**Year 6: Writing Progression Small Steps**

**Year 6 Contexts for Writing:**

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| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Narratives  (Describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action.) | Non-Narratives:  Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining.) | Narratives  (Describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action.) | Non-Narratives:  Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining.) | Narratives  (Describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action.) | Non-Narratives:  Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining.) |

**Year 6 Writing Small Steps:**

**(Refer also to Year 5 Writing Small Steps**

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| **Composition: Planning** | * Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. * Note and develop initial ideas, drawing on reading and research where necessary. * In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. * Identify structures and techniques used by the author to portray character/setting descriptions. * Collect vocabulary for different settings and characters for own narrative writing. | |
| **Composition Drafting & Writing (including Grammar Text Level)** | * Link ideas across paragraphs using a wider range of **cohesive devices:** repetition of a **word** or phrase, grammatical connections (e.g. the use of adverbials such as *on the other hand, in contrast* or *as a consequence),* and ellipsis. * Use time and place adverbials (See Year 5 and Year 4 work). * Use adverbials which will give an opposing point of view. e.g. (e.g. the use of adverbials such as 'on the other hand', 'in contrast', or 'as a consequence'). * Use repeated words for effect. * Maintain the correct use of pronouns throughout paragraphs. * Use a wide range of conjunctions to sustain an idea. * Layout devices (e.g. headings, sub-headings, columns, bullets or tables, to structure text). | Draft and Write:   * Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. * Demonstrate an understanding of the purpose of writing by selecting words for a reason (character’s behaviours, feelings, communicating factually). * Use precise vocabulary to give clarity to the reader (ambitious vocab is needed but must be used effectively with the purpose in mind). * Ensure that the vocabulary chosen reflects formality intended. * GD: Consciously shift levels of formality to distinguish between characters or situations. * GD: Demonstrate an assured control between the shifts of formality to emphasise a subtle change in mood, atmosphere, status or feelings. * Use a wide range of devices to build cohesion within and across paragraphs. * Precis longer paragraphs. * In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. * Ensure a description is multi-layered. * Use personification to enhance descriptions. * Ensure the setting reflects the mood of the character and vice versa. * GD: To know and use pathetic fallacy to enhance descriptions of setting and a character’s mood. * Use speech to make the events in narrative clear. * Use speech to move an action forward/ /introduce a location / advance the plot/ to show that time is passing. * Ensure a character is portrayed through the speech that is used about and by them. * Ensure that the manner in which a character speaks reflects their mood or personality. * Ensure a character’s interactions within a setting demonstrates and reflects the atmosphere. * Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). * Use headings and sub headings to structure/organise writing. * Communicate key facts through bullet points. |
| **Grammar Sentence Level** | * Use the **passive voice** to affect the presentation of information in a **sentence** [e.g. *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*]. * Identify the active and passive voice in text (e.g. 'I had broken the window in the greenhouse' versus 'The window in the greenhouse had been broken). * Convert the active voice to passive (and vice versa). * Use the passive voice to suggest the importance of information within a sentence. * Know the difference between structures typical of informal speech and structures appropriate for formal speech and writing [e.g. the use of question tags: *He’s your friend*, *isn’t he?*, or the use of **subjunctive** forms such as *If I were* or *Were they to come* in some very formal writing and speech]. * Distinguish between common colloquialism and subtle informal language. * Use features of informal speech and writing: e.g. contractions, slang, idioms, question tags, ellipsis, repetitive pronouns, rhetorical questions. * Understand what the subjunctive form is and how to use it with formal writing and speech. * Use features of formal speech and writing: avoid contractions, avoid slang, avoid idioms, use passive voice, use one as a formal equivalent “One considers…” * Identify the difference between an authoritative writing style and authoritative spoken language. | |
| **Punctuation** | * Use the semi-colon, colon and dash to mark the boundary between independent **clauses** [e.g. *It’s raining; I’m fed up*]. * Use a semi colon to separate a main clause from additional, closely connected information. * Use a semi colon as an indicator of an afterthought. * Use a colon to separate the main idea from additional information such as- Bomb hits Coventry: several feared missing. * Use a dash as an informal after thought. E.g. I can’t believe he’s late again – typical. * Use the colon to introduce a list and use of semi-colons within lists. * Use a colon to introduce a list e.g. To make a milkshake you need: milk, ice-cream and strawberries. * Use semi colons within lists to signal to the reader which objects are grouped together and to make the overall list clearer. e.g. ‘When I pack for school, I make sure I have my calculator, compasses and ruler for maths and science lessons; drawing pencils, with coloured pastels, for art; shin pads, goalie gloves and boots for football; and my bus money. * Use **punctuation** of bullet points to list information. * To ensure that each bullet point sentence must be punctuated consistently e.g. all capitals or all lower case. * Understand how hyphens can be used to avoid ambiguity [e.g. *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]. * To avoid ambiguity by creating compound words. * To understand that using a hyphen will create words with different meanings e.g. re-sign – to sign something again; resign to hand in one’s notice. | |
| **Composition: Evaluating and Editing** | * Assess the effectiveness of their own and others’ writing and suggest improvements. * To compare their own writing to the author’s writing to identify areas of strength and areas of development. * To compare other children’s writing to identify areas of strength and areas of development. * To justify feedback given. * To adapt writing from feedback given where necessary. * To make changes whilst sustaining cohesion in their writing. * To check their writing to ensure there is no ambiguity e.g. use of repeated “she” - which character is the writer referring to? * Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. * Ensure the consistent and correct use of tense throughout a piece of writing. * Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. * Proof reading for spelling and punctuation errors. * Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. * Use dictionaries to check the spelling and meaning of words. * Use a thesaurus. * Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | |
| **Grammar (Word Level)** | * Recognise the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [e.g. *find out – discover; ask for – request; go in – enter*]. * To understand the difference between formal and informal language. * To understand the contexts in which formal and informal would be used. * To make language choices to sustain a formal or informal tone and to shift within those formalities. e.g. find out/discover; ask for/ request; go in/enter). * How words are related by meaning as synonyms and antonyms [e.g. *big, large, little*]. * To generate alternatives to sustain a character, place or event. * To select appropriate synonyms to create effective meaning. * To understand the role of antonyms to create mood, the shift in mood, character and tension. | |
| **Transcription: Spelling and Handwriting** | * Continue to distinguish between homophones and other words which are often confused. * Use further prefixes and suffixes and understand the guidance for adding them. * Spell some words with ‘silent’ letters [for example, knight, psalm, solemn]. * Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. * Spell Word List Years 5 and 6.   • 80% of Year 5 / 6 words are spelt accurately.  • All KS1 and LKS2 spellings words are accurate.   * Write legibly, fluently and with increasing speed by: * choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters * choosing the writing implement that is best suited for a task. * Must join letters. * Writing does not have to meet expectation for school scheme, but must be a consistent self-style. * In final drafts writing is joined and legible consistently throughout the piece. | |

