Progression Document for