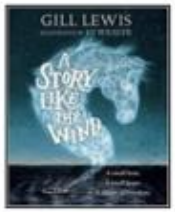
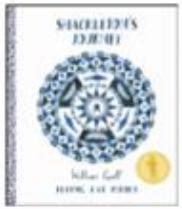
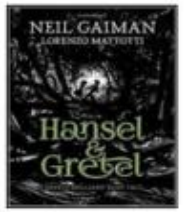
Read to Write: Progression Overview Counts in Year 6

Year 6 Suggested Progressive Sequence

A	B	C	D	E	F
Rose Blanche	**A Story Like the Wind** 	**The Origin of the Species**	**Wolves**	**Shackleton's Journey** 	**Hansel and Gretel** 

Writing Outcome & Writing Purpose

Recount: Diary **Purpose:** To recount	**Narrative:** Flashback Narrative **Purpose:** To narrate	**Narrative:** Discovery Narrative **Purpose:** To narrate	**Recount:** First Person Narrative **Purpose:** To narrate **Discussion:** Balanced Argument **Purpose:** To discuss	**Narrative:** Endurance Narrative **Purpose:** To narrate	**Narrative:** Dual Narrative **Purpose:** To narrate
Recount: Bravery Speech Award **Purpose:** To recount & inform (hybrid)	**Recount:** Newspaper Report **Purpose:** To recount	**Explanation:** Adaptation **Purpose:** To explain	**Information Text:** Wolves **Purpose:** To inform **Narrative:** Suspense Narrative **Purpose:** To narrate	**Recount:** Magazine Article **Purpose:** To recount	**Persuasion:** Letter **Purpose:** To persuade

Grammar: Word

Build on previous year & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices	**Build on previous units & focus on:** Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing - informality of direct quote contrasting with formality of vocabulary choices	**Build on previous units & focus on:** Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing	**Build on previous units & focus on:** Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – technical vocabulary and precise use of nouns, verbs and adjectives to add to formal tone	**Build on previous units & focus on:** Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone	**Build on previous units & focus on:** Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone

Grammar: Sentence

Build on previous year & focus on: The difference between structures typical of informal speech and structures appropriate to formal - use of question tags in informal speech	**Build on previous units & focus on:** The difference between structures typical of informal speech and structures appropriate to formal	**Build on previous units & focus on:** The difference between structures typical of informal speech and structures appropriate to formal	**Build on previous units & focus on:** Use of the passive to affect the presentation of information in a sentence The use of question tags in informal speech	**Build on previous units & focus on:** Use of the passive to affect the presentation of information in a sentence	**Build on previous units & focus on:** The difference between structures typical of informal speech and structures appropriate to formal speech in writing –the use of the subjunctive form in some very formal speech and writing Wish – if I were…

Grammar: Text

Build on previous year & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials	**Build on previous units & focus on:** Linking ideas within and across paragraphs using a wider range of cohesive devices – repetition and ellipsis Use headings, sub-headings, columns and captions to structure information	**Build on previous units & focus on:** Linking ideas within and across paragraphs using a wider range of cohesive devices Use headings and sub-headings to structure information	**Build on previous units & focus on:** Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, pronouns and synonyms Use of headings, sub-headings and bullets to structure texts	**Build on previous units & focus on:** Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials Use headings and sub-headings to structure text	**Build on previous units & focus on:** Linking ideas within and across paragraphs using a wider range of cohesive devices – pronouns

Grammar: Punctuation

Build on previous year & focus on: Colons to introduce a list and semicolons for more elaborate lists Use commas, brackets and dashes for parenthesis Semi-colon to separate two main clauses	**Build on previous units & focus on:** Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech punctuation)	**Build on previous units & focus on:** Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech punctuation)	**Build on previous units & focus on:** Colon to introduce a list and semicolons for more elaborate lists Use commas to punctuate relative clauses Speech punctuation Use the semi-colon as the boundary between independent clauses Punctuation of bullet points Hyphens used to avoid ambiguity	**Build on previous units & focus on:** Use commas to clarify meaning and avoid ambiguity: Used as a break in a sentence, after a fronted adverbial, separate items in a list and parenthesis Using semi-colons as boundaries between independent clauses	**Build on previous units & focus on:** Use the semi-colon as the boundary between independent clauses Hyphens are used to clarify meaning and avoid ambiguity

Terminology for Pupils

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