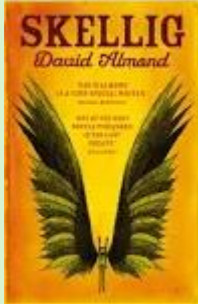








## TWHF Year 6 Writing Progression Document - Yearly Overview

Year 6	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
<b>Genre</b>	Poetry Narrative: Story Setting	Recount Writing: Diary Entry	Character Description	Persuasive letter or dialogue	Short story	Non-Chronological report	Retelling a story	Biography Persuasive letter	Narrative	Instructions (or explanation)	Narrative	Recount
<b>Recommended Text/Stimulus</b>	<b>The Sound Collector</b>  Skellig 	<b>The Viewer</b> 	<b>Road's End (animation)</b> 	<b>A Christmas Carol –</b> 	<b>Alma (animation) –</b> 		<b>The Lighthouse (animation) –</b> 		<b>Francis (animation)</b> 			
<b>Outcome</b>	Skellig – Setting of Skellig’s garage as Michael moves through the scene  Comparative setting – imagine a place using Alan Peat with AI picture	Diary entry – To write a diary through Tristan’s eyes describing what he sees through the viewer.	character description	Persuasion letter and dialogue - Invent new ghost – Why Ebenezer should change	warning story	Non-Chronological Report – mythical beast	retelling the story	Biography linked to topic of choice  Persuasive letter – <b>The Lighthouse (animation)</b> persuading the village to help him	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.	What to expect when you join year 6 (presentation with Y5 as an audience year 5. Final outcome published on own YouTube channel)
<b>Writing Purpose</b>	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
<b>Text Features</b>	Description of setting using senses, Emotive language, Thoughts and feelings, Descriptive language	First person, past tense, chronological order, emotive language, detail and description, observations, thoughts and feelings,	Describe Character, appearance, Actions, Behaviour, Personality, Add speech/dialogue, Describe characters inner thoughts and ideas	Opinions presented as facts, Emotive language, Logical order, Points building one viewpoint,	Plot, Setting, Characters, Conflict, Climax, Resolution, Point of view, theme	Present tense and third person, Formal, Images, Diagrams, Bullet points, Info boxes, Subheadings,	Plot, Setting, Characters, Conflict, Climax, Resolution, Point of view, theme	Logical order, Point building one viewpoint, paragraphs opening with topic idea, Often informal,	Past tense, Direct speech, Beginning middle and ned, Paragraphs open with a topic sentence, Time sentences for coherence,	Specific and technical vocabulary, Commas in list of resources, List of what is needed,		Past tense, Direct speech, Beginning middle and ned, Paragraphs open with a topic sentence,

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		date, intro for each diary entry.		Paragraphs opening with topic idea		Logically organised, Clear opening, Ending that makes a final point or reflection		Opinions presented as facts, Emotive language, Creating and image to appeal to a reader, Questions posed to the reader	Descriptive and specific language, Opening to hook reader- who? What? Where? Why? When?	Steps in chronological order, Short, clear sentences, Conjunctions, Imperative verbs, Numbered steps, Formal, Temporal connectives – firstly, secondly and finally, Short explanation at the beginning		Time sentences for coherence, Opening to hook reader- who? what? where? why? and when?
<b>Grammatical structures</b>	Revisit nouns, verbs, adjectives, adverbs  Using a range of sentence types – simple, compound and complex	Range of sentence types.  Varying the clause within the sentence for effect  Informal language	Introduce active and passive voice  Range of sentence types – relative clauses.	Modal verbs  Adverbs of possibility  Range of sentence types	<b>Dialogue to convey characterisation and move the plot forward</b>  Range of sentence types  <b>Use passive for suspense</b>	Range of sentence types  Formal language  <b>Use passive for formality</b>	<b>Dialogue to convey characterisation and move the plot forward.</b>  Reflect the formality of the character e.g., dialect, colloquialisms, contractions  Range of sentence types	Range of sentence types  Adverbs of possibility  <b>Formal language</b>	<b>Dialogue to convey characterisation and move the plot forward</b>  <b>Range of sentence types</b>  <b>Active and passive voice</b>	Range of sentence types  Imperative verbs  <b>Use passive for formality</b>  <b>Formal language</b>	<b>Dialogue to convey characterisation and move the plot forward</b>  Range of sentence types	<b>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately</b>
<b>Descriptive language</b>	Noun, prepositional and adverbial phrases  Show, don't tell  Create atmosphere through the setting description	Figurative language  Show, don't tell  Create atmosphere through character's experiences and reactions. Noun phrases – expanded.	Portray characters by showing how other characters react to them  Noun, prepositional and adverbial phrases  Create atmosphere through the setting description	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  Noun, prepositional and adverbial phrases  Share the protagonist's back story  Include elements/details of the setting that are unique	Concise noun phrases and technical language  Noun, prepositional and adverbial phrases  Include elements/details of the setting that are unique	Show, don't tell  Noun, prepositional and adverbial phrases  Include elements/details of the setting that are unique	Concise noun phrases and technical language  Time adverbials	Show, don't tell  Noun, prepositional and adverbial phrases  Include elements/details of the setting that are unique	Concise noun phrases and technical language	

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<b>Tense/ verb forms</b>	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
<b>Paragraphing/ cohesion</b>	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  DADWAVERS! 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
<b>Punctuation</b>	Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correct.	<b>Dash for after thought</b>	<b>Hyphens</b>	Rhetorical questions  <b>Semi colons</b>	Ensure speech punctuation is accurately demarcated  Ellipses	<b>Colons (not in a list)</b>	Dashes for after thought  Ensure speech punctuation is accurately demarcated	Secure punctuation and a wide range used for effect	<b>Secure punctuation and a wide range used for effect</b> Ensure speech punctuation is accurately demarcated	<b>Semi colons for lists</b>	<b>Secure punctuation and a wide range used for effect</b> Ensure speech punctuation is accurately demarcated	<b>Secure punctuation and a wide range used for effect</b>
<b>Handwriting</b>	Use school approach for Handwriting											
<b>Spelling</b>	Use school approach for spelling											

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**Black = new learning to this year group**

**Green = previous year group learning re-visited**