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| **Terminology for pupils** | subject, object  active, passive  synonym, antonym  ellipsis, hyphen, colon, semi-colon, bullet points |

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| **English - Appendix 1: Year 5 and 6 Spellings**  **Year 6: spell 80% of the following:** | | | | | | | | |
| accommodate | accompany | according | achieve | aggressive | amateur | ancient | apparent | appreciate |
| attached | available | average | awkward | bargain | bruise | category | cemetery | committee |
| communicate | community | competition | conscience\* | conscious\* | controversy | convenience | correspond | criticise (critic+ise) |
| curiosity | definite | desperate | determined | develop | dictionary | disastrous | embarrass | environment |
| equip (-ped, -ment) | especially | exaggerate | excellent | existence | explanation | familiar | foreign | forty |
| frequently | government | guarantee | harass | hindrance | identity | immediate(ly) | individual | interfere |
| interrupt | language | leisure | lightning | marvellous | mischievous | muscle | necessary | nuisance |
| occupy | occur | opportunity | parliament | persuade | physical | prejudice | privilege | profession |
| programme | pronunciation | queue | recognise | recommend | relevant | restaurant | rhyme | rhythm |
| sacrifice | secretary | shoulder | signature | sincere(ly) | soldier | stomach | sufficient | suggest |
| symbol | system | temperature | thorough | twelfth | variety | vegetable | vehicle | yacht |

| **Spelling – years 5 and 6** |
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| **Revise work done in previous years** |
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| **New work for years 5 and 6** |
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| **Statutory requirements** |  | **Rules and guidance (non‑statutory)** | **Example words (non‑statutory)** |
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| Endings which sound like /ʃəs/ spelt –cious or –tious |  | Not many common words end like this.  If the root word ends in **–ce**, the /ʃ/ sound is usually spelt as **c** – e.g. *vice – vicious*, *grace – gracious*, *space – spacious*, *malice – malicious.*  **Exception**: *anxious*. | vicious, precious, conscious, delicious, malicious, suspicious  ambitious, cautious, fictitious, infectious, nutritious |
| Endings which sound like /ʃəl/ |  | **–cial** is common after a vowel letter and **–tial** after a consonant letter, but there are some exceptions.  **Exceptions**: initial, financial, commercial, provincial (the spelling of the last three is clearly related to *finance*, *commerce* and *province*). | official, special, artificial, partial, confidential, essential |
| Words ending in –ant,  –ance/–ancy,  –ent,  –ence/–ency |  | Use **–ant** and **–ance/–ancy** if there is a related word with a /æ/ or /eɪ/ sound in the right position; –**ation** endings are often a clue.  Use **–ent** and **–ence/–ency** after soft **c** (/s/ sound), soft **g** (/dʒ/ sound) and **qu**, or if there is a related word with a clear /ɛ/ sound in the right position.  There are many words, however, where the above guidance does not help. These words just have to be learnt. | observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial)  innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential)  assistant, assistance, obedient, obedience, independent, independence |

