**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**NarrativeNon-fiction | LettersCharacter descriptionsDiariesShort playscriptsShort report | PoetryInformal messagesFormal lettersShort information textsDiary entriesNarrative / action scenesTweets | ExplanationsPersuasive postersAnimal descriptionPersuasive speechesSimple poems | Character profileFigurative descriptionsDialogueMonologueLogbook entryScientific 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** | EntertainReflectDescribeInform | EntertainPersuadeInformReflectDescribe | InformPersuadeDescribeExplainEntertain | RecountReflectDescribeEntertainInform |
| **Grammar coverage**(these may be taught multiple times throughout the sequence) \* indicates coverage from a different year group | **Word** | effect of verb / adjectivechoices in contextidioms | figurative language – personification, metaphorsynonyms to avoid repetition | dis- / de- / mis- over- / re prefixes \*figurative languagevocabulary appropriate for formal speech | figurative languagedifferences in formal / informalvocabularyemotive verbs / adjectives |
| **Sentence** | modal verbs \*subordinating conjunctionsorder of clausesadverbial phrases \*multi-clause sentencespassive voicenoun phrases expanded by preposition/adverb phrasesconditional sentences | modal verbs \*subordinating conjunctionsnoun phrases expanded by preposition/ adverb phrasessubjunctive formrelative clauses / pronouns \*order of clausesconditional sentences \*multi-clause sentencespassive voice | subjunctive formconditional sentences \*multi-clause sentencesorder of clausessubordinating conjunctionsdifference between phrases / clausespreposition phrasesexpanded noun phrases \*modal verbs \*question tags | conjunctions to justify \*modal verbs \*question tagsrole of adverbialspassive voicefronted adverbials \* |
| **Punctuation** | use of colonsbrackets for stage directionsuse of semi-colonsinverted commas for speech \* | commas to demarcate clauses\*single dash for emphasis | commas to demarcate clauses \*parenthesis punctuation \* | commas to avoid ambiguitydialogue punctuationapostrophes for contraction \*use of single dashbullet points to list information |
| **Text** | short sentences for effectchange in tense to link between scenesconjunctions / adverbials for cohesionlinking across paragraphs | short sentences for effectinternal paragraph structurelayout devices – subheadingsconjunctions / adverbials for cohesion | short sentences for effectadverbial 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**NarrativeNon-fiction | Diary entriesJournalistic writingFlashback narrativesSpeechesDiscussionsLettersFilm critiques | Formal lettersDiary entriesBalanced argumentsSpeechesShort news reports | Descriptive story openingInformal note of adviceFormal letterDescriptive retellingConversationBook review | Warning postersPacking listsJournalistic writingFormal lettersNon-chronological reportsNarrative 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
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|  | **Purpose** | Entertain InformReflectPersuadeDiscuss | PersuadeReflectDiscussInform | EntertainPersuadeInformDescribeReflect | PersuadeInformRecountEntertain |
| **Grammar coverage**(these may be taught multiple times throughout the sequence) \* indicates coverage from a different year group | **Word** | emotive languagevocabulary of informal speechvocabulary of formal speechcompound adjectives | vocabulary for formal writing | figurative languagedifferences in vocabulary for formal / informal writing | -ment / -ness / -tion suffixes-cious suffixabstract / common nouns \*technical, formal vocabulary |
| **Sentence** | question tagsrelative pronouns / clauses \*passive voiceposition of reporting clauseadverbs of possibility \*range of adverbial phrases \*subjunctive mood | subjunctive moodpassive voicemodal verbs \*adverbial phrases \* | modal verbs \*coordinating conjunctionssubordinating conjunctionsexpanded noun phrases \*adverbs / adverbial phrases \*passive voicerelative clauses \* | range of sentence types \*modal verbs \*conjunctions to justify \*relative clauses \*passive voiceadverbials / reporting clauses \* |
| **Punctuation** | apostrophes for possession /contraction \*dialogue punctuation \*hyphens to avoid ambiguitybullet 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-colonsellipsis |
| **Text** | bias in journalistic writingrepetition / adverbials to link acrossparagraphslayout devices – subheadingspresent progressive tense \*present perfect tense \* | range of cohesive devices | short sentences for effectcontrolled repetition for effect | layout conventions – news reportshort sentences for effectrange of past tenseconstructions – 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**NarrativeNon-fiction | Horror film postersFigurative writingCharacter / settingdescriptionsOld English letterAction scenesDialogue | Police reportsCharacter descriptionsNarrative scenesDialogueDiary entriesFormal letters | InstructionsPersuasionDiary entry | LettersDiary entriesShort reflectionsLabelsPoemsBiographiesInstructions |
|  | **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** | PersuadeDescribeInformEntertain | InformDescribeEntertainReflectPersuade | InstructReflectDiscuss | PersuadeReflectEntertainInformInstruct |
| **Grammar coverage**(these may be taught multiple times throughout the sequence) \* indicates coverage from a different year group | **Word** | hyphenated adjectivesmetaphor / personification-ful / -less suffixes \* | synonymssimiles as adverbialssuperlatives -est / mostidiomatic languagevocabulary of formal writing | -ate / -ise / -ify suffixes | similesmetaphorsalliteration |
| **Sentence** | range of noun phrase constructions \*preposition phrases \*subjunctive moodsubordinating conjunctionsadverbial phrases \*order of clausespassive voice | modal verbs \*subordinatingconjunctionspassive voiceadverbial phrasesrange of noun phrases \*prepositional phrases \*subjunctive moodformal sentence openersmulti-clause sentences | imperative verbs \*sentence openers to contrastadverbs / adverbial phrases \*clause order | conjunctions to explain \*question tagsadverbial phrases \*range of noun phrasesconditional sentences \*modifying adverbs |
| **Punctuation** | use of hyphenscolons for emphasisapostrophes for contraction \*dialogue punctuation \*dashes for interruptionellipses | 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 |