

## Hoole Primary writing progression Year 6

<u>Autumn 1</u>	<u>Autumn 2</u>	Spring 1	Spring 2	Summer 1	Summer 2
Star of Fear, Star of Hope  10 KORTLANDS - REENTENTIONS IN IDEANA RANGE	can we save the tiger?	THE SELFISH GIANT CSCAR WILDE  Ritva Ventila	ISLAND A Story of the Galdpagos  JASON CHIN	A MANFISH A May of Jacques Consteau  A man and	Emma Carroll Tran a getter-sciencing state by NEAL JACKSON

Year 6 gateway keys These are previously taught skills that the children should have mastered.						
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
To use devices to build cohesion within a paragraph. To link ideas across paragraphs using adverbials of time, place and number. To use of inverted commas and other punctuation to punctuate direct speech To use Y5 standard punctuation. To use consistent and correct tense	Use expanded noun phrases to convey complicated information concisely Apply persuasive language Use passive verbs Link ideas across paragraphs using a wider range of cohesive devices Use clear organisational features	To use expanded noun phrases to convey complicated information concisely To integrate dialogue to convey character and advance the action To select appropriate grammar and vocabulary To use brackets, dashes or commas to indicate parenthesis (Y5) To extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)	To select appropriate grammar and vocabulary To distinguish between the language of speech and writing To use a wide range of devices to build cohesion To use Y5 standard punctuation correctly To use semi-colons to mark boundaries between independent clauses (GD)	To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although To organise paragraphs around a theme To use fronted adverbials To choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition To use punctuation at Y4 standard correctly	To use expanded noun phrases to convey complicated information concisely To select appropriate grammar and vocabulary To integrate dialogue to convey character and advance the action To use a wide range of devices to build cohesion	
Cohesion means writing that flows from one paragraph or sentences to the next. Children will use fronted adverbials and tenses to do this. Direct speech — 'I am scared,' said Tom as he grabbed his friend's hand. Past tense — something that has already happened. — I sat in the park. Present tense — something that is happening — I am at school.	Using expanded noun phrases to add clear extra information. The boy who jumped over the fence is over there.  Passive verbs. When the verb is done to something.  Example: The boy was pushed on the swing.  Organisational features such as: Headings and subheadings  Bullet points  Paragraphs  Cohesion means writing that flows from one paragraph or sentence to	Using expanded noun phrases to add clear extra information. The boy who jumped over the fence is over there. Children now build in speech into their stories effectively and only when it is needed. Parenthesis is a word, phrase, or clause inserted into a sentence to add extra, subordinate or clarifying information. When a parenthesis is removed, the sentence still makes sense on its own.	Cohesion means writing that flows from one paragraph or sentences to the next. Children will use fronted adverbials and tenses to do this.  A colon can also be used to separate clauses (a group of words that form a sentence of phrases). The clause after the colon is used to conclude the clause before it explain the clause before it and enhance its meaning.  Choose and know the difference between speech (e.g. playground language, informal conversation),	A clause is a group of words that create an idea. It must contain a verb (action word)  A sentence with more than one clause might be = I went to the park when it was sunny.  I decided to go to the park but it was raining.  Cohesion means writing that flows from one paragraph or sentence to the next. Children will use fronted adverbials, conjunctions, repetition and tenses to do this.  Fronted adverbial	Using expanded noun phrases to add clear extra information. The boy who jumped over the fence is over there. Children now build in speech into their stories effectively and only when it is needed. Cohesion means writing that flows from one paragraph or sentence to the next. Children will use fronted adverbials, conjunctions, repetition and tenses to do this.	

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Past progressive tense – an action	the next. Children will use fronted	Mary read her new book (the last in	and written language (e.g. that used	In the forest, there was a boy.
that goes on for a period of time in	adverbials, conjunctions, repetition	the series) in three hours.	for stories, reports, persuasion).	
the past - I was digging.	and tenses to do this.	Mary read her new book, the last in		
Present progressive- a continuing	Language used to convince	the series, in three hours.		
action that is in the present I am	someone of something.	Mary read her new book - the last		
digging.		in the series - in three hours.		
Present perfect tense – an action		A clause is a group of words that		
that has already occurred but		create an idea. It must contain a		
continues to happen - I have been		verb (action word)		
in Hoole Primary school since I was		A sentence with more than one		
4.		clause might be = <u>I went to the park</u>		
Past perfect – She had been		when it was sunny.		
searching the forest for a while.				
Adverbs – tell us when, where how,				
frequency and probability. Quickly,				
suddenly, in the forest, usually,				
almost certainly. These can be used				
to link ideas from one paragraph to				
the next. E.g. Many months later,				
the boy was still lonely.				

