
















## YEAR 6 writing units – progression map

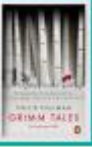



		Autumn 1		Autumn 2	
	<b>Literary Leaf Text</b>	<b>Fly Me Home</b> <i>By Polly Ho-Yen</i> 	<b>On The Move – Poems about Migration</b> <i>By Michael Rosen</i> 	<b>The Tiger Burning</b> <i>By Kate DiCamillo</i> 	<b>Darwin's Voyage of Discovery</b> <i>By Jeannie Baker</i> 
	<b>Writing Root (Unit)</b>	 <b>The Arrival</b> <i>By Shaun Tan</i>	 <b>Leila and the Blue Fox</b> <i>By Kiran Millwood Hargrave</i>	 <b>The Promise</b> <i>By Nicola Davies</i>	 <b>The Hidden Forest</b> <i>By Jeannie Baker</i>
	<b>Outcomes</b>  Narrative Non-fiction	Letters Character descriptions Diaries Short playscripts Short report	Poetry Informal messages Formal letters Short information texts Diary entries Narrative / action scenes Tweets	Promises Non-chronological reports	Artwork descriptions Thought bubbles Diary entries Research notes Non-chronological reports
	<b>Main Outcome</b>	Narrative retelling	Extended blog entry	Sequel narrative	Balanced discussion
	<b>Audience/ Form</b>	<ul style="list-style-type: none"> <li>Retelling sections of story</li> <li>Diary entry in role as little girl</li> <li>Poster to describe The New World</li> <li>Playscript for a scene</li> <li>Scenes with a flashback</li> <li>Leaflet for looking after a pet</li> <li>Retelling in third person (man's journey to another country)</li> </ul>	<ul style="list-style-type: none"> <li>Class poem about Miso</li> <li>Text message to Mona</li> <li>Formal letter to apply for expedition funding</li> <li>Information text about Arctic foxes</li> <li>Diary entry as Leila</li> <li>Description of ice rescue scene</li> <li>Dream scene</li> <li>Tweet to appeal for help</li> <li>Poem about Leila</li> <li>Extended blog entry – Leila's Life Lessons</li> </ul>	<ul style="list-style-type: none"> <li>Promise to make the world a better place</li> <li>Report about how to improve the local area</li> <li>Sequel to continue cyclical story</li> </ul>	<ul style="list-style-type: none"> <li>Blurb for a piece of artwork</li> <li>Thought bubble for Ben</li> <li>Diary entry in role as Ben</li> <li>Notes about giant kelp forests</li> <li>Non-chronological reports about giant kelp forests (in form of a letter)</li> <li>Balanced discussion about saving giant kelp forests</li> </ul>
	<b>Purpose</b>	Entertain Reflect Describe Inform	Entertain Persuade Inform Reflect Describe	Reflect Entertain Inform	Describe Reflect Inform Discuss
<b>Grammar coverage</b>	<b>Word</b>	effect of verb / adjective choices in context idioms	figurative language – personification, metaphor synonyms to avoid repetition	un- / dis- / mis- / re- prefixes * synonyms / antonyms figurative language -tion / -ness / -ment suffixes *	effect of word choice emotive language

(these may be taught multiple times throughout the sequence)  * indicates coverage from a different year group	<b>Sentence</b>	modal verbs * subordinating conjunctions order of clauses adverbial phrases * multi-clause sentences passive voice noun phrases expanded by preposition/adverb phrases conditional sentences	modal verbs * subordinating conjunctions noun phrases expanded by preposition/ adverb phrases subjunctive form relative clauses / pronouns * order of clauses conditional sentences * multi-clause sentences passive voice	modal verbs * range of expanded noun phrases * fronted adverbials * preposition phrases *	range of noun phrases * adverbs / adverbial phrases impact of modal verbs sentence order (phrases) for effect range of sentence types *
	<b>Punctuation</b>	use of colons brackets for stage directions use of semi-colons inverted commas for speech *	commas to demarcate clauses* single dash for emphasis	commas after fronted adverbials * commas for clarity *	parenthesis punctuation
	<b>Text</b>	short sentences for effect change in tense to link between scenes conjunctions / adverbials for cohesion linking across paragraphs	short sentences for effect internal paragraph structure layout devices – subheadings conjunctions / adverbials for cohesion	adverbials / tense choice for cohesion	adverbial phrases to link across paragraphs layout devices to organise rhetorical devices

