

Year 6 Writing Progression Map

Composition	Punctuation	Grammar	Spelling	Handwriting
<ul style="list-style-type: none"> ▪ I use a thesaurus to develop word understanding and build a bank of antonyms and synonyms. ▪ I use paragraphs correctly so that each one has a clear topic, and has a signal of change in time, place or event. <i>(TIP TOP)</i> ▪ I adapt the grammar and vocabulary used in my writing to suit the audience and purpose. (choose the appropriate form and register/ structure/ layout) ▪ I create atmosphere and describe settings- I use antonyms and synonyms to enhance the description. ▪ I describe and integrate dialogue to convey character and advance the action. (use of inverted commas, mostly correct) ▪ I add detail to my writing by using expanded noun phrases to add precision, detail and qualification. ▪ My second drafts show evaluative and reflective thinking which is evidenced by thoughtful and effective changes made to create effects and to impact on the reader. ▪ My writing is evaluated as a matter of course and proof reading ensures a high level of accuracy. 	<ul style="list-style-type: none"> ▪ I can mostly use commas correctly to mark phrases and clauses- clarity. ▪ I make some correct use of a further range of punctuation across a range of writing. (Colons to start lists; semi colons to separate items in lists and hyphens to emphasis ideas/ use of semi colon/ colon to mark clauses- It's raining; I'm fed up) ▪ I can use punctuation for parenthesis, mostly correctly. <i>(brackets/commas/hyphens)</i> 	<ul style="list-style-type: none"> ▪ I use the correct tense throughout a piece of writing. ▪ I use modal verbs mostly appropriately to suggest degrees of possibility. (could, would, might) ▪ I add precision, detail and qualification using prepositional phrases and adverbs. ▪ I effectively draft my work so that I enhance meaning and adapt my grammar choices for effect. ▪ I use a range of cohesive devices*, including adverbials, within and across sentences and paragraphs. (Pronouns/ adverbials, conjunctions, similes, -ing, -ed, adverb openers/ repetition of key words for effect/ prepositional phrases/ tenses are secure/ellipses in narratives) ▪ I ensure correct subject verb agreement in singular and plural. e.g. was – I (one person) were – we (more than one- the children were) ▪ I use a wide range of clause structures, sometimes varying their position within the sentence. <i>(Relative clauses/ embedded clauses/subordinate and coordinating clauses/ adverbials/ prepositional clauses).</i> ▪ I use structures typical of very formal speech. (Subjunctive forms- If I were/ Were they to come, or questions tags- he is your friend, isn't he?) ▪ I use modal verbs and adverbs to position an argument as well as indicate degrees of possibility, probability and certainty. ▪ I use a range of verb forms to create more subtle meanings. ▪ I use the passive voice to present information with a different emphasis. (I broke the window in the greenhouse- The window of the greenhouse was broken (by me). ▪ My vocabulary choices are imaginative and words are used precisely and appropriately to create impact and enhance meaning. 	<ul style="list-style-type: none"> ▪ I use a range of spelling strategies not just phonics. ▪ I use a dictionary to check spelling/meaning. ▪ I proof read and edit my work to check for spelling and punctuation errors. (Year 3 and 4 and Year 5/6 word lists) ▪ I ensure I use the correct homophone. <i>(see Year 5/6 homophone list)</i> ▪ I spell most words with silent letters. ▪ I change verbs into nouns by adding suffixes. (tion/sion/ment – cancel- cancellation/ expand- expansion/ excite- excitement/ enjoy- enjoyment) ▪ I make sure that I can spell the vast majority of words that appear in the Year 5/6 list. 	<ul style="list-style-type: none"> ▪ I produce legible joined handwriting and develop my own personal fluent joined handwriting style. <i>(join/not join specific letters- loops)</i>