
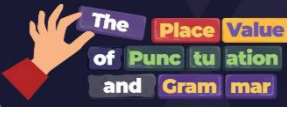
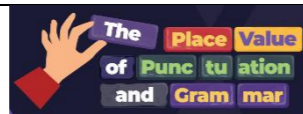







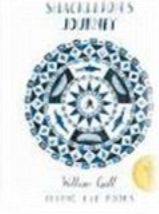




CELT Small School Progression of Skills in Writing Curriculum

Year 6

<p>Year 6 writing units</p> <p>Non-fiction Fiction Skills work Poetry I – Independent S – Scaffolded</p>	 <p>Eye of the Storm (Skills based unit) (Narrative setting) Flashback Dialogue</p>  <p>The Place Value of Punctuation</p>	 <p>The Place Value of Punctuation</p>   <p>The Piano (Narrative Flashback)</p>  <p>The Christmas Truce (Lit Shed- John Lewis) (Letter writing)</p>	 <p>Diary of Anne Frank (Biography)</p>  <p>The Arrival (Non fiction- fact file Newspaper report)</p>	 <p>Alma Mystery Story (Extracts from Cogheart)</p>	 <p>Francis (Mystery Story)</p>  <p>(Non-chronological report based on curriculum coverage – e.g. Shackleton's Journey)</p>	  <p>Transition unit- Horror (adapt the transition unit to be around the 'The Facts in the case of Mr Hollow' or The Mysteries of Harris Burdeck)</p>
<p>Phonic & Whole word spelling</p>	<ul style="list-style-type: none"> spell some words with 'silent' letters confidently continue to distinguish between homophones and other words which are often confused confidently use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1, confidently <p>See Spelling Progression in separate document</p>					
<p>Other word building spelling</p>	<ul style="list-style-type: none"> use dictionaries to check the spelling and meaning of words confidently use the first 3 or 4 letters of a word to confidently check spelling, meaning or both of these in a dictionary use a thesaurus confidently use further prefixes and suffixes and understand the guidance for adding them confidently 					



	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them confidently • use a thesaurus confidently 				
Transcription	Work independently to transcribe own thoughts, opinions and ideas or take notes from others including videos and audio recordings.				
Handwriting	<ul style="list-style-type: none"> • confidently choose which shape of a letter to use when given choices and deciding whether or not to join specific letters • confidently choose the writing implement that is best suited for a task 				
Contexts for Writing	<ul style="list-style-type: none"> • in writing narratives, confidently consider how authors have developed characters and settings in what pupils have read, listened to or seen performed • identify confidently the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own 	<ul style="list-style-type: none"> • identify confidently the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own 	<ul style="list-style-type: none"> • in writing narratives, confidently consider how authors have developed characters and settings in what pupils have read, listened to or seen performed • identify confidently the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own 	<ul style="list-style-type: none"> • identify confidently the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own 	<ul style="list-style-type: none"> • in writing narratives, confidently consider how authors have developed characters and settings in what pupils have read, listened to or seen performed • identify confidently the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
Planning Writing	Confidently note and develop initial ideas, drawing on reading and research where necessary				
Drafting Writing	<ul style="list-style-type: none"> • confidently use a wide range of devices to build cohesion within and across paragraphs • in narratives, confidently describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action 	<ul style="list-style-type: none"> • confidently select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, confidently describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action 	<ul style="list-style-type: none"> • confidently precis longer passages (note taking from videos and texts) 	<ul style="list-style-type: none"> • confidently use further organisational and presentational devices to structure text and to guide the reader • in narratives, confidently describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action 	<ul style="list-style-type: none"> • confidently precis longer passages (note taking from videos and texts)
Editing Writing	<ul style="list-style-type: none"> • confidently assess the effectiveness of their own and others' writing • confidently propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensure the consistent and correct use of tense throughout a piece of writing • ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • confidently and accurately proofread for spelling and punctuation errors 				



Performing Writing	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.				
Word	<ul style="list-style-type: none"> • synonyms & antonyms - understand how words share connected meaning through synonyms and that prefixes can change the meaning of a root word. 	<ul style="list-style-type: none"> • recognise vocabulary and structures that are appropriate for formal speech and writing in contrasts with those used informally, such as to find out > discover, ask for > request, 	<ul style="list-style-type: none"> • recognise vocabulary and structures that are appropriate for formal speech and writing in contrasts with those used informally, such as to find out > discover, ask for > request, including subjunctive forms 	<ul style="list-style-type: none"> • recognise vocabulary and structures that are appropriate for formal speech and writing in contrasts with those used informally, such as to find out > discover, ask for > request, 	
Sentence	<ul style="list-style-type: none"> • confidently use expanded noun phrases to convey complicated information concisely • confidently use modal verbs or adverbs to indicate degrees of possibility • to recognise and use language structures typical of formal and informal speech (i.e. the subjunctive (F) vs question tags and contractions) for SPAG knowledge. 	<ul style="list-style-type: none"> • confidently use relative clauses beginning with who, which, where, when, whose, that or with and applied but omitted relative pronoun. 	<ul style="list-style-type: none"> • use passive verbs to affect the presentation of information in a sentence I.e. I broke the window vs the window in the greenhouse was broken (by me) • use the perfect form of verbs to mark relationships of time and cause 	<ul style="list-style-type: none"> • to recognise and use language structures typical of formal and informal speech (i.e. the subjunctive (F) vs question tags and contractions) for SPAG knowledge. 	<ul style="list-style-type: none"> • use the perfect form of verbs to mark relationships of time and cause • use passive verbs to affect the presentation of information in a sentence I.e. I broke the window vs the window in the greenhouse was broken (by me).
Text	<p>Revisit the range of cohesive devices available in writing.</p> <ul style="list-style-type: none"> • Pronouns • Determiners • Nouns • Conjunctions • Prepositions i.e. example, before, after, during, in, because of. • Adverbs/adverbials (who, when and where) 	<ul style="list-style-type: none"> • continue to use further cohesive devices such as grammatical connections (connecting phrases) and the previous list. • use of ellipsis to create suspense • use a range of layout devices (headings, subheadings, columns, bullets, tables) to structure a text 	<ul style="list-style-type: none"> • use of ellipsis to create suspense 	<ul style="list-style-type: none"> • use of ellipsis to create suspense • use of ellipsis to create suspense • use a range of layout devices (headings, subheadings, columns, bullets, tables) to structure a text 	<ul style="list-style-type: none"> • use of ellipsis to create suspense



	<ul style="list-style-type: none"> organizing paragraphs around a theme and starting a new paragraph to show a change in location, person, time or event. Choosing when to use pronouns and nouns appropriately to avoid repetition and promote clarity. Repetition of a word or phrase Ellipsis to create suspense Verb openers Expanded noun phrases Further organisational and presentational devices to structure text and to guide the reader [for example, headings, subheadings, columns, or tables, bullet points, underlining] (in non-fiction) use the perfect form of verbs to mark relationships of time and cause use relative clauses beginning with who, which, where, when, whose, that or with an implied (for example, omitted) relative pronoun. 					
<p>Punctuation</p>	<ul style="list-style-type: none"> use a colon to introduce a list use semicolons within lists use brackets, dashes or commas confidently to indicate parenthesis. use hyphens between words to avoid ambiguity (man-eating shark not man eating shark) use commas confidently to clarify meaning or avoid ambiguity in writing use semicolons, colons or dashes to mark boundaries between independent clauses edit for comma splicing 	<ul style="list-style-type: none"> use a colon to introduce a list use semicolons within lists use brackets, dashes or commas confidently to indicate parenthesis. use hyphens between words to avoid ambiguity (man-eating shark not man eating shark) use commas confidently to clarify meaning or avoid ambiguity in writing use semicolons, colons or dashes to mark boundaries between independent clauses edit for comma splicing 	<ul style="list-style-type: none"> punctuate bullet points consistently use a colon to introduce a list use semicolons within lists use brackets, dashes or commas confidently to indicate parenthesis. use hyphens between words to avoid ambiguity (man-eating shark not man eating shark) use commas confidently to clarify meaning or avoid ambiguity in writing use semicolons, colons or dashes to mark boundaries between independent clauses edit for comma splicing 	<ul style="list-style-type: none"> use a colon to introduce a list use semicolons within lists use brackets, dashes or commas confidently to indicate parenthesis. use hyphens between words to avoid ambiguity (man-eating shark not man eating shark) use commas confidently to clarify meaning or avoid ambiguity in writing use semicolons, colons or dashes to mark boundaries between independent clauses edit for comma splicing 	<ul style="list-style-type: none"> use a colon to introduce a list use semicolons within lists use brackets, dashes or commas confidently to indicate parenthesis. use hyphens between words to avoid ambiguity (man-eating shark not man eating shark) use commas confidently to clarify meaning or avoid ambiguity in writing use semicolons, colons or dashes to mark boundaries between independent clauses edit for comma splicing punctuate bullet points consistently 	<ul style="list-style-type: none"> use a colon to introduce a list use semicolons within lists use brackets, dashes or commas confidently to indicate parenthesis. use hyphens between words to avoid ambiguity (man-eating shark not man eating shark) use commas confidently to clarify meaning or avoid ambiguity in writing use semicolons, colons or dashes to mark boundaries between independent clauses edit for comma splicing



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Terminology for pupils to use and understand	ellipses, synonym, antonym, colon, semi-colon, hyphen, subject, object,		bullet points active, passive,		bullet points	
Sentence types introduced	Outside, inside De:De Recap previous sentence types	3 bad-dash question	The question is: Some; others		Paired conjunction (PC)	Imagine 3 examples
Statutory words						
Grammar units	Ready to write Synonyms and Antonyms	Word classes and subjunctive form Assessment	Punctuation 1 Active and passive Formal and Informal	Formal and Informal Punctuation 2 Hyphens Assessment	Revision Assessment for SATS Cohesion Consolidation	Consolidation Assessments
Grammar Content	Relative Clauses Modal verbs of possibility Adverbs of poss Parenthesis Expanded Noun phrases Perfect form of time and cause Commas for clarity and to avoid ambiguity Synonyms and Antonyms	Subject and Object Vocabulary structures for formality Upleveling informal language Question tags in informal speech Use of the subjunctive in formal speech	Colons for a list Semi colons within lists Bullet points Passive verbs/Active and Passive sentence constructions Recapping formal and informal speech	Semi colons between independent clauses Colons between independent clauses Dashes between independent clauses Hyphens to avoid ambiguity Hyphens to create nouns and adjectives	Linking ideas across paragraph using a range of cohesive devices Layout devices in non fiction texts	Consolidation of KS2 SPAG Curriculum
Sharing	Own class	Parents	Year 5	Own class	Parents (Shackleton)	Secondary School links