



Shotton Hall Primary School

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SHINE

Successful, Happy, Inspired and Nurtured towards Excellence



Progression in Writing: Year 6

Genres	Text level progression	Sentence Level
<ul style="list-style-type: none"> • Suspense Story • Narrative with a Flashback • Diary told from a different character's viewpoint • Biography • Persuasive 	<p><i>Suspense Story</i></p> <ul style="list-style-type: none"> • Settings could be an unfamiliar place or familiar places with an added ingredient e.g. a stranger arriving in town. • The narrator uses questions to exaggerate the mystery e.g. 'Who was it?' • Pronouns are used to create suspense rather than naming characters e.g. 'He climbed through the window.' Use of the pronoun 'it' to suggest a non-human or mysterious character e.g. 'that's when I saw it.' • Language is used to intensify the mystery, particular adjective and adverbials. • Don't describe everything in detail. What is left out can often be scarier than what is actually described. • Show not tell – don't tell the audience a character is mysterious – suggest it! • Drop clues and puzzles for the reader to pick up and think about along the way. <p><i>Story with a Flashback</i></p> <ul style="list-style-type: none"> • Narrative is told non-sequentially by using a flashback. • Flashbacks can be used to fill in information which wasn't provided earlier. • Use of prepositions and adverbials will help orientate the reader, so they understand 	<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 verbs or adverbs to indicate degrees of possibility

	<p>when each part of the narrative takes place for example, 'Several years ago,'</p> <ul style="list-style-type: none"> • Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language. • • Dialogue is used to convey characters' thoughts and to move the narrative forward. <p><i>Diary told from a different character's point of view.</i></p> <ul style="list-style-type: none"> • Vocabulary choices for the diary should reflect the character. This will determine level of formality or informality. • Children should reflect on looking at and retelling events from a different point of view to the original narrative. • Use of adverbials will help orientate the reader. <p><i>Recount (biography)</i></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. • Organise the key events of a subject's life, possibly using sub-headings. Recount events in chronological order. • Use of adverbials of time and place will be important to orientate the reader, e.g. Later that year . . . At school, <p><i>Persuasive</i></p> <ul style="list-style-type: none"> • Through reading and analysis know how persuasive arguments are constructed to be effective through: <i>The expression, sequence and linking of points.</i> 	
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	<p><i>Providing persuasive examples, illustration and evidence.</i> <i>Pre-empting or answering potential objections.</i> <i>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.</i> <i>* Developing a point logically and effectively.</i> <i>* Supporting and illustrating points persuasively with appropriate evidence.</i> <i>* Anticipating possible objections.</i> <i>* Harnessing the known views, interests and feelings of the audience.</i> <i>* Tailoring the writing to formal presentation where appropriate.</i> <i>* Use of rhetorical questions, emotive language and hyperbole</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

		<p>not doubled if the –fer is no longer stressed e.g. reference, referee).</p> <ul style="list-style-type: none"> 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 and using similar writing as models for their own. 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 	<ul style="list-style-type: none"> Active/ passive voice Subject and object Hyphen Synonym/ antonym Semi-colon/ colon Bullet points Ellipsis

	speech and writing and choosing the appropriate register.	
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