## Year 6 mastery key These are the skills your children will be taught each half term.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Use expanded noun phrases to	Enhance meaning through selecting	To distinguish between the language	To use passive verbs	To use relative clauses beginning	To recognise vocabulary and
convey complicated information	appropriate grammar and	of speech and writing	To use consistent and correct tense	with who, which, where, when,	structures for formal speech and
concisely (recap from Y5)	vocabulary	To recognise vocabulary and	and use the perfect form of verbs.	whose, that or an omitted relative	writing, including subjunctive forms.
To use passive verbs	Use expanded noun phrases to	structures for formal speech and	To use a wide range of devices to	pronoun (Y5)	To identify the audience and
To link ideas across paragraphs	convey complicated information	writing, including subjunctive forms	build cohesion	To use a wide range of devices to	purpose for writing
using a wider range of cohesive	concisely	To use passive verbs	To use layout devices	build cohesion e.g. conjunctions,	To choose the appropriate register.
devices	Use modal verbs and adverbs to	To use semi-colons to mark	To use colons to mark boundaries	synonyms, adverbials, punctuation.	To use semi-colons, colons or
To integrate dialogue to convey	indicate degrees of possibility	boundaries between independent	between independent clauses	To use a colon to introduce a list and	dashes to mark boundaries between
character and advance the action	Use brackets, dashes or commas to	clauses		use semi-colons within lists	independent clauses
	indicate parenthesis			To use hyphens to avoid ambiguity	
Using expanded noun phrases to	Using expanded noun phrases to	Passive verbs. When the verb is	Passive verbs. When the verb is	Relative clauses add information to	Subjunctive form can be used to
add clear extra information. The boy	add clear extra information. The boy	done to something.	done to something.	sentences by using a <b>relative</b>	make writing more formal. 'We ask
who jumped over the fence is over	who jumped over the fence is over	Example: The boy was pushed on	Example: The boy was pushed on	<b>pronoun</b> such as who, that or which.	that the match be postponed due to
there.	there.	the swing.	the swing.	The boy, who was 10, didn't like	the rain.' Instead of 'We have asked
Children now build in speech into	Parenthesis is a word, phrase, or	A colon can also be used to	A colon can also be used to	clowns.	for the match to be postponed due to the rain.'
their stories effectively and only	clause inserted into a sentence to	separate clauses (a group of	separate clauses (a group of	The school was in Hoole which was	Choosing whether to write formally
when it is needed.	add extra, subordinate or clarifying	words that form a sentence of	words that form a sentence of	close to my house.	are informally based on the purpose
Passive verbs. When the verb is	<b>information.</b> When a parenthesis is	<b>phrases).</b> The clause after the colon is used to	<b>phrases).</b> The clause after the colon is used to	Cohesion means writing that flows	of the writing.
done to something.	removed, the sentence still makes	conclude the clause before it,	conclude the clause before it,	from one paragraph or sentence to	A colon, (:) comma (,) or dash (-)
Example: The boy was pushed on	sense on its own.	explain the clause before it or	explain the clause before it or	the next. Children will use fronted	can also be used to separate
the swing by his mum.	Mary read her new book (the last in	enhance its meaning.	enhance its meaning.	adverbials, conjunctions, repetition	clauses (a group of words that
Rather than – The boy's mum	the series) in three hours.	Subjunctive form can be used to	Past tense – something that has	and tenses to do this.	form a sentence of phrases). The
pushed him on the swing.	Mary read her new book, the last in	make writing more formal. 'We ask	already happened. – I sat in the	Use the colon to introduce a list - I	clause after the colon is used to conclude the clause before it,
Cohesion means writing that flows	the series, in three hours.	that the match be postponed due to the rain.' Instead of 'We have asked	park.	will need: 2 apples, 3 oranges etc	explain the clause before it or
from one paragraph or sentence to	Mary read her new book - the last in	for the match to be postponed due	Present tense – something that is	To use hyphens (-) to add detail to	enhance its meaning.
the next. Children will use fronted	the series - in three hours.	to the rain.'	happening – I am at school.	make their writing clearer.	Children know who they are writing
adverbials, conjunctions, repetition	Modal verbs are used to change the	Choose and know the difference	Past progressive tense – an action		for. I.e. who would red their writing
and tenses to do this.	meaning of other verbs. They can	between speech (e.g. playground	that goes on for a period of time in		and they know why they are writing.
	express meanings such as certainty,	language, informal conversation),	the past - I was digging.		I.e. a letter to a local shop asking for
	ability, or obligation.	and written language (e.g. that used	Present progressive- a continuing		them not to use plastic, a diary entry,
	can, could, may, might, will (shall),	for stories, reports, persuasion).	action that is in the present I am		a story.
	would, should, must and ought	, , , , , , , , , , , , , , , , , , , ,	digging.		
	<b>Examples: This should work.</b>		Present perfect tense – an action		
	Surely it can't rain forever.		that has already occurred but		
			continues to happen - I have been in		
			Hoole Primary school since I was 4.		
			Past present – She had been		
			searching the forest for hours.		
			Cohesion means writing that flows		
			from one paragraph or sentence to		
			the next. Children will use fronted		
			adverbials, conjunctions, repetition		
			and tenses to do this.		

•	Please note that the definitions on this document are designed to be clear and easy to understand. Please refer to the glossary of grammar terminology for a more detailed set of definitions.