**YEAR 6 writing units – progression map**

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|  |  | **Autumn 1** | | | **Autumn 2** | | |
| Author focus this term | **Literary Leaf Text** | **Fly Me Home**  *By Polly Ho-Yen* | | **On The Move – Poems about**  **Migration**  *By Michael Rosen* | **The Tiger Rising**  *By Kate DiCamillo* | **Beetle Boy**  *By M.G. Leonard* | |
|  | **Writing Root**  **(Unit)** | **The Arrival**  *By Shaun Tan* | **Leila and the Blue Fox**  *By Kiran Millwood Hargrave* | | **Can We Save the Tiger?**  *By Martin Jenkins* | | **The Last Bear**  *By Hannah Gold* |
|  | **Outcomes**  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 | | Explanations  Persuasive posters  Animal description  Persuasive speeches  Simple poems | | Character profile  Figurative descriptions  Dialogue  Monologue  Logbook entry  Scientific report |
|  | **Main Outcome** | Narrative retelling | Extended blog entry | | Discussion | | Newspaper article |
|  | **Audience/**  **Form** | * Retelling sections of story * Diary entry in role as little   girl   * Poster to describe The New   World   * Playscript for a scene * Scenes with a flashback * Leaflet for looking after a pet * Retelling in third person (man’s journey to another   country) | * Class poem about Miso * Text message to Mona * Formal letter to apply for expedition funding * Information text about Arctic foxes * Diary entry as Leila * Description of ice rescue scene * Dream scene * Tweet to appeal for help * Poem about Leila * Extended blog entry – Leila’s Life Lessons | | * Letter to express an argument * Persuasive poster to look after endangered animals * Description of an animal * Simple explanation about   endangered animals   * Persuasive speech to save an   endangered animal   * Simple poem based on The   Tyger   * Discussion text about why   animals are endangered | | * Logbook entry as April   (multiple entries)   * Figurative description of the island * Conversation between April and the bear * Monologue in role as April * Report about polar bears * Newspaper article about   April’s mission |
|  | **Purpose** | Entertain  Reflect  Describe  Inform | Entertain  Persuade  Inform  Reflect  Describe | | Inform  Persuade  Describe  Explain  Entertain | | Recount  Reflect  Describe  Entertain  Inform |
| **Grammar coverage**  (these may be taught multiple times throughout the sequence)  \* indicates coverage from a different year group | **Word** | effect of verb / adjective  choices in context  idioms | figurative language – personification, metaphor  synonyms to avoid repetition | | dis- / de- / mis- over- / re prefixes \*  figurative language  vocabulary appropriate for formal speech | | figurative language  differences in formal / informal  vocabulary  emotive verbs / adjectives |
| **Sentence** | 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 | | subjunctive form  conditional sentences \*  multi-clause sentences  order of clauses  subordinating conjunctions  difference between phrases / clauses  preposition phrases  expanded noun phrases \*  modal verbs \*  question tags | | conjunctions to justify \*  modal verbs \*  question tags  role of adverbials  passive voice  fronted adverbials \* |
| **Punctuation** | use of colons  brackets for stage directions  use of semi-colons  inverted commas for speech \* | commas to demarcate clauses\*  single dash for emphasis | | commas to demarcate clauses \*  parenthesis punctuation \* | | commas to avoid ambiguity  dialogue punctuation  apostrophes for contraction \*  use of single dash  bullet points to list information |
| **Text** | 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 | | short sentences for effect  adverbial phrases for cohesion | | repetition to link across paragraphs |

