

## Great Bradfords Junior School - WRITING SKILLS PROGRESSION

### Year 6

Structure and Purpose Composition Overall Effect	<p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader, (drawing independently on what they have read as models for their own writing), e.g. the use of the first person in a diary; direct address instructions, persuasive writing, literary language, characterisation, structure, etc.</p> <p>Distinguish between the language of speech and writing and to choose the appropriate level of formality.</p>
Vocabulary Composition - Overall Effect	Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).
Narrative writing	<p>In narratives, describe settings, characters and atmosphere.</p> <p>Integrate dialogue in narratives to convey character and advance the action.</p>
Planning, Writing and Editing	<p>Note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p><i>Recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</i></p> <p>Habitually proofread for spelling and punctuation errors.</p>
Paragraphs	Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns and synonyms) within and across paragraphs.
Use of Phrases and Clauses	<p>Use the subjunctive form in formal writing.</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Use the passive voice.</p> <p>Use question tags in informal writing.</p>
Sentence Construction Tense	Use verb tenses consistently and correctly throughout <i>all pieces of</i> their writing, including the correct subject and verb agreement when using singular and plural.
Punctuation	<p>Use the full range of punctuation taught at key stage 2 mostly accurately (e.g. inverted commas and other punctuation to indicate direct speech).</p> <p>Use this punctuation precisely to enhance meaning and avoid ambiguity.</p>
Spelling statutory words	Spell correctly most words from the year 5/year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.

<p>Prefixes and Suffixes</p>	<p>Use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).</p> <p>Use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).</p> <p>Spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).</p>
<p>Phonics Spelling Rules</p>	<p>Spell words ending in -able and -ably (e.g. adorable/adorably, applicable/applicably, considerable/considerably).</p> <p>Spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly).</p> <p>Spell words with a long /e/ sound spelt 'ie or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).</p> <p>Spell words with endings which sound like /shuh/ after a vowel letter using 'cial' (e.g. official, special, artificial).</p> <p>Spell words with endings which sound like /shuh/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).</p>
<p>Further Spelling Conventions</p>	<p>Spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that ending in -se/sy (e.g. practice/practise, licence/license, advice/advise).</p> <p>Spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own).</p> <p>Use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>Use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</p>
<p>Use of Terminology</p>	<p>Recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</p>
<p>Handwriting</p>	<p>Maintain legibility (and fluency) in handwriting when writing at speed by:</p> <p><i>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</i></p> <p><i>Choosing the writing implement that is best suited for a task.</i></p> <p>Recognise when to use an un-joined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).</p>

