>use a further cohesive devices such as grammatical connections (connecting phrases) and adverbials (on the other hand, in contrast) as well as ellipsis</li> </ul>	<ul style="list-style-type: none"> <li>use a range of layout devices (headings, subheadings, columns, bullets, tables) to structure a text</li> <li>use a further cohesive devices such as grammatical connections (connecting phrases) and adverbials (on the other hand, in contrast) as well as ellipsis</li> </ul>	<ul style="list-style-type: none"> <li>use of ellipsis to create suspense</li> <li>use a further cohesive devices such as grammatical connections (connecting phrases) and adverbials (on the other hand, in contrast) as well as ellipsis</li> </ul>	<ul style="list-style-type: none"> <li>use a further cohesive devices such as grammatical connections (connecting phrases) and adverbials (on the other hand, in contrast) as well as ellipsis</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>use commas confidently to clarify meaning or avoid ambiguity in writing</li> <li>use brackets, dashes or commas confidently to indicate parenthesis.</li> <li>use a colon to introduce a list</li> <li>punctuate bullet points consistently</li> <li>edit for comma splicing</li> <li>Recap previous learning on punctuation including full stops, capital letters, exclamation marks, question marks, commas for lists, contractions, commas for fronted adverbials, apostrophes for possession (singular and plural), brackets, commas and dashes for clauses.</li> </ul>	<ul style="list-style-type: none"> <li>punctuate bullet points consistently</li> <li>use a colon to introduce a list</li> <li>use semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>use hyphens between words to avoid ambiguity (man-eating shark not man eating shark)</li> <li>use brackets, dashes or commas confidently to indicate parenthesis.</li> <li>edit for comma splicing</li> <li>use commas confidently to clarify meaning or avoid ambiguity in writing</li> <li>Recap previous learning on punctuation including full stops, capital letters, exclamation marks, question marks, commas for lists, contractions, commas for fronted adverbials, apostrophes for possession (singular and plural), brackets, commas and dashes for clauses.</li> </ul>	<ul style="list-style-type: none"> <li>punctuate bullet points consistently</li> <li>use semicolons within lists</li> <li>use a colon to introduce a list</li> <li>use semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>use hyphens between words to avoid ambiguity (man-eating shark not man eating shark)</li> <li>use brackets, dashes or commas confidently to indicate parenthesis.</li> <li>edit for comma splicing</li> <li>use commas confidently to clarify meaning or avoid ambiguity in writing</li> <li>Recap previous learning on punctuation including full stops, capital letters, exclamation marks, question marks, commas</li> </ul>	<ul style="list-style-type: none"> <li>punctuate bullet points consistently</li> <li>punctuate bullet points consistently</li> <li>use semicolons within lists</li> <li>use a colon to introduce a list</li> <li>use semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>use hyphens between words to avoid ambiguity (man-eating shark not man eating shark)</li> <li>use brackets, dashes or commas confidently to indicate parenthesis.</li> <li>edit for comma splicing</li> <li>use commas confidently to clarify meaning or avoid ambiguity in writing</li> <li>Recap previous learning on punctuation including full stops, capital letters, exclamation marks, question marks, commas for lists, contractions, commas for fronted adverbials, apostrophes for possession (singular and plural), brackets, commas and dashes for clauses.</li> </ul>	<ul style="list-style-type: none"> <li>punctuate bullet points consistently</li> <li>use semicolons within lists</li> <li>use a colon to introduce a list</li> <li>use semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>use hyphens between words to avoid ambiguity (man-eating shark not man eating shark)</li> <li>use brackets, dashes or commas confidently to indicate parenthesis.</li> <li>edit for comma splicing</li> <li>use commas confidently to clarify meaning or avoid ambiguity in writing</li> <li>Recap previous learning on punctuation including full stops, capital letters, exclamation marks, question marks, commas for lists, contractions, commas for fronted adverbials, apostrophes for possession (singular and plural), brackets, commas and dashes for clauses.</li> </ul>	<ul style="list-style-type: none"> <li>punctuate bullet points consistently</li> <li>punctuate bullet points consistently</li> <li>use a colon to introduce a list</li> <li>use semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>use hyphens between words to avoid ambiguity (man-eating shark not man eating shark)</li> <li>use brackets, dashes or commas confidently to indicate parenthesis.</li> <li>edit for comma splicing</li> <li>use commas confidently to clarify meaning or avoid ambiguity in writing</li> <li>Recap previous learning on punctuation including full stops, capital letters, exclamation marks, question marks, commas for lists, contractions, commas for fronted adverbials, apostrophes for possession (singular and plural), brackets, commas and dashes for clauses.</li> </ul>

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<b>Terminology</b> for pupils to use and understand	<b>subject, object, active, passive, synonym, antonym, bullet points</b>	subject, object, active, passive, synonym, antonym, bullet points, <b>colon, ellipsis</b>	subject, object, active, passive, synonym, antonym, bullet points, colon, ellipsis, <b>hyphen, semi-colon</b>	subject, object, active, passive, synonym, antonym, bullet points, colon, ellipsis, hyphen, semi-colon	subject, object, active, passive, synonym, antonym, bullet points, colon, ellipsis, hyphen, semi-colon	subject, object, active, passive, synonym, antonym, bullet points, colon, ellipsis, hyphen, semi-colon
<b>Statutory word lists to be covered.</b>	according, aggressive, average, category, existence, harass, identity, muscle, temperature, thorough, bruise, marvellous, physical, shoulder	accommodate, accompany, attached, awkward, community, conscience, correspond, embarrass, excellent, familiar, foreign, harass, identity, lightning, mischievous, necessary, neighbour, occupy, parliament, prejudice, pronunciation, queue, recognise, soldier, stomach, twelfth, vegetable	achieve, amateur, appreciate, communicate, criticise, disastrous, especially, frequently, government, hindrance, opportunity, persuade, relevant, suggest, symbol,	according, available, committee, competition, conscious, controversy, develop, equipment, equipped, explanation, guarantee, nuisance, occur, privilege, recommend, secretary, sufficient, variety, vehicle	apparent, cemetery, curiosity, definite, desperate, determined, immediate/ly, interfere, interrupt, leisure, rhythm, rhyme, signature, sincere/ly, yacht	ancient, average, bargain, convenience, dictionary, environment, individual, language, profession, programme, restaurant, sacrifice, system