




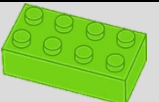


## Tower Hill Primary School Writing Progression Framework – Year 6

Year 6		Transcription	Handwriting	Composition	Vocabulary, grammar & punctuation
Ongoing, in school provision and approaches		❖ Continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly	❖ Continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say.	<ul style="list-style-type: none"> <li>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>	<ul style="list-style-type: none"> <li>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</li> </ul>
Phase 1		<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand the guidance for adding them</li> <li>Spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>Continue to distinguish between homophones and other words which are often confused</li> <li>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> </ul>	<ul style="list-style-type: none"> <li>Write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>Choosing the writing implement that is best suited for a task</li> </ul> </li> <li>❖ Pupils are clear about what standard of handwriting is appropriate for a particular task e.g. quick notes or a final handwritten version.</li> </ul>	<ul style="list-style-type: none"> <li>Plan their writing by: <ul style="list-style-type: none"> <li>Identifying 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"> <li>A clear audience and purpose of writing supports pupils in selecting the appropriate form and features, using models to inform choices</li> <li>Use further organisational and presentational devices to structure text and to guide the reader: e.g. pose questions as heading or sub-headings, use bullet points to organise material, integrate diagrams, charts or graphs, include glossary, fact box etc.</li> </ul> </li> <li>Noting and developing initial ideas, drawing on reading and research where necessary <ul style="list-style-type: none"> <li>Pupils capture, sift and sort ideas into a plan before writing</li> <li>When drawing on ideas, pupils usually identify key ideas</li> </ul> </li> <li>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>Draft and write by: <ul style="list-style-type: none"> <li>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning <ul style="list-style-type: none"> <li>Pupils draw on a repertoire of sentence structures, including simple, compound, and complex to, for example, expand ideas, convey key information, provide emphasis, detail and description</li> <li>Manipulate the order of elements within a sentence e.g. fronted adverbials, subordinate clauses, embedded relative clauses</li> </ul> </li> <li>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>Précising longer passages</li> <li>Using a wide range of devices to build cohesion within and across paragraphs <ul style="list-style-type: none"> <li>Pupils can produce internally coherent paragraphs in a logical sequence and use devices to create cohesion between paragraphs, e.g. a range of appropriately selected conjunctions or adverbials</li> </ul> </li> <li>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> </li> <li>Evaluate and edit by: <ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others' writing</li> <li>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning <ul style="list-style-type: none"> <li>Sentence structure varied in line with the expectations of English Appendix 2</li> </ul> </li> <li>Ensuring the consistent and correct use of tense throughout a piece of writing <ul style="list-style-type: none"> <li>Pupils usually write using tense consistently and correctly, including modal verbs</li> </ul> </li> <li>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> </li> <li>Proof-read for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>Develop understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>Using passive verbs to affect the presentation of information in a sentence</li> <li>Using the perfect form of verbs to mark relationships of time and cause</li> <li>Understand and apply the difference between vocabulary typical of informal speech and writing</li> <li>Learning the grammar for year 6 in English Appendix 2</li> </ul> </li> <li>Indicate grammatical and other features by: <ul style="list-style-type: none"> <li>Using a colon to introduce a list</li> <li>Punctuating bullet points consistently</li> </ul> </li> </ul>
Phase 2		<ul style="list-style-type: none"> <li>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>Use a thesaurus</li> </ul>	❖ Pupils know when to use an un-joined style e.g. for labelling a diagram or data, writing an email address, or for algebra	<ul style="list-style-type: none"> <li>Plan their writing by: <ul style="list-style-type: none"> <li>A clear audience and purpose of writing supports pupils in selecting the appropriate register, using models to inform choices</li> <li>When drawing on ideas, pupils usually reformulate key ideas coherently</li> </ul> </li> <li>Draft and write by: <ul style="list-style-type: none"> <li>Pupils write using deliberate changes of tense for effect in narrative</li> <li>Pupils can produce internally coherent paragraphs in a logical sequence and use appropriate devices to create cohesion between paragraphs, e.g. repetition of a key word or phrase in the final sentence of one paragraph and the opening sentence of the next</li> </ul> </li> <li>Evaluate and edit by: <ul style="list-style-type: none"> <li>Pupils check for appropriate changes in tense when editing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Indicate grammatical and other features by: <ul style="list-style-type: none"> <li>Using semi-colons, colons or dashes to mark boundaries between independent clauses</li> </ul> </li> </ul>
Phase 3		<ul style="list-style-type: none"> <li>Use dictionaries to check the spelling and meaning of words</li> </ul>	❖ Pupils know when to write in capital letters e.g. for filling in a form.	<ul style="list-style-type: none"> <li>Draft and write by: <ul style="list-style-type: none"> <li>Use further organisational and presentational devices to structure text and to guide the reader: e.g. link closing to opening</li> </ul> </li> <li>Evaluate and edit by: <ul style="list-style-type: none"> <li>Pupils can usually work alone and with a partner to evaluate writing for overall impact and suitability for audience and purpose against agreed success criteria, identifying specific aspects for alteration (including for accuracy and for impact and style) linked to previous and recent teaching and feeding back appropriately with helpful details</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Indicate grammatical and other features by: <ul style="list-style-type: none"> <li>Using hyphens to avoid ambiguity</li> </ul> </li> </ul>

