



Writing Progression by Year Group

YEAR 6

TEXT STRUCTURE	SENTENCE CONSTRUCTION	WORD STRUCTURE/LANGUAGE	PUNCTUATION	TERMINOLOGY
Consolidate Year 5 list FICTION: Secure: Independent planning across story types using 5 part story structure. - Include suspense, cliff hangers, flashbacks/forwards, time slips - Start story at any point of the 5 part structure - Maintain plot consistently - work from plan Paragraphs- secure use of linking ideas within and across paragraphs Development of characterisation NON-FICTION: Secure - planning across non-fiction genres and application	Consolidate Year 5 list Secure use of simple/embellished simple sentences Secure use of compound sentences Secure use of complex sentences : (subordination) -main and subordinate clauses with full range of conjunctions; Active and passive verbs to effect e.g. Active: <i>Tom accidentally dropped the glass.</i> Passive: <i>The glass was accidentally dropped by Tom.</i> Developed use of rhetorical questions for persuasion. Expanded noun phrases to convey complicated information concisely (e.g. <i>the fact that it was raining meant the end of sports day</i>) The difference between structures typical of informal speech and structures appropriate for formal speech and writing.	Consolidate year 5 list Build in feature to create effects e.g. <i>alliteration, onomatopoeia, similes and metaphors</i> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said versus reported, or claimed in formal speech or writing</i>) Revision of Spelling rules introduced in Year 4 and 5.	Consolidate year 5 list Use of semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. How hyphens can be used to avoid ambiguity (e.g. <i>Man eating shark versus man-eating shark, or recover versus re-cover</i>)	Consolidate: Punctuation - Letter/word - Sentence - Full stops/capitals - Question mark - Exclamation mark - 'speech marks' - Direct speech - Inverted commas - Bullet points - Apostrophe contractions/possession - Commas for sentence of 3- description, action - Colon- instructions - Parenthesis - Bracket-dash - Singular/plural - Suffix/prefix - Word family - Consonant/vowel - Adjective/noun - Verb/adverb - Bossy verbs-imperative - Tense (past, present, future) -Modal verb - Conjunction/connective - Preposition - Determiner/generaliser - Pronoun- relative/possessive clause - Subordinate/relative

- Use a variety of text layouts appropriate to purpose
- Use a range of techniques to involve the reader-comments, questions, observations and rhetorical questions.
- Express balanced coverage of a topic.
- Use different techniques to conclude texts.
- Use appropriate formal and informal styles of writing.
- Choose or create publishing format to enhance text type and engage the reader

Linking ideas across paragraphs using a wider range of cohesive devices:

- Semantic cohesion (e.g. 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)
- layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text.

clause

- Adverbial
- Fronted adverbial
- Rhetorical question
- Cohesion
- Ambiguity
- Alliteration
- Simile- 'like/'as'
- Synonyms
- Metaphor
- Personification
- Onomatopoeia

Introduce:

- Active and passive voice
- Subject and object
- Hyphen
- Synonym
- Colon/semi-colon