MPPS Year 6 Writing Progression Statements

Working Towards the Expected Standard in Y6
write for a range of purposes, knowing key features of a genre
use paragraphs to organise ideas
in narratives, describe settings and characters *using noun phrases expanded in a variety of ways*
in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
use capital letters, full stops, question marks, commas for lists, *apostrophes for singular possession* and apostrophes for contraction mostly correctly
spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list
write legibly
Working at the Expected Standard in Y6
write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader *(e.g. the use of the first person in a diary; direct address in instructions and persuasive writing), using similar writing as a model (WAGOLL and other texts)*
in narratives, describe settings, characters and atmosphere, using a variety of techniques to engage the reader and choosing appropriate vocabulary that creates a consistent picture, *e.g. verbs, preposition phrases, fronted adverbials, expanded noun phrases, relative clauses*
integrate dialogue in narratives to convey character and advance the action, *using correctly punctuated speech*
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)
use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
use verb tenses consistently and correctly throughout their writing
use the range of punctuation taught at key stage 2 mostly correctly, *e.g. commas after fronted adverbials, apostrophes for plural possession, brackets, dashes and commas to indicate parenthesis, commas for clarity and to avoid ambiguity, hyphen, semi colon and colon to introduce lists*
spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary/electronic device to check the spelling of uncommon or more ambitious vocabulary
maintain legibility in joined handwriting when writing at speed.[2]
Working at Greater Depth in Y6
write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
distinguish between the language of speech and writing[3] and choose the appropriate register
exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons and colons *to mark boundaries between clauses, dashes and hyphens*) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity

English National Curriculum Programmes of Study

Year 6 POS	Pupils should be taught to
Writing Transcription – Spelling **(See English appendix 1**	• use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • 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 • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a

	dictionary • use a thesaurus

Writing
Transcription –
Handwriting
	• write legibly, fluently and with increasing speed by:
	    ○ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
	    ○ choosing the writing implement that is best suited for a task

Writing –
Composition
	• plan their writing by:
	    ○ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
	    ○ noting and developing initial ideas, drawing on reading and research where necessary
	    ○ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
	• draft and write by:
	    ○ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
	    ○ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
	    ○ précising longer passages
	    ○ using a wide range of devices to build cohesion within and across paragraphs
	    ○ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
	• evaluate and edit by:
	    ○ assessing the effectiveness of their own and others' writing
	    ○ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
	    ○ ensuring the consistent and correct use of tense throughout a piece of writing
	    ○ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
	• proofread for spelling and punctuation errors
	• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Writing –
Vocabulary,
Grammar and
Punctuation
	• develop their understanding of the concepts set out in English appendix 2 by:
	    ○ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
	    ○ using passive verbs to affect the presentation of information in a sentence
	    ○ using the perfect form of verbs to mark relationships of time and cause
	    ○ using expanded noun phrases to convey complicated information concisely
	    ○ using modal verbs or adverbs to indicate degrees of possibility
	    ○ using relative clauses beg. with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
	    ○ learning the grammar for years 5 and 6 in English appendix 2
	• indicate grammatical and other features by:
	    ○ using commas to clarify meaning or avoid ambiguity in writing
	    ○ using hyphens to avoid ambiguity
	    ○ using brackets, dashes or commas to indicate parenthesis
	    ○ using semicolons, colons or dashes to mark boundaries between independent clauses
	    ○ using a colon to introduce a list
	    ○ punctuating bullet points consistently
	• use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their W and R

Appendix 1- Spelling List for Years 5 and 6

Word list – years 5 and 6

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (–ped, –ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	
disastrous	parliament	

Appendix 2 (Y6 Content)

Word

The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and wri[...] example, *find out – discover; ask for – request; go in – enter*]

How words are related by meaning as synonyms and antonyms [for example, *big, large, little*].

Sentence

Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*].

The difference between structures typical of informal speech & structures appropriate for formal speech & wri[...] example, the use of question tags: *He's your friend*, *isn't he?*, or the use of **subjunctive** forms such as *If I were* or *W[...] to come* in some very formal W & S]

Text

Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatica[...] connections [for example, the use of **adverbials** such as *on the other hand*, *in contrast*, or *as a consequence*], and **elli**[...]

Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Punctuation

Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining,*[...] *up*]

Use of the colon to introduce a list and use of semi-colons within lists

Punctuation of bullet points to list information

How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* ve[...] *cover*

Terminology

subject, object active, passive synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points