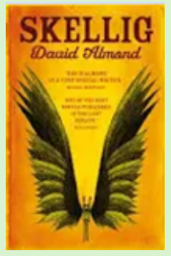
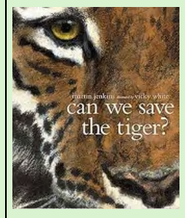
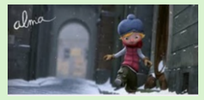
TWHF Year 6 Writing Progression Document - Yearly Overview

Year 6	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
Genre	Poetry Narrative: Story Setting	Non-fiction: Recount Writing: Diary Entry	Narrative: Alternative Ending with Character Description	Non-fiction: Persuasive Letter	Narrative: Myth	Non-fiction: Non-Chronological report	Narrative: Retelling a story	Non-fiction: Balanced Argument	Narrative: Alternative/ Invented Ending	Non-fiction: Instructions (or explanation)	Narrative	Non-fiction: Biography and Autobiography
Recommended Text/Stimulus	**The Sound Collector** **Skellig** 	**The Viewer** 	**The Snow Queen** 		**The Girl of Ink and Stars** 		**The Lighthouse (animation) –** 	**Can we Save the Tiger?** 	**Francis and Alma (animation)** 		
Outcome	Skellig – Setting of Skellig's garage as Michael moves through the scene	Diary entry – To write a diary through Tristan's eyes describing what he sees through the viewer.	Alternative Ending with character description	Persuasive Letter – Persuade to save the ice palace (from the perspective of the Snow Queen).	Myth: Imagine a place	Non-Chronological Report – mythical beast	Retelling the story	Balanced argument: Can We Save the Tiger?	Retelling a story with invented ending	Instructions – linked to Science for explanation (GDS) something practical	Supplementary module for cohort depending on need of cohort. Could be to improve a previous narrative from earlier in the year.	Biography and Autobiography: Using Little People Big Dreams as stimulus. Other idea: What to expect when you join year 6 (presentation with Y5 as an audience year 5. Final outcome published on own YouTube channel)
Writing Purpose	To entertain: To write effectively for a range of purposes and audiences	To inform: To write effectively for a range of purposes and audiences	To entertain: To write effectively for a range of purposes and audiences	To persuade: To write effectively for a range of purposes and audiences	To entertain: To write effectively for a range of purposes and audiences	To inform: To write effectively for a range of purposes and audiences	To entertain: To write effectively for a range of purposes and audiences	To persuade and inform: To write effectively for a range of purposes and audiences	To entertain: To write effectively for a range of purposes and audiences	To inform and explain: To write effectively for a range of purposes and audiences	To entertain: To write effectively for a range of purposes and audiences	To inform: To write effectively for a range of purposes and audiences
Text Features	Description of setting using senses, Emotive language,	First person, past tense, chronological order, emotive language,	Describe Character, appearance, Actions, Behaviour,	Opinions presented as facts, Emotive language,	Plot, Setting, Characters, Conflict, Climax,	Present tense and third person, Formal, Images,	Plot, Setting, Characters, Conflict, Climax,	Logical order, Point building one viewpoint, paragraphs	Past tense, Direct speech, Beginning middle and ned,	Specific and technical vocabulary,		Past tense, Direct speech, Beginning middle and ned,