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|  |  | **Spring 1** | | | **Spring 2** | |
|  | **Literary Leaf Text** | **The Little Match Girls Strikes Back**  *By Brian Selznick* | **Malala**  *By Malal Yousafzai* | | **The Wolves of Willoughby Chase**  *By Joan Aiken* | |
| Author focus this term | **Writing Root**  **Unit** | **The Invention of Hugo Cabret**  *By Brian Selznick* | | **Sufragette: The Battle for Equality**  *By David Roberts* | **Paradise Sands**  *By Levi Pinfold* | **Boy in the Tower**  *By Polly Ho-Yen* |
|  | **Outcomes**  Narrative  Non-fiction | Diary entries  Journalistic writing  Flashback narratives  Speeches  Discussions  Letters  Film critiques | | Formal letters  Diary entries  Balanced arguments  Speeches  Short news reports | Descriptive story opening  Informal note of advice  Formal letter  Descriptive retelling  Conversation  Book review | Warning posters  Packing lists  Journalistic writing  Formal letters  Non-chronological reports  Narrative retellings |
|  | **Main Outcome** | Biography | | Persuasive campaign | Narrative prequel | Own version narrative |
|  | **Audience/**  **Form** | * Continuation of section of story * Journalistic report of a scene * Diary entry in role as Hugo * Flashback narrative of a scene * Formal letter of persuasion to   Papa Georges   * Balanced argument in response   to a question   * Note from the automaton * **Biography of Georges Méliès’ life** | | * Letters to William Gladstone * Speech as a lawyer * Diary entry as Christabel   Pankhurst   * Letter from WSPU * Balanced argument in response to a question * Newspaper about Epsom Derby * events * Campaign to raise awareness | * Alternative story openings * Note of advice to the siblings * Suspense-filled passage * Formal letter to the Teller * Descriptive retelling of the great feast * Conversation between the   Teller and main character   * Book review * Narrative prequel | * Warning poster about plant   invasion   * Packing list with justifications * News report about the   Bluchers   * Formal letters from school to   parents   * Wikipedia entry for a Blucher * Story told from Gaia’s perspective * Own version apocalyptic story |
|  | **Purpose** | Entertain  Inform  Reflect  Persuade  Discuss | | Persuade  Reflect  Discuss  Inform | Entertain  Persuade  Inform  Describe  Reflect | Persuade  Inform  Recount  Entertain |
| **Grammar coverage**  (these may be taught multiple times throughout the sequence)  \* indicates coverage from a different year group | **Word** | emotive language  vocabulary of informal speech  vocabulary of formal speech  compound adjectives | | vocabulary for formal writing | figurative language  differences in vocabulary for formal / informal writing | -ment / -ness / -tion suffixes  -cious suffix  abstract / common nouns \*  technical, formal vocabulary |
| **Sentence** | 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 \* | modal verbs \*  coordinating conjunctions  subordinating conjunctions  expanded noun phrases \*  adverbs / adverbial phrases \*  passive voice  relative clauses \* | range of sentence types \*  modal verbs \*  conjunctions to justify \*  relative clauses \*  passive voice  adverbials / reporting clauses \* |
| **Punctuation** | apostrophes for possession /  contraction \*  dialogue punctuation \*  hyphens to avoid ambiguity  bullet points to list information | | bullet points to list information \* | parenthesis punctuation \*  dialogue punctuation \*  use of hyphen (hyphenated adjectives) | parenthesis punctuation \*  dialogue punctuation \*  use of colons / semi-colons  ellipsis |
| **Text** | bias in journalistic writing  repetition / adverbials to link across  paragraphs  layout devices – subheadings  present progressive tense \*  present perfect tense \* | | range of cohesive devices | short sentences for effect  controlled repetition for effect | layout conventions – news report  short sentences for effect  range of past tense  constructions – simple / perfect / progressive \*  repetition to link across paragraphs |

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|  |  | **Summer 1** | | **Summer 2** | |
|  | **Literary Leaf Text** | **Poetry for Kid: William Shakespeare illustrated edition**  *By William Shakespeare* | | **After the War: From Auschwitz to Ambleside**  By Tom Palmer | |
| Author focus this term | **Writing Root**  **Unit** | **The Wind in the Wall**  *By Sally Gardner* | **Romeo and Juliet**  *By William Shakespeare* | **Night Mail**  *By WH Auden* | **Some Places More than Others**  *By Renee Watson* |
|  | **Outcomes**  Narrative  Non-fiction | Horror film posters  Figurative writing  Character / setting  descriptions  Old English letter  Action scenes  Dialogue | Police reports  Character descriptions  Narrative scenes  Dialogue  Diary entries  Formal letters | Instructions  Persuasion  Diary entry | Letters  Diary entries  Short reflections  Labels  Poems  Biographies  Instructions |
|  | **Main Outcome** | Extended Gothic narrative | Balanced argument | Discussion text | Suitcase Project |
|  | **Audience/**  **Form** | * Retro advertising poster * Description of the manor house (extended metaphor) * Description of Mr. Amicus * Letter to the Duke’s secretary * Retelling of action scene * Conversation with Mr. Amicus * Extended Gothic narrative | * Short police report * Character descriptions * Narrative action scene * Conversation between main characters * Diary entry as R or J * Description of balcony scene * Letter from Nurse to Juliet * Balanced argument – who is to blame? | * Instructions to make an origami Yoda * Diary entry in role as Tommy * Diary entry for Dwight * Discussion about predicting the future | * Letter from Amara * Diary entry as Amara * Short reflection about family relationships * ‘Memory map’ labels * Poem about ‘roots’ * Short biography of Langston Hughes * Recipe instructions * Poem – ‘Recipe for a happy life’ * ‘The Suitcase Project’ |
|  | **Purpose** | Persuade  Describe  Inform  Entertain | Inform  Describe  Entertain  Reflect  Persuade | Instruct  Reflect  Discuss | Persuade  Reflect  Entertain  Inform  Instruct |
| **Grammar coverage**  (these may be taught multiple times throughout the sequence)  \* indicates coverage from a different year group | **Word** | hyphenated adjectives  metaphor / personification  -ful / -less suffixes \* | synonyms  similes as adverbials  superlatives -est / most  idiomatic language  vocabulary of formal writing | -ate / -ise / -ify suffixes | similes  metaphors  alliteration |
| **Sentence** | range of noun phrase constructions \*  preposition phrases \*  subjunctive mood  subordinating conjunctions  adverbial phrases \*  order of clauses  passive voice | 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 | conjunctions to explain \*  question tags  adverbial phrases \*  range of noun phrases  conditional sentences \*  modifying adverbs |
| **Punctuation** | use of hyphens  colons for emphasis  apostrophes for contraction \*  dialogue punctuation \*  dashes for interruption  ellipses | dialogue punctuation \*  apostrophes for omission / accent \*  dash for emphasis | bullet points to list information \*  use of semi-colons | apostrophes for contraction \*  use of colons / semi-colons |
| **Text** | short sentences / repetition for effect | present perfect tense \*  layout devices – balanced argument | paragraphs to organise around a theme \*  cohesive devices – adverbs /adverbial phrases,  pronouns, formal tone | future tense constructions |