



Hoole Primary writing progression

Year 6

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
					

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

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

Year 6 mastery key

These are the skills your children will be taught each half term.

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

- 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.