**Tower Hill Primary School Spelling, Vocabulary, Grammar and Punctuation Progression Framework - Year 6**

Spelling principles used as strands	 Phonemic principles, based on hearing sounds and knowing grapho-phonemic correspondence
	 High frequency, common irregular or commonly mis-spelt words that need practice for automaticity
	 Morphemic principles, based on seeing chunks of meaning (compound words, word roots and affixes)

Year 6	Vocabulary, Grammar and Punctuation									
Phase 1	<b>Vocabulary typical of informal speech and formal speech and writing e.g.</b> find out / discover ask for / request go in / enter	Synonyms: Selecting a synonym accurately for effect, rather than as an alternative for the original word. Knowing that synonyms can have different uses than the original word	Use inverted commas accurately with punctuation; start a new line for each new speaker and place who says what at the beginning and at the end of the inverted commas	Connectives to signpost and create cohesion within a text e.g. order of sequence, results, time connectives, contrasting, additional ideas, exemplification, space and place, to summarise	Antonyms: using prefixes to create antonyms to create different effects in sentence	<b>Colon to introduce lists</b>	Simple sentences and how to embellish them	Review importance of hearing syllables and stressed and unstressed vowels to support spelling Words from Year 5/6 list	Homophones linked to word class/function e.g. affect verb/ effect noun	Synonym and antonym word families: e.g. big, little, large (which words do have opposites and are there options?)
	Abstract nouns	Pronouns: relative and possessive  Relative clauses	Repetition for effect e.g. persuasion, suspense, emphasis	<b>Layout devices such as headings, sub-headings, columns, bullet points, tables and paragraphs</b>	Identify the subject and object of the sentence	Consolidating compound sentences and coordinating conjunctions	Complex sentences and subordinate conjunctions	Words from compulsory list with unusual GPC e.g. ancient, attached,	Homophones and commonly mis-spelt words	Words from compulsory list with a root that can be built in to a word web e.g. achieve, aggressive,
Phase 2	<b>The difference between passive and active voice and when to use the passive</b>	Colons to mark the boundary between clauses e.g. There was only one possible explanation: the train had never arrived.	Semicolons to mark the boundary between clauses e.g. It's raining; I'm fed up.  Semicolons to demarcate within a list	Dashes to mark the boundary between clauses e.g. It's raining - I'm fed up.	Auxiliary verbs	Using question tags for informality e.g. He's in your class, isn't he?	Combining complex and compound clauses to create a sentence	Silent letters linked to etymology - used to be pronounced.	Homophones and commonly mis-spelt words	Formal equivalents e.g find out - discover, ask for - request, go in - enter
Phase 3	Collective nouns	Use the subjunctive for formal writing e.g. If I were you...	Ellipses to link ideas within and across paragraphs e.g. to aid suspense or to indicate omitted words within quotes	Hyphens for compound words to avoid ambiguity e.g. man eating shark or man-eating shark				Look at word families and how pronunciation can shift e.g. night, doubt, lamb, solemn, island	Homophones and commonly mis-spelt words	Words from compulsory list where seeing affixes can help in learning correct spelling