		Spring 1		Spring 2	
	<b>Literary Leaf Text</b>	<b>The Little Match Girls Strikes Back</b> By Brian Selznick 	<b>Politics for Beginners</b> By Louie Stowell 	<b>The Wolves of Willoughby Chase</b> By Joan Aiken 	
	<b>Writing Root Unit</b>	 <b>The Invention of Hugo Cabret</b> By Brian Selznick	 <b>Suffragette: The Battle for Equality</b> By David Roberts	 <b>The Three Little Pigs Project</b> The Guardian	 <b>The Last Wild</b> By Piers Torday
	<b>Outcomes</b>  Narrative Non-fiction	Diary entries Journalistic writing Flashback narratives Speeches Discussions Letters Film critiques	Formal letters Diary entries Balanced arguments Speeches Short news reports	News reports Persuasive speeches Narrative forms Interview scripts Diaries Debates	Posters Narrative retellings Formal reports Character descriptions Diary entries Formal letters
	<b>Main Outcome</b>	Biography	Persuasive campaign	News reports	Own version narrative
	<b>Audience/Form</b>	<ul style="list-style-type: none"> <li>Continuation of section of story</li> <li>Journalistic report of a scene</li> <li>Diary entry in role as Hugo</li> <li>Flashback narrative of a scene</li> <li>Formal letter of persuasion to Papa Georges</li> </ul>	<ul style="list-style-type: none"> <li>Letters to William Gladstone</li> <li>Speech as a lawyer</li> <li>Diary entry as Christabel Pankhurst</li> <li>Letter from WSPU</li> </ul>	<ul style="list-style-type: none"> <li>Short news report</li> <li>Further report from alternative perspective</li> <li>Defence case for the pigs</li> <li>Interview script for TV report</li> <li>Diary entry in role as one pig</li> </ul>	<ul style="list-style-type: none"> <li>Warning posters to other humans</li> <li>Retelling of section of story</li> <li>Official Facto incident report</li> <li>Character description of The Last Wild</li> </ul>

		<ul style="list-style-type: none"> <li>Balanced argument in response to a question</li> <li>Note from the automaton</li> <li><b>Biography of Georges Méliès' life</b></li> </ul>	<ul style="list-style-type: none"> <li>Balanced argument in response to a question</li> <li>Newspaper about Epsom Derby</li> <li>events</li> <li>Campaign to raise awareness</li> </ul>	<ul style="list-style-type: none"> <li>Debate in answer to range of questions</li> <li>Discussion text</li> </ul>	<ul style="list-style-type: none"> <li>Diary entry in role as Kester</li> <li>Formal letter from Facto Medical</li> <li>Association</li> <li>Own version dystopian narrative</li> </ul>
	<b>Purpose</b>	Entertain Inform Reflect Persuade Discuss	Persuade Reflect Discuss Inform	Inform Persuade Reflect Discuss	Persuade Entertain Inform Describe Reflect
<b>Grammar coverage</b>  (these may be taught multiple times throughout the sequence)  * indicates coverage from a different year group	<b>Word</b>	emotive language vocabulary of informal speech vocabulary of formal speech compound adjectives	vocabulary for formal writing	differences in vocabulary for formal / informal vocabulary language of bias	-tious / -cious suffixes abstract nouns
	<b>Sentence</b>	question tags relative pronouns / clauses * passive voice position of reporting clause adverbs of possibility * range of adverbial phrases * subjunctive mood	subjunctive mood passive voice modal verbs * adverbial phrases *	relative clauses * subordinating conjunctions multi-clause sentences passive voice	modal verbs * range of sentence types * noun / prepositional phrases conjunctions to explain * relative clauses * omission of relative pronoun passive voice range of noun phrase constructions question tags subjunctive mood
	<b>Punctuation</b>	apostrophes for possession / contraction * dialogue punctuation * hyphens to avoid ambiguity bullet points to list information	bullet points to list information *	dialogue punctuation * parenthesis punctuation * use of colons	dashes for interruption apostrophes for contraction * use of colons dialogue punctuation *
	<b>Text</b>	bias in journalistic writing repetition / adverbials to link across paragraphs layout devices – subheadings present progressive tense * present perfect tense *	range of cohesive devices	layout conventions - playscript	change in tense – flashback repetition to link across paragraphs range of cohesive devices within a text paragraph

