













## CELT Small School Progression of Skills in Writing Curriculum - Year 6

<p><b>Year 6 writing units</b></p> <p>Non-fiction Fiction Skills work Poetry I – Independent S - Scaffolded</p>	 <p>Eye of the Storm (Skills based unit) (Narrative setting) Flashback Dialogue</p>	 <p>Beyond the lines (Narrative Flashback)</p>  <p>The Christmas Truce (Lit Shed- John Lewis) (Letter writing)</p>	 <p>Diary of Anne Frank (Biography)</p>  <p>The Arrival (Non fiction- fact file Newspaper report)</p>	 <p>Alma Mystery Story (Extracts from Cogheart)</p>	 <p>Francis (Mystery Story)</p>  <p>(Non-chronological report based on curriculum coverage – e.g. Shackleton’s Journey)</p>	  <p>Transition unit- Horror (adapt the transition unit to be around the 'The Facts in the case of Mr Hollow' or The Mysteries of Harris Burdeck)</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 dictionaries to check the spelling and meaning of words 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> <li>use further prefixes and suffixes and understand the guidance for adding them confidently</li> <li>use a thesaurus confidently</li> </ul> <ul style="list-style-type: none"> <li>use dictionaries to check the spelling and meaning of words 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> <li>use a thesaurus confidently</li> <li>use further prefixes and suffixes and understand the guidance for adding them confidently</li> </ul>					
<p><b>Transcription</b></p>	<p>Work independently to transcribe own thoughts, opinions and ideas or take notes from others including videos and audio recordings.</p>					



<b>Handwriting</b>	<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>					
<b>Contexts for Writing</b>	<ul style="list-style-type: none"> <li>• <b>in writing narratives, confidently consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</b></li> <li>• <b>identify confidently the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</b></li> </ul>	<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> </ul>	<ul style="list-style-type: none"> <li>• in writing narratives, confidently consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <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> </ul>	<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> </ul>	<ul style="list-style-type: none"> <li>• in writing narratives, confidently consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <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> </ul>	
<b>Planning Writing</b>	Confidently note and develop initial ideas, drawing on reading and research where necessary					
<b>Drafting Writing</b>	<ul style="list-style-type: none"> <li>• <b>confidently use a wide range of devices to build cohesion within and across paragraphs</b></li> <li>• <b>in narratives, confidently describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action</b></li> </ul>	<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>• in narratives, confidently describe settings, <b>characters and atmosphere and integrating dialogue to convey character and advance the action</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>confidently precis longer passages</b> (note taking from videos and texts)</li> </ul>	<ul style="list-style-type: none"> <li>• confidently use further organisational and presentational devices to structure text and to guide the reader</li> <li>• in narratives, confidently describe settings, characters and <b>atmosphere and integrating dialogue to convey character and advance the action</b></li> </ul>	<ul style="list-style-type: none"> <li>• confidently precis longer passages (note taking from videos and texts)</li> </ul>	
<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>	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.					



<p><b>Word</b></p>	<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</b> and writing in contrasts with those used <del>informally, such as to find out &gt; discover, ask for &gt; request,</del></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 <b>informally, such as to find out &gt; discover, ask for &gt; request, including subjunctive forms</b></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 <del>informally, such as to find out &gt; discover, ask for &gt; request,</del></li> </ul>	
<p><b>Sentence</b></p>	<ul style="list-style-type: none"> <li>• <b>confidently use expanded noun phrases to convey complicated information concisely</b></li> <li>• <b>confidently use modal verbs or adverbs to indicate degrees of possibility</b></li> <li>• <b>to recognise and use language structures typical of formal and informal speech (i.e. the subjunctive (F) vs question tags and contractions) for SPAG knowledge.</b></li> </ul>	<ul style="list-style-type: none"> <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>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)</b></li> <li>• <b>use the perfect form of verbs to mark relationships of time and cause</b></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) <b>vs question tags and contractions) for SPAG knowledge.</b></li> </ul>	<ul style="list-style-type: none"> <li>• use the perfect form of verbs to mark relationships of time and cause</li> <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> </ul>	
<p><b>Text</b></p>	<p>Revisit the range of cohesive devices available in writing.</p> <ul style="list-style-type: none"> <li>• Pronouns</li> <li>• Determiners</li> <li>• Nouns</li> <li>• Conjunctions</li> <li>• Prepositions i.e. example, before, after, during, in, because of.</li> <li>• Adverbs/adverbials (who, when and where)</li> <li>• organizing paragraphs around a theme and starting a new paragraph to show a change in location, person, time or event.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>continue to use further cohesive devices such as grammatical connections (connecting phrases) and the previous list.</b></li> <li>• use of ellipsis to create suspense</li> <li>• <b>use a range of layout devices (headings, subheadings, columns, bullets, tables) to structure a text</b></li> </ul>	<ul style="list-style-type: none"> <li>• use of ellipsis to create suspense</li> </ul>	<ul style="list-style-type: none"> <li>• use of ellipsis to create suspense</li> <li>• use of ellipsis to create suspense <ul style="list-style-type: none"> <li>• use a range of layout devices (headings, subheadings, columns, bullets, tables) to structure a text</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• use of ellipsis to create suspense</li> </ul>



- Choosing when to use pronouns and nouns appropriately to avoid repetition and promote clarity.
- Repetition of a word or phrase
- Ellipsis to create suspense
- Verb openers
- Expanded noun phrases
- Further organisational and presentational devices to structure text and to guide the reader [for example, headings, subheadings, columns, or tables, bullet points, underlining] (in non-fiction)
- use the perfect form of verbs to mark relationships of time and cause
- use relative clauses beginning with who, which, where, when, whose, that or with an implied (for example, omitted) relative pronoun.

**Punctuation**

- **use a colon to introduce a list**
- **use semicolons within lists**
- **use brackets, dashes or commas confidently to indicate parenthesis.**
- **use hyphens between words to avoid ambiguity (man-eating shark not man eating shark)**
- **use commas confidently to clarify meaning or avoid ambiguity in writing**
- **use semicolons, colons or dashes to mark boundaries between**

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- edit for comma splicing

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	<b>independent clauses</b> • edit for comma splicing					
<b>Terminology</b> for pupils to use and understand	<b>ellipses, synonym, antonym, colon, semi-colon, hyphen, subject, object,</b>		<b>bullet points active, passive,</b>		bullet points	
<b>Sentence types introduced</b>	<b>Outside, inside De:De</b> Recap previous sentence types	3 bad-dash question	<b>The question is:</b> Some; others		<b>Paired conjunction (PC)</b>	<b>Imagine 3 examples</b>
<b>Statutory words</b>						