



Year 6	Uffculme Progression in Writing								
	Autumn 1	Autumn 2		Spring 1	Spring 2		Summer 1	Summer 2	
Progression of Core Texts	<i>Fiction</i> Flood – Alvaro F Villa	<i>Non-fiction</i> Are Humans Damaging the Atmosphere - Catherine Chambers	<i>Non-Fiction</i> Dragonology – Dugald Steer, Helen Ward et al	<i>Fiction</i> – Undertow-Tales from Outer Suburbia - Shaun Tan	<i>Non-Fiction</i> – Women in Science - Rachel Ignotofsky	<i>Fiction-</i> Blackberry Blue – Jamila Gavin	<i>Fiction</i> – The Chronicles of Harris Burdick – Chris Van Allsburg et al	<i>Non-Fiction</i> – The Everyday Journeys of Ordinary Things – Libby Deutsch/ Valupuri Kerttula	<i>Non- Fiction-</i> My Secret War Diary by Flossie Albright- Marcia Williams
Links to Wider Curriculum	Environment, pollution sustainability (History and Geography)		Stand alone	Classification of living things (Science from Autumn 1)	Science units: Plants and animals; light; humans; electricity	Stand alone	Stand alone	Stand alone	WW2
Independent Purposeful Writing Outcomes Teachers can add specific detail about 'Audience, Purpose and Form' of final outcome.	To write an environmental disaster story.	To write a discussion text based on the Industrial Revolution.	To write a non-chronological report about an imaginary creature.	To write a story about an unlikely discovery.	To write a biography about an inspiring person.	To write own story in the fairy tale genre.	To write own short story based on a picture.	To write a sequential journey of an everyday thing.	To write a diary related to WW2.
Writing for purpose - composition focus NB: <i>Composition strands run throughout the year- This indicates focus only.</i>	<ul style="list-style-type: none"> identify the audience for and purpose of the writing. consider how authors have developed characters and settings in what they have read. describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action 	<ul style="list-style-type: none"> identify the audience for and purpose of the writing. note and develop initial ideas, drawing on reading and research where necessary. select appropriate grammar and vocabulary, 	<ul style="list-style-type: none"> identify the audience for and purpose of the writing. draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. use further organisational and presentational devices to 	<ul style="list-style-type: none"> identify the audience for and purpose of the writing. select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. describe settings, characters 	<ul style="list-style-type: none"> identify the audience for and purpose of the writing. note and develop initial ideas, drawing on reading and research where necessary. Select appropriate grammar and vocabulary, understanding how such choices can change and 	<ul style="list-style-type: none"> identify the audience for and purpose of the writing. consider how authors have developed characters and settings in what they have read. Select appropriate grammar and 	<ul style="list-style-type: none"> Consider how authors have developed characters and settings in what pupils have read. describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. 	<ul style="list-style-type: none"> identify the audience for and purpose of the writing. note and develop initial ideas, drawing on reading and research where necessary. select appropriate grammar and vocabulary, understanding how such choices can change and 	<ul style="list-style-type: none"> identify the audience for and purpose of the writing. note and develop initial ideas, drawing on reading and research where necessary. Select appropriate grammar and vocabulary and understand how such choices can change and



	<ul style="list-style-type: none"> • select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • assess the effectiveness of their own and others' writing. • evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. 	<p>understanding how such choices can change and enhance meaning.</p> <ul style="list-style-type: none"> • use a wide range of devices to build cohesion within and across paragraphs. • use further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining) • evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. 	<p>structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <ul style="list-style-type: none"> • evaluate and edit by proposing changes to vocabulary, grammar and punctuation. 	<p>and atmosphere and integrate dialogue to convey character and advance the actions.</p> <ul style="list-style-type: none"> • use a wide range of devices to build cohesion within and across paragraphs. • assess the effectiveness of their own and others' writing. • evaluate and edit by proposing 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. 	<p>enhance meaning.</p> <ul style="list-style-type: none"> • use further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining). • assess the effectiveness of their own and others' writing. • evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • 	<p>vocabulary, understanding how such choices can change and enhance meaning.</p> <ul style="list-style-type: none"> • précis longer passages • assess the effectiveness of their own and others' writing. • ensure the consistent and correct use of tense throughout a piece of writing. 	<ul style="list-style-type: none"> • assess the effectiveness of their own and others' writing. • propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. 	<p>enhance meaning.</p> <ul style="list-style-type: none"> • use a wide range of devices to build cohesion within and across paragraphs. • use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) • assess the effectiveness of their own and others' writing. • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. 	<p>enhance meaning.</p> <ul style="list-style-type: none"> • Use a wide range of devices to build cohesion within and across paragraphs. • use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). • assess the effectiveness of their own and others' writing. • Propose changes to vocabulary, grammar and punctuation. paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices <p>punctuation to enhance effects and clarify meaning · ensuring the</p>
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<p>Writing to be clear - grammar and punctuation</p>	<ul style="list-style-type: none"> • use expanded noun phrases to convey complicated information concisely. • use relative clauses beginning with who, which, where, when, whose, that, or with an implied (i.e. omitted) relative pronoun. 	<ul style="list-style-type: none"> • recognise vocabulary and structures that are appropriate for formal speech and writing. • use relative clauses beginning with who, which, where, when, whose, that, or with an implied (ie omitted). • Punctuate bullet points consistently 	<ul style="list-style-type: none"> • use the passive to affect the presentation of information in a sentence. • recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. • use expanded noun phrases to convey complicated information concisely. • indicate grammatical and other features by: <ul style="list-style-type: none"> - using brackets, dashes or commas to indicate parenthesis. 	<ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely. • use semi-colons, colons or dashes to mark boundaries between independent clauses. 		<ul style="list-style-type: none"> • Recognise vocabulary and structures that are appropriate for formal speech and writing. • using expanded noun phrases to convey complicated information concisely. • Use commas to clarify meaning or avoid ambiguity in writing. • use a colon to introduce a list and use of semi-colons within a list. 	<ul style="list-style-type: none"> • use the perfect form of verbs to mark relationships of time and cause. • use expanded noun phrases to convey complicated information concisely. • use modal verbs to indicate degrees of possibility. • use semi-colons, colons or dashes to mark boundaries between independent clauses. 	<ul style="list-style-type: none"> • use the passive to affect the presentation of information in a sentence. • use expanded noun phrases to convey complicated information concisely. • use relative clauses beginning with who, which, where, when, whose, that, or with an implied (i.e. omitted) relative pronoun. • Use commas to clarify meaning or avoid ambiguity in writing. • Use brackets, dashes or commas to indicate parenthesis. 	<p>consistent and correct use of tense throughout a piece of writing</p> <ul style="list-style-type: none"> • Recognise vocabulary and structures that are typical of informal speech and those appropriate for formal speech and writing. • use the perfect form of verbs to mark relationships of time and cause. • use modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) to indicate degrees of possibility. • us brackets, dashes or commas to indicate parenthesis. • using semi-colons, colons or dashes to mark boundaries between independent clauses.
<p>Spelling</p>	<p>Prefixes, suffixes (taken from Sounds and Syllables resources throughout KS2) and statutory spelling list.</p>								



Handwriting	<p>Follow the Nelson Handwriting scheme.</p> <ul style="list-style-type: none">• 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
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