		<b>Summer 1</b>	<b>Summer 2</b>
	<b>Literary Leaf Text</b>	<b>Grimm Tales for Young and Old</b> <i>By Phillip Pullman</i> 	<b>Poetry for Young People</b> By Langston Hughes and Benny Andrews 

	<b>Writing Root Unit</b>	 <b>Grimm Tales for Young and Old</b> By Phillip Pullman	 <b>Romeo and Juliet</b> By William Shakespeare	 <b>Night Mail</b> By WH Auden	 <b>The Unforgotten Coat</b> By Frank Cottrell Boyce
	<b>Outcomes</b>  Narrative Non-fiction	Retelling from a particular viewpoint Analyses Dialogue Character development	Police reports Character descriptions Narrative scenes Dialogue Diary entries Formal letters Balanced argument	Instructions Persuasion Diary entry	Summaries Analysis and performance
	<b>Main Outcome</b>	Own version traditional tales	Diary entries	Discussion text	Poems with similar structure
	<b>Audience/ Form</b>	<ul style="list-style-type: none"> <li>• Impromptu fairy tale</li> <li>• Analyses of traditional features</li> <li>• Retelling from first person viewpoint</li> <li>• Dialogue for a section of story</li> <li>• Creation of characters</li> <li>• Own version traditional tale</li> </ul>	<ul style="list-style-type: none"> <li>• Short police report</li> <li>• Character descriptions</li> <li>• Narrative action scene</li> <li>• Conversation between main characters</li> <li>• Diary entry as R or J</li> <li>• Description of balcony scene</li> <li>• Letter from Nurse to Juliet</li> <li>• Balanced argument – who is to blame?</li> </ul>	<ul style="list-style-type: none"> <li>• Instructions to make an origami Yoda</li> <li>• Diary entry in role as Tommy</li> <li>• Diary entry for Dwight</li> <li>• Discussion about predicting the future</li> </ul>	<ul style="list-style-type: none"> <li>• Verse by verse summaries</li> <li>• Analysis of poetic features</li> <li>• Performance of Night Mail in groups</li> <li>• Poetry comparisons</li> <li>• Performance of own poem</li> <li>• Poem based on Night Mail</li> </ul>
	<b>Purpose</b>	Entertain Discuss	Inform Describe Entertain Reflect Persuade	Instruct Reflect Discuss	Discuss Entertain
<b>Grammar coverage</b>  (these may be taught multiple times throughout the sequence)  * indicates coverage from a different year group	<b>Word</b>	genre specific language determiners / articles -ful suffix *	synonyms similes as adverbials superlatives -est / most idiomatic language vocabulary of formal writing	-ate / -ise / -ify suffixes	language associated with poetry, e.g. assonance, alliteration, metaphor, simile, rhyming pairs
	<b>Sentence</b>	modal verbs * fronted adverbials * relative clauses * omitted pronouns	modal verbs * subordinating conjunctions passive voice adverbial phrases range of noun phrases * prepositional phrases * subjunctive mood formal sentence openers multi-clause sentences	imperative verbs * sentence openers to contrast adverbs / adverbial phrases * clause order	multi-clause sentences conjunctions to justify /contrast
	<b>Punctuation</b>	dialogue punctuation * commas for clarity	dialogue punctuation * apostrophes for omission / accent * dash for emphasis	bullet points to list information * use of semi-colons	sentence ending, where appropriate

	<b>Text</b>	adverbials for cohesion	present perfect tense * layout devices – balanced argument	paragraphs to organise around a theme * cohesive devices – adverbs /adverbial phrases, pronouns, formal tone	aspects of performance – text timing / volume / rhythm
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