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	Thoughts and feelings, Descriptive language	detail and description, observations, thoughts and feelings, date, intro for each diary entry.	Personality.	Logical order, Points building one viewpoint, Paragraphs opening with topic idea	Resolution, Point of view, theme	Diagrams, Bullet points, Info boxes, Subheadings, Logically organised, Clear opening, Ending that makes a final point or reflection	Resolution, Point of view, theme	opening with topic idea, Often informal, Opinions presented as facts, Emotive language, Creating and image to appeal to a reader, Questions posed to the reader	Paragraphs open with a topic sentence, Time sentences for coherence, Descriptive and specific language, Opening to hook reader- who? What? Where? Why? When?	Commas in list of resources, List of what is needed, Steps in chronological order, Short, clear sentences, Conjunctions, Imperative verbs, Numbered steps, Formal, Temporal connectives – firstly, secondly and finally, Short explanation at the beginning		Paragraphs open with a topic sentence, Time sentences for coherence, Opening to hook reader- who? what? where? why? and when?
Grammatical structures	Revisit nouns, verbs, adjectives, adverbs Using a range of sentence types – simple, compound and complex Co-ordinating and subordinating conjunctions	Range of sentence types. Varying the clause within the sentence for effect Informal language	Range of sentence types – relative clauses.	Introduce active and passive voice Modal verbs Range of sentence types	**Dialogue to convey characterisation and move the plot forward** Range of sentence types **Use passive for suspense**	Range of sentence types Formal language **Use passive for formality**	**Dialogue to convey characterisation and move the plot forward.** Reflect the formality of the character e.g., dialect, colloquialisms, contractions Range of sentence types	Range of sentence types Adverbs of possibility **Formal language**	**Dialogue to convey characterisation and move the plot forward** **Range of sentence types** **Active and passive voice**	Range of sentence types Imperative verbs **Use passive for formality** **Formal language**	**Dialogue to convey characterisation and move the plot forward** Range of sentence types	**Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately**
Descriptive language	Noun, prepositional and adverbial phrases Show, don't tell Create atmosphere	Figurative language Show, don't tell Create atmosphere through character's experiences and reactions.	Portray characters by showing how other characters react to them Noun, prepositional and adverbial phrases	Hyperbole	Show, don't tell Noun, prepositional and adverbial phrases Include elements/details of the setting that are unique	Concise noun phrases and technical language	Show, don't tell Noun, prepositional and adverbial phrases	Concise noun phrases and technical language	Show, don't tell Noun, prepositional and adverbial phrases Include elements/details	Concise noun phrases and technical language Time adverbials	Show, don't tell Noun, prepositional and adverbial phrases Include elements/details	Concise noun phrases and technical language

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	through the setting description	Noun phrases – expanded.	Create atmosphere through setting and character description				Share the protagonist's back story Include elements/details of the setting that are unique		of the setting that are unique		of the setting that are unique	
Tense/ verb forms	Third person Simple past tense Past progressive Past perfect Consistent and correct throughout writing	First person Simple past tense Past progressive Past perfect Consistent and correct throughout writing	Third person Present tense Present progression Present perfect Consistent and correct throughout writing	First person Consistent and correct throughout writing	Third person with first person dialogue Consistent and correct throughout writing	Third person Consistent and correct throughout writing	Third person with dialogue for first person Consistent and correct throughout writing	Third person Past tense Past progressive Past perfect Consistent and correct throughout writing	Third Person Past tense Consistent and correct throughout writing	Second person Present tense Consistent and correct throughout writing	Consistent and correct throughout writing	Consistent and correct throughout writing
Paragraphing/ cohesion	Adverbials (time, manner and place) within and across paragraphs	Use conjunctions, adverbials of manner and place, pronouns and synonyms within and across paragraphs.	Varying the nouns across a piece of writing Vary sentence openers Use conjunctions, adverbials of time and place, pronouns and synonyms within and across paragraphs.	Persuasive devices Paragraph sandwich Use conjunctions, adverbials of time and place, pronouns and synonyms within and across paragraphs.	Common thread for cohesion – e.g. warning DADWAVERS! Vary sentence openers Use conjunctions, adverbials of time and place, pronouns and synonyms within and across paragraphs.	Formal language and devices Paragraph sandwich Use conjunctions, pronouns and synonyms within and across paragraphs. Vary the nouns across a piece of writing	Common thread for cohesion e.g. weather DADWAVERS! Vary sentence openers Use conjunctions, adverbials of time and place, pronouns and synonyms within and across paragraphs. Vary the nouns across a piece of writing	Subjunctive voice Paragraph sandwich Use conjunctions, adverbials of time and place, pronouns and synonyms within and across paragraphs.	DADWAVERS! Vary sentence openers Use conjunctions, adverbials of time and place, pronouns and synonyms within and across paragraphs. Vary the nouns across a piece of writing	Did you know box Use conjunctions, adverbials of time within and across paragraphs.	DADWAVERS! Vary sentence openers Use conjunctions, adverbials of time and place, pronouns and synonyms within and across paragraphs. Vary the nouns across a piece of writing	Paragraph sandwich
Punctuation	Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correct.	**Dash for after thought**	**Hyphens**	Rhetorical questions	Ensure speech punctuation is accurately demarcated Ellipses	**Semi colons** **Colons (not in a list)**	Dashes for after thought Ensure speech punctuation is accurately demarcated	Secure punctuation and a wide range used for effect	**Secure punctuation and a wide range used for effect** Ensure speech punctuation is	**Semi colons for lists**	**Secure punctuation and a wide range used for effect** Ensure speech punctuation is	**Secure punctuation and a wide range used for effect**

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									accurately demarcated		accurately demarcated	
Handwriting	**Use school approach for Handwriting**											
Spelling	**Use school approach for spelling**											

Colour code

Black = new learning to this year group

Green = previous year group learning re-visited