



## Writing Progression: Year 6

<b>Year 6 Writing Concepts</b>
<b>Composition</b>
Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
In narratives, use imaginative description of settings, convincing characterisation and a range of stylistic devices to develop atmosphere.
Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).
Ensure the consistent and correct use of tense throughout a piece of writing.
Proof-read effectively for spelling and punctuation errors.
Make notes and develop initial ideas, drawing on reading and research where necessary
When developing characters and settings for a narrative, consider, and makes use of, what has been learned from their experience of reading, listening to and watching the work of real authors.
Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Use an ambitious vocabulary, generally appropriate to purpose and audience.
Integrate dialogue to convey character and advance the action.
Can shape and précis longer passages to adapt material appropriately for selected form.
Use a wide range of devices to build cohesion within and across paragraphs.
Within paragraphs, cohesive devices contribute to emphasis and effect, (e.g. adverbials as sentence starters).
Assess the effectiveness of their own and others' writing.
Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register
<b>Vocab spelling and punctuation</b>
Use the colon to introduce a list and use semi-colons within lists.
Punctuate bullet points when listing information.
Use of layout devices (e.g. headings, sub-headings, columns, bullets, or tables, to structure text).
Use the passive voice to affect the presentation of information in a sentence (e.g. 'I had broken the window in the greenhouse' versus 'The window in the greenhouse had been broken').
Recognise and use the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out/discover; ask for/ request; go in/enter).
Use the colon and semi-colon to separate main clauses
Show knowledge of how hyphens can be used to avoid ambiguity (e.g. 'man eating shark' versus 'man-eating shark', or 'recover' versus 're-cover').
Use linking ideas across paragraphs using a wider range of cohesive devices: 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') and ellipsis.
Use a wide range of clause structures, varying their position within the sentence.
Show knowledge of how words are related by meaning as synonyms and antonyms (e.g. big, large, little).
<b>Transcription/spelling</b>
Use dictionaries to check the spelling and meaning of words.
Use further prefixes and suffixes and understand the guidelines for adding them.
Spell some words with 'silent' letters, e.g. knight, psalm, solemn.
Continue to distinguish between homophones and other words, which are often confused.
Use knowledge of morphology and etymology in spelling and understand that the spellings of some words need to be learnt specifically.
Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
Use a thesaurus.
<b>Transcription/ handwriting</b>
Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices.
Decide, as part of their personal style, whether or not to join specific letters.
Is clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version).
Choose the writing implement that is best suited for a task (e.g. quick notes, letters).