

Year 6 Writing Progression

| | National Curriculum objective | Autumn Term | Spring Term | Summer Term | Greater depth |
|-----------------|--|--|--|---|---|
| Planning | <i>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</i> | Deconstruct texts in order to allow children to become familiar with features of different text types. | Can usually identify the intended audience and purpose for writing and choose a suitable writing model from a range of familiar texts to support their own writing. | Pupil can almost always identify the intended audience and purpose for writing and choose a suitable writing model from a secure mental selection to support their own writing. | Can identify the intended audience and purpose for writing and choose a suitable writing model from a secure mental selection to support their own writing. |
| | <i>Note and develop initial ideas, drawing on reading and research where necessary</i> | With support, can plan through thinking aloud and record their ideas, sometimes choosing ideas for impact and to enhance the effectiveness of what they write, drawing on independent reading and research. (Recording ideas within a given structure- grids, timelines..) | With increasing independence, pupil plan through thinking aloud and record their ideas, sometimes drawing on independent reading and research. | Able to independently plan through thinking aloud and record their ideas, drawing on independent reading and research, choosing ideas for impact and to enhance the effectiveness of what they write: e.g. selecting from a range of planning models to organise and develop related ideas drawn from notes made when reading and researching | Can decide their own sub-headings and planning models for given topic. |
| | <i>In writing narratives, consider how authors have developed characters and settings in what they have read, listened to or seen performed</i> | With support, I can draw upon and adapt what they have learned about how authors develop characters and settings to help them create their own. | Can often imaginatively draw upon what they have learned about how authors develop characters and settings to help them create their own: e.g. drawing on known characters and adapting them, taking elements from different settings and combining them in new ways. | Can independently draw upon what they have learned about how authors develop characters and settings to help them create their own: e.g. drawing on known characters and adapting them, taking elements from different settings and combining them in new ways. | Can imaginatively draw upon what they have learned about how authors develop characters and settings to help them create their own, and is capable of developing lively, convincing narratives. |

| | | | | | |
|-----------------|---|---|--|---|--|
| Drafting | <i>Use a wide range of devices to build cohesion within and across paragraphs</i> | With support, organise writing into a logical sequence of paragraphs: e.g. by using topic sentences to group and develop ideas within each paragraph. | Usually produce paragraphs that flow. They understand and use a range of 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; using conjunctions such as furthermore, moreover, on the other hand, to link paragraphs. | Independently produce coherent paragraphs that flow; understands and uses a range of devices to create cohesion between paragraphs. | Independently produce coherent paragraphs that flow; understands and uses a range of devices to create cohesion between paragraphs. Conclusions explicitly refer back to openings; element of summary included in conclusions. |
| | National Curriculum objective | Autumn Term | Spring Term | Summer Term | Greater depth |
| Drafting | <i>In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action</i> | When prompted, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. | Usually describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. e.g distinguish between characters by introducing variations in their vocabulary choices, using humour, varying sentence lengths, using expanded noun phrases, adverbials and relative clauses | Draft and write narratives, creating settings, characters and plots with consideration for the audience and purpose. | Can apply what they have learned about standard English and non-standard English: e.g. writing dialogue for character |
| | <i>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</i> | Can sometimes select appropriate grammar and vocabulary from modelled material and is beginning to make choices to change and enhance meaning. | Usually select appropriate grammar and vocabulary and is able to make choices to change and enhance meaning. They explore and alter a range of vocabulary from modelled texts, using thesaurus | Can almost always select appropriate grammar and vocabulary and is able to make choices to change and enhance meaning. | Choose the most appropriate word from a range of synonyms or newly learnt vocabulary, ensuring precision or expressing nuances of meaning. |
| | <i>Précis longer passages</i> | With support, can précis longer passages and re-write in their own words. | Usually précis longer passages, identifying key ideas, re-writing in their own words and justifying inclusions and exclusions. | Mostly précis longer passages independently, identifying key ideas, re-writing them coherently in their own words and justifying inclusions and exclusions. | Able to précis longer passages independently, identifying key ideas, re-writing them coherently in their own words and justifying inclusions and exclusions. |
| | <i>Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</i> | With support pupil can use organisational and presentational devices to structure texts e.g. heading or sub-headings, use bullet points | Usually use further organisational and presentational devices to structure text and to guide the reader: e.g. pose questions as heading or sub-headings, use | Can independently use further organisational and presentational devices to structure text and to guide the reader. | Use further organisational and presentational devices to structure text and to guide the reader: e.g. fact box, footnotes, references, bibliography. |