| **Statutory requirements** |  | **Rules and guidance (non‑statutory)** | **Example words (non‑statutory)** |
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| Words ending in –able and  –ible  Words ending in –ably and  –ibly |  | The **–able/–ably** endings are far more common than the **–ible/–ibly** endings.  As with **–ant** and **–ance/–ancy**, the **–able** ending is used if there is a related word ending in **–ation**.  If the **–able** ending is added to a word ending in **–ce** or **–ge**, the **e** after the **c** or **g** must be kept as those letters would otherwise have their ‘hard’ sounds (as in *cap* and *gap*)before the **a** of the **–able** ending.  The **–able** ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in **–ation**. The first five examples opposite are obvious; in *reliable*, the complete word *rely* is heard, but the **y** changes to **i** in accordance with the rule.  The **–ible** ending is common if a complete root word can’t be heard before it but it also sometimes occurs when a complete word *can* be heard (e.g. *sensible*). | adorable/adorably (adoration),  applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration)  changeable, noticeable, forcible, legible  dependable, comfortable, understandable, reasonable, enjoyable, reliable  possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly |
| 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.  The **r** is not doubled if the **–fer** is no longer stressed. | referring, referred, referral, preferring, preferred, transferring, transferred  reference, referee, preference, transference |
| Use of the hyphen |  | Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one. | co-ordinate, re-enter,  co-operate, co-own |

| **Statutory requirements** |  | **Rules and guidance (non‑statutory)** | **Example words (non‑statutory)** |
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| Words with the /i:/ sound spelt ei after c |  | The ‘**i** before **e** except after **c**’ rule applies to words where the sound spelt by **ei** is /i:/.  **Exceptions**: *protein*, *caffeine*, *seize* (and *either* and *neither* if pronounced with an initial /i:/ sound)*.* | deceive, conceive, receive, perceive, ceiling |
| Words containing the letter-string ough |  | **ough** is one of the trickiest spellings in English – it can be used to spell a number of different sounds. | ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough |
| Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) |  | Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in *knight*,there was a /k/ sound before the /n/, and the **gh** used to represent the sound that ‘ch’ now represents in the Scottish word *loch.* | doubt, island, lamb, solemn, thistle, knight |

| **Statutory requirements** |  | **Rules and guidance (non‑statutory)** | **Example words (non‑statutory)** |
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| Homophones and other words that are often confused |  | In the pairs of words opposite, nouns end **–ce** and verbs end **–se**. *Advice* and *advise* provide a useful clue as the word *advise* (verb) is pronounced with a /z/ sound – which could not be spelt **c**.  More examples:  aisle: a gangway between seats (in a church, train, plane). isle: an island.  aloud: out loud. allowed: permitted.  affect: usually a verb (e.g. *The weather may affect our plans*). effect: usually a noun (e.g. *It may have an effect on our plans*). If a verb, it means ‘bring about’ (e.g. *He will effect changes in the running of the business*).  altar: a table-like piece of furniture in a church. alter: to change.  ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun).  bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse.  cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun *series* – a succession of things one after the other.  compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word *complete* – to make something complete or more complete (e.g. *her scarf complemented her outfit*). | advice/advise  device/devise  licence/license  practice/practise  prophecy/prophesy  farther: further father: a male parent  guessed: past tense of the verb *guess* guest: visitor  heard: past tense of the verb *hear* herd: a group of animals  led: past tense of the verb *lead* lead: present tense of that verb, or else the metal which is very heavy (*as heavy as lead*)  morning: before noon mourning: grieving for someone who has died  past: noun or adjective referring to a previous time (e.g. *In the past*) or preposition or adverb showing place (e.g. *he walked past me*) passed: past tense of the verb ‘pass’ (e.g. *I passed him in the road*)  precede: go in front of or before proceed: go on |

| **Statutory requirements** |  | **Rules and guidance (non‑statutory)** | **Example words (non‑statutory)** |
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| Homophones and other words that are often confused (continued) |  | descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun).  desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable) dessert: (stress on second syllable) a sweet course after the main course of a meal.  draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. *to draft in extra help*) draught: a current of air. | principal: adjective – most important (e.g. *principal ballerina*) noun – important person (e.g. *principal of a college*) principle: basic truth or belief  profit: money that is made in selling things prophet: someone who foretells the future  stationary: not moving stationery: paper, envelopes etc.  steal: take something that does not belong to you steel: metal  wary: cautious weary: tired  who’s: contraction of *who is* or *who has* whose: belonging to someone (e.g. *Whose jacket is that?*) |