



**Unity Community Primary School**  
**Curriculum Progression in Writing - Year 6**

**2023-2024**

**KEY TECHNICAL SKILLS FOR  
YEAR 6**

Passive voice

Complex KS2 punctuation

Formal and informal writing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	7 weeks	8 weeks	6 weeks	5 weeks	6 weeks	7 weeks
Year 6	<p><b><u>Text Type:</u></b> Letter to self (week 2) Letter Headboy/Headgirl (week 5)</p> <p><b><u>Model text or book:</u></b> Model formal letter</p> <p><b><u>Key skills taught or revised:</u></b> Formal tone Cohesion PEE paragraphs</p>	<p><b><u>Text Type:</u></b> Non-chronological reports</p> <p><b><u>Model text or book:</u></b> Model of non-chronological report Non-fiction book about eco-systems</p> <p><b><u>Key skills taught or revised:</u></b> Subheadings Semi-colons Colons</p>	<p><b><u>Text Type:</u></b> Twisted fairy tales</p> <p><b><u>Model text or book:</u></b> <i>The True story of the 3 little pigs</i> (J. Scieszka)</p> <p><b><u>Key skills taught or revised:</u></b> Speech Dashes, semi-colons Relative clauses</p>	<p><b><u>Text Type:</u></b> Non-chronological reports</p> <p><b><u>Model text or book:</u></b> Model of non-chronological report</p> <p><b><u>Model text or book:</u></b> Non-fiction books</p> <p><b><u>Key skills taught or revised:</u></b> Subheadings Semi-colons</p>	<p><b><u>Text Type:</u></b> Suspense story</p> <p><b><u>Model text or book:</u></b> <i>Alma</i></p> <p><b><u>Key skills taught or revised:</u></b> Building up tension Descriptive writing</p> <p><b><u>Text Type:</u></b> Diary entries set in the past</p>	<p><b><u>Text Type:</u></b> Argument (not balanced!)</p> <p><b><u>Model text or book:</u></b> Examples of arguments</p> <p><b><u>Key skills taught or revised:</u></b> Persuasive language All punctuation</p> <p><b><u>Text Type:</u></b> Book review</p>

<p><b><u>Text Type:</u></b> Diary entry about Ghyll Head (week 3-4)</p> <p><b><u>Model text or book:</u></b> Diary entry</p> <p><b><u>Key skills taught or revised:</u></b> Fronted adverbials Relative clauses</p> <p><b><u>Text Type:</u></b> Narrative chapter (week 6-7)</p> <p><b><u>Model text or book:</u></b> <i>Boy at the back of the class</i> (Onjali Rauf)</p> <p><b><u>Key skills taught or revised:</u></b> Speech Show not tell</p>	<p>Bullet points</p> <p><b><u>Text Type:</u></b> Narrative chapter</p> <p><b><u>Model text or book:</u></b> <i>Holes</i> (Louis Sachar)</p> <p><b><u>Key skills taught or revised:</u></b> Descriptive writing Semi-colons Colons Speech to advance the story</p>	<p><b><u>Text Type:</u></b> Persuasive letter to Keith Smith about the playground</p> <p><b><u>Model text or book:</u></b> Model formal letter</p> <p><b><u>Key skills taught or revised:</u></b> Formal language Colons, semi-colons PEE paragraphs</p>	<p>Colons Bullet points</p> <p><b><u>Text Type:</u></b> Action narrative</p> <p><b><u>Model text or book:</u></b> <i>Malamander</i> (T Taylor)</p> <p><b><u>Key skills taught or revised:</u></b> Action scenes Descriptive writing</p>	<p><b><u>Model text or book:</u></b> Models of diary entries</p> <p><b><u>Key skills taught or revised:</u></b> Emotive language Historical vocabulary</p>	<p><b><u>Model text or book:</u></b> <i>The lion above the door</i> (Onjali Rauf)</p> <p><b><u>Key skills taught or revised:</u></b> All year 6 skills</p>
---	---	--	---	--	--

Spelling	Handwriting
<p>Pupils should be taught to use further prefixes and suffixes and understand the guidance for adding them</p> <ul style="list-style-type: none"> <li>• spell some words with ‘silent’ letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should be taught to write legibly, fluently and with increasing speed by:</li> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task.</li> </ul>
Composition	Vocabulary, Grammar and Punctuation
<p>Pupils should be taught to plan their writing by:</p> <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>• draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• draft and write in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul>	<p>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>• using passive verbs to affect the presentation of information in a sentence</li> <li>• using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>• learning the grammar for years 5 and 6 in English Appendix 2</li> <li>• indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using hyphens to avoid ambiguity</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> <li>• using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>• using a colon to introduce a list</li> <li>• punctuating bullet points consistently</li> </ul>

- evaluate and edit by assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

#### Terminology

- letter, capital letter, lower case, upper case
- word, singular, plural
- word family, prefix, suffix
- consonant, vowel
- synonym, antonym, opposite
  
- sentence, statement, question, exclamation, command
- subject, object
- clause, subordinate clause, coordination, subordination, relative clause
- word classes : noun, noun phrase, adjective, adverb, verb, preposition, conjunction, determiner, relative pronoun, possessive
- adverbial, fronted adverbials
- tenses: past, present, future, progressive, present perfect, imperative
- voices: active, passive
- modal verb
- direct speech
  
- punctuation, full stop, question mark, exclamation mark
- ellipsis, hyphen, colon, semi-colon, bullet points
- apostrophe, comma, inverted commas (or 'speech marks')
- parenthesis, bracket, dash