| | | | | | |
|----------------------|---|--|---|--|--|
| | | to organise material, integrate diagrams, charts or graphs. | bullet points to organise material, integrate diagrams, charts or graphs; link closing to opening; include glossary, fact box etc.. | | |
| | National Curriculum objective | Autumn Term | Spring Term | Summer Term | Greater Depth |
| Evaluating | <i>Assess the effectiveness of their own and others' writing</i> | With support, can sometimes self or peer evaluate writing against the success criteria, and is beginning to feed-back appropriately. | Can usually self or peer evaluate writing for overall impact and suitability for audience and purpose against the success criteria, identifying areas for improvement and able to feed-back appropriately with helpful details. | Can self or peer evaluate writing for overall impact and suitability for audience and purpose against the success criteria, identifying areas for improvement based on previous and recent teaching and is able to feed-back appropriately with helpful details. | Confidently self or peer evaluate writing for overall impact and suitability for audience and purpose against the success criteria, identifying areas for improvement based on previous and recent teaching and is able to feed-back appropriately with helpful details. |
| | <i>Propose changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning</i> | With support, can sometimes suggest appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in their own and others' writing. | Can usually suggest appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in their own and others' writing. | Independently suggest appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in their own and others' writing. | Make specific suggestions to a writing partner or incorporating such changes in their own writing. |
| | <i>Ensure the consistent and correct use of tense throughout a piece of writing</i> | With support, can sometimes write using tense consistently and correctly throughout. | Can usually write using tense consistently and correctly throughout and write using deliberate changes of tense for effect in narrative. | Can mostly write using tense consistently and correctly throughout and write using deliberate changes of tense for effect in narrative. | Can independently write using tense consistently and correctly throughout and write using deliberate changes of tense for effect in narrative. Able to check for these when editing: e.g. in flashbacks, letters and interviews. |
| Proof Reading | <i>Proof-read for spelling and punctuation errors</i> | With support, can spot some of their own and others' spelling and punctuation errors but does not always notice errors in the most recently taught spelling patterns and punctuation items | Can usually spot most of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns | Consistently and confidently spot their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught | Draws on own further knowledge from personal reading to spot and correct errors in some spelling patterns and punctuation items not yet taught. |

| | | | | | |
|--|--|---|--|--|--|
| | | | and punctuation: 'death defying' becomes 'death-defying'. | spelling patterns and punctuation. | |
| | Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register | With support, pupil begins to choose the appropriate register (standard or colloquial language) as appropriate for writing. | Sometimes consciously chooses the appropriate register (standard or colloquial language as appropriate) for writing: e.g. casual language for an email or text to a close friend, more formal language when writing to a supermarket manager asking for raffle donations. | Consciously chooses the appropriate register (standard or colloquial language as appropriate) for writing: e.g. casual language for an email or text to a close friend, more formal language when writing to a supermarket manager asking for raffle donations | Consciously chooses the appropriate register for writing to good effect, and applying this knowledge across a range of independent writing. |
| | National Curriculum objective | Autumn Term | Spring Term | Summer Term | Greater depth |
| Presentation | Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear | With support, perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | Can often read their own writing aloud to a group or the whole class using appropriate intonation and controlling the tone and volume so that the meaning is clear. Use variety of medium which will help to increase confidence e.g. audio recordings, video. | Independently perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. e.g. monitor, maintain or regain audience engagement, speaking loudly enough to be heard. | Confidently perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. Always engaging and maintaining the audience's attention even for longer compositions. |
| Handwriting Write legibly, fluently and with increasing speed | Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters | Pupil sometimes independently makes choices over letter shapes and joins to ensure fluency and legibility and is increasing the pace of writing while sustaining neatness and accuracy. | Make choices over letter shapes and joins to ensure fluency, legibility and good presentation and is increasing the pace of writing while sustaining neatness and accuracy: e.g. chooses un-joined style for labelling a diagram or data, writing an email address or algebra. | Make choices over letter shapes and joins to ensure fluency, legibility and good presentation and is increasing the pace of writing while sustaining neatness and accuracy: e.g. chooses un-joined style for labelling a diagram or data, writing an email address... | Make choices over letter shapes and joins to ensure fluency, legibility, good presentation and individuality and is increasing the pace of writing while sustaining neatness and accuracy. |
| | Choose the writing implement that is best suited for a task | With support, select the appropriate writing instrument and is beginning to increase the pace of writing while sustaining neatness and legibility. | Select the appropriate writing instrument: e.g. colour-coded markers for explaining keys on maps or labelling axes on a graph and is beginning to increase the pace of writing while sustaining neatness and legibility. | Select the appropriate writing instrument and justify their choice: e.g. explain why a particular pen colour and thickness was chosen for a particular poster or flyer and is able to write quickly and for extended periods without loss of neatness and legibility or undue strain or cramp. | Select the appropriate writing instrument and justify their choice: e.g. explain why a particular pen colour and thickness was chosen for a particular poster or flyer and is able to write quickly and for extended periods without loss of neatness and legibility or undue strain or cramp. |

