

Read to Write: Progression Overview Counts in Year 6



A	B	C	D	E	F
Vehicle Text					
Rose Blanche	Hansel and Gretel	A Story Like the Wind	Dreams of Freedom	Wolves	Shackleton's Journey
Writing Outcome & Writing Purpose					
Recount: Diary Purpose: To recount	Narrative: Dual Narrative Purpose: To narrate	Narrative: Flashback Narrative Purpose: To narrate	Narrative: Freedom Narrative Purpose: To narrate	Narrative: Suspense Narrative Purpose: To narrate Recount: First Person Narrative Purpose: To narrate	Narrative: Endurance Narrative Purpose: To narrate
Recount: Bravery Speech Award Purpose: To recount & inform (hybrid)	Persuasion: Letter Purpose: To persuade	Recount: Newspaper Report Purpose: To recount	Persuasion: Letter Purpose: To persuade	Discussion: Balanced Argument Purpose: To discuss Information Text: Wolves Purpose: To inform	Recount: Magazine Article Purpose: To recount
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 – 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 - 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 – 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 – 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
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 speech in writing – the use of the subjunctive form in some very formal speech and writing Wish – if I were...	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 speech in writing – the use of the subjunctive form in some very formal speech and writing Wish – if I were... Command, suggest demand – I recommend that... 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 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

Grammar: Text

<p>Build on previous year & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials</p>	<p>Build on previous units & focus on: Linking ideas within and across paragraphs using a wider range of cohesive devices – pronouns</p>	<p>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</p>	<p>Build on previous units & focus on: Recap of ellipsis for cohesion</p>	<p>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</p>	<p>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</p>
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Grammar: Punctuation

<p>Colons to introduce a list and semi-colons for more elaborate lists Use commas, brackets and dashes for parenthesis Semi-colon to separate two main clauses</p>	<p>Use the semi-colon as the boundary between independent clauses Hyphens are used to clarify meaning and avoid ambiguity</p>	<p>Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech punctuation)</p>	<p>Colon to introduce a list Semi-colons for more elaborate lists Use range of punctuation taught at KS2 to punctuate a series of sentences</p>	<p>Colon to introduce a list and semi-colons 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</p>	<p>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</p>
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Terminology for Pupils

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