

Writing Progression - Year 6

How to write <i>(handwriting)</i>		What to write <i>(vocabulary)</i>	Making writing make sense <i>(grammar, spelling and punctuation)</i>
		<p>Plan writing with clear understanding of purpose and audience</p> <p>Use appropriate grammar and vocabulary for the genre</p> <p>Use grammatical devices that build cohesion between and across paragraphs</p> <p>Ensure consistent use of tense</p>	<p>Use further prefixes and suffixes</p> <p>Continue to distinguish between homophones</p> <p>Apply full range of punctuation</p> <p>Use dictionary and thesaurus</p> <p>Apply word structure to spell correctly (national curriculum)</p> <p>Proof reading</p>
Writing to entertain	Description	Develop writing to include lots of detail and emotion which develops character and setting across paragraphs	
	Narrative	<p>Develop lengthy narrative with pace and tension</p> <p>Write imaginatively using adjectives, verbs and adverbs to give lots of detail and dialogue to develop characters and advance the story</p> <p>Be imaginative and write in specific genre (e.g. fantasy / myth)</p>	
	Poetry	<p>Explain the impact of figurative and expressive language including metaphor</p> <p>Vary pitch, pace, volume, rhythm and expression in poetry</p> <p>Use language imaginatively to create inventive poetry, for example kennings</p> <p>Use simple metaphors and personification to create poetry</p> <p>Select pattern or form to match meaning and own voice</p>	
Writing to inform	Biography	<p>Distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person, distinguishing between fact and opinion, distinguishing between implicit and explicit points of view and how these can differ</p> <p>Develop the skills of biographical and autobiographical writing, adapting distinguishing voices e.g. of historical characters, with accounts based on research</p> <p>Compose accounts of a person from different perspectives e.g. police report, school report, newspaper obituary</p>	
	Essay	<p>Choose the appropriate form of writing and style to suit a specific purpose and audience</p> <p>Consider the difference between historical explanations (Roman army tactics) and explanations using the present tense (e.g. the water cycle)</p> <p>Investigate when a different tense is needed</p>	
	Newspaper	<p>Further develop research and note taking skills</p> <p>Write about events using reported dialogue to give information</p> <p>Use a reporting writing style to relay details of a key event</p>	
	Reports	<p>Write reports as part of a presentation on a non-fiction subject</p> <p>Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction types</p>	

		Plan how information will be organised e.g. choosing to use paragraph headings, a spidergram or grid depending on the nature of the information
Writing to discuss	Balanced argument	Consider and evaluate different viewpoints noting when justifications for a particular viewpoint are strong or weak Experiment with the presentation of various viewpoints in discursive writing Clarify the strengths and weaknesses of different positions
	Newspaper	Further develop research and note taking skills Write a comparative report organising information into paragraphs and using subheadings Write in the present tense
	Review	Write with clear detail giving an opinion including reasons and evidence to support the viewpoint Give detailed recommendations with a clear audience in mind
Writing to persuade	Advertisements	Recognise how persuasive arguments are constructed through the expression, sequencing and linking of points Provide persuasive examples, illustrations and evidence Pre-empt or answer potential questions and appeal to the known views and feelings of the audience
	Speech	Construct persuasive arguments using: persuasive language techniques to deliberately influence develop a point of view logically and effectively supporting points persuasively anticipating possible objections writing to formal presentation where appropriate
	Campaign	Recognise how persuasive and discursive are different Summarise fairly the competing views Clarify the strengths and weaknesses of different positions Signal personal opinion clearly Draw reasoned conclusions based on available evidence Experiment with setting out opposing views in separate paragraphs or as alternate points within a paragraph and consider impact