Hawes Side Academy

Y6 English Progression

	Text	Writing Genres & Coverage	Grammar and punctuation
Autumn Term	**Holes** **Reading Skill:** • understand techniques used by writers to create an effective story opening • consider how the author develops the story beyond the opening section • understand how the author's structural and language choices help to create tension in the story • explore how the author structures the final part of the story **Comprehension Skills** • AF4 identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level • AF5 explain and comment on writers' use of language, including grammatical and literary features at word and sentence level • AF6 identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader **Language skill:** • asking for Justification • checking for Understanding • relate Past Learning to Presen	**Writing Focus:** • write the opening to a story using techniques to engage the reader • write a balanced analysis of a topic • To write a newspaper obituary for Kate Barlow **Writing Skills:** • AF1 – write imaginative, interesting and thoughtful texts • AF2 – produce texts which are appropriate to task, reader and purpose • AF3 – organise and present whole texts effectively, sequencing and structuring information, ideas and events • AF4 – construct paragraphs and use cohesion within and between paragraphs • AF5 – vary sentences for clarity, purpose and effect • AF6 – write with technical accuracy of syntax and punctuation in phrases, clauses and sentences	Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as in the meantime, meanwhile, in due course, until then. Identify in texts, semi-colons which are used to mark the boundary between independent clauses e.g. The heat beat down from a cloudless sky; even the gulls and kittiwakes seemed to be silenced by the sun. Identify the subject and object of a sentence, e.g. David Beckham (subject) had always excelled at sports (object). Explore, collect and use examples of the past perfect form of verbs to mark relationships of time and cause e.g. He had spent his whole childhood by the sea (past perfect). Identify and use colons to introduce a list, punctuate bullet points consistently. Use subjunctive forms in formal speech and writing, focusing on wish and if- clauses e.g. If I were to win the lottery, I would....; I wish I were more tolerant
	Explore! The most dangerous journeys of all time **Comprehension focus** • draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence • retrieve record and present information from • non-fiction **Spoken Language**	**Writing Focus:** • identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • proof-read for spelling and punctuation errors • use a wide range of devices to build cohesion within and across paragraphs	

	- consider and evaluate different viewpoints, attending to and building on the contributions of others - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	
	Narrative poetry - Highwayman (Cycle 1) **Comprehension focus** - identify and discuss themes and conventions in and across a wide range of writing - prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - learning a wider range of poetry by heart **Spoken Language** - participate in discussions, presentations, performances, role play, improvisations and debates - select and use appropriate registers for effective communication	**Writing focus** - identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - assess the effectiveness of their own and others' writing	
Spring Term	Personal recount To identify question types and predict where to locate answers from text. To identify question types in non-fiction text and predict where to locate evidence for answers. **Non-Fiction** To reinforce the skill of predicting where to locate answers from text. To reinforce identifying question types in non- fiction text and predicting where to locate evidence for answers.	**Recount** To identify the structure and language features of Recounts through analysing and grading *examples of Recounts. **Non-Fiction** To identify the main features of non-chronological reports. Through analysing and grading *examples of non-chronological reports children will develop general rules for NC report writing. **Persuasive Essay** To identify the main features of Persuasive Text. Through analysing and grading *examples of Persuasive text. **Discursive** To identify the main features of discursive text and compare them with the main features of persuasive text.	Use devices to build cohesion between paragraphs in persuasive texts e.g. adverbials such as: similarly, although, additionally, another possibility, alternatively, as a consequence. Identify and use of semi-colons to mark the boundary between independent clauses e.g. It is raining; I am fed up. Explore and investigate active and passive e.g. in narrative writing, The thief had broken the window in the greenhouse versus - The window in the greenhouse had been broken. Identify and use semi-colons within lists.

Fiction
To reinforce the skill of interpreting questions.
Non-Fiction
To reinforce identifying question types in nonfiction text and predicting where to locate evidence for answers.

Discursive
To reinforce the skill of interpreting questions and locating answers.
Non-Fiction
To reinforce identifying question types in nonfiction text and predicting where to locate evidence for answers.

Short Story (Fiction)
To reinforce the skill of interpreting questions and locating answers.
Non-Fiction
To reinforce identifying question types in nonfiction text and predicting where to locate evidence for answers

3rd Person Recount (Newspaper Reports)
To identify the differences between Personal Recounts and Newspaper Recounts.

Non-Chronological Reports
To identify and analyse common weaknesses in reading comprehension test.
To review the main features of non-chronological reports.

Persuasive
To identify and analyse common weaknesses in reading comprehension test.
To review the main features of persuasive writing.

Discursive
To identify and analyse common weaknesses in reading comprehension test.
To review the main features of discursive writing.

Fiction - Character description
To identify the structure and features of
Stories and character description.
Non-Chronological Reports
To Identify the main features of non-chronological reports. Plan and write a non-chronological report
Poetry and Play Scripts
To identify the main features of a poem. Plan and write a poem.

Writing skills: (TAF)
The pupil can:
• write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
• in narratives, describe settings, characters and atmosphere
• integrate dialogue in narratives to convey character and advance the action
• select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
• use verb tenses consistently and correctly throughout their writing
• use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
• spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
• maintain legibility in joined handwriting when writing at speed.2

Explore, collect and use subjunctive forms within formal speech and writing, focusing on requests e.g. The school requires that all pupils be honest. His Majesty decrees that all his subjects be counted. His Majesty insists that the wedding planner remain in the palace.

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	Traditional Stories To identify and analyse common weaknesses in reading comprehension test. To review the main features of traditional tales.		
	Poetry and Play Scripts To review the main features of a play script.		
Summer Term	**Private Peaceful** **Reading Skill:** • develop explanations of inferred meaning, drawing on evidence across the text • explore how the structure of the novel affects the reader • explore how the relationship between characters is presented and how it develops throughout the novel **Comprehension Skills** • AF3 deduce, infer and interpret information, events or ideas from text • AF4 identify and comment on structure and organisation of texts, including grammatical and presentational features at text level • AF6 identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader **Language skill:** • Contributing Ideas • Taking Turns	**Writing Focus:** • write a recount of an event in your life • write a description based on a chosen image • write a poem expressing an opinion or strong emotion about war **Writing skills:** • AF3: organise and present whole texts effectively, sequencing and structuring information, ideas and events • AF4: construct paragraphs and use cohesion within and between paragraphs • AF1: write imaginative, interesting and thoughtful texts •AF2: produce texts which are appropriate to task, reader and purpose •AF7: select appropriate and effective vocabulary	