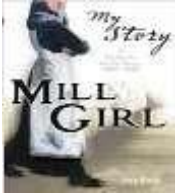
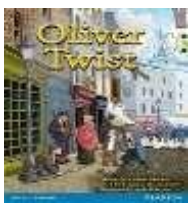
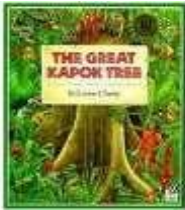
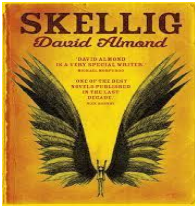
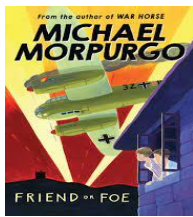
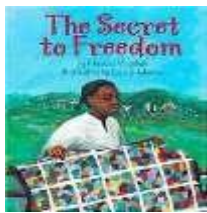


Writing progression - Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Study Unit Texts / Talk 4 Writing Class Author: Malorie Blackman						
Fiction	Purpose: To entertain/to inform Outcome: To write own historical narrative linked to the topic Industrial Revolution.	Purpose: To entertain Outcome: To write a diary entry in the role of Oliver (or other central characters), developing characterisation.	Purpose: To entertain Outcome: To write an adventure narrative (Rainforest setting), including flashback / forward.	Purpose: To entertain Outcome: To write an alternative chapter to Skellig, which includes suspense and tension.	Purpose: To entertain/to inform Outcome: To retell part of the story from the German soldier's point of view.	Purpose: To entertain/to inform Outcome: Free writing opportunities; using various stimuli to generate writing (e.g. Alma).
Non-fiction	Purpose: To inform Outcome: To write a newspaper report about the Industrial Revolution.	Purpose: To inform Outcome: To write a non-chronological report about creatures of the deep.	Purpose: To inform Outcome: To write a balanced argument about Deforestation, using arguments for and against.	Purpose: To inform Outcome: To write a persuasive advert	Purpose: To inform Outcome: To write formal and informal letters.	Purpose: To inform Outcome: To write a survival guide for year 6.
Poetry	Classic poetry: The Raven by Edgar Allen Poe Aims: To analyse the poem, exploring key vocabulary and word classes.	Classic poetry: In Flanders fields by John McCrae Aims: To analyse the poem and develop empathetic responses.	The Moon by Robert Louis Stephenson Aims: To explore poetic features, with a focus on personification and onomatopoeia.	Nonsense poem: Jabberwocky by Lewis Carroll Aims: To explore word classes, recite and perform, write own nonsense poem.	Performance poetry: Gran – can you rap? by Jack Ousby Aims: To show understanding through intonation, tone and volume so that the meaning is clear to the audience	Performance poetry: Harriet Tubman by Eloise Greenfield. Aims: To consider the emotion and imagery created.
National Curriculum coverage	Sentence level (Grammar and punctuation focus): Word classes. Using expanded noun phrases to convey complicated information concisely. Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Using passive verbs to affect the	Sentence level (Grammar and punctuation focus): Synonyms and antonyms. Using semicolons, colons or dashes to mark boundaries between independent clauses. Using a colon to introduce a list. Using commas to clarify meaning or avoid ambiguity in writing. Using brackets, dashes or commas to indicate parenthesis.	Sentence level (Grammar and punctuation focus): Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Using modal verbs or adverbs to indicate degrees of possibility. Using commas to clarify meaning or avoid ambiguity in writing.	Sentence level (Grammar and punctuation focus): Using the perfect form of verbs to mark relationships of time and cause. Using hyphens to avoid ambiguity. Recognising vocabulary and structures which are formal and informal.	Sentence level (Grammar and punctuation focus): Revision of key areas.	Sentence level (Grammar and punctuation focus): Revision of key areas.

	<p>presentation of information in a sentence.</p> <p>Word level (including spelling): Revise words from statutory word lists, words ending in -able, -ably, -ible and -ibly. Adding suffixes beginning with vowel to words ending in -fer. Proof reading.</p>	<p>Punctuating bullet points consistently.</p> <p>Word level (including spelling): Revise words from statutory word lists. Homophones ce/se Endings spelt -cious or -tious</p>	<p>Word level (including spelling): Words with the ough letter string. Words ending -cial and -tial. Generating words from prefixes.</p>	<p>Word level (including spelling): Strategies for learning words from statutory and personal spelling lists. Homophones – desert/ dessert, stationary/ stationery, compliment/ complement, principal/ principle, prophet/ profit. Generating words from prefixes and roots.</p>	<p>Word level (including spelling): Strategies for learning rare GPCs from statutory word lists. Strategies for learning words from statutory and personal spelling lists. Words ending in ant, -ance and -ancy. Revise root words and their meanings.</p>	<p>Word level (including spelling): Revise spellings taught last half term. Words ending in -ent, -ence and -ency. Homophones – draught/ draft, dissent/descent, precede/proceed, weary/wary.</p>
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Handwriting in Year 5 and 6

Pupils should be taught to write legibly, fluently and with increasing speed by:

- choosing which shape of letter to use when given choices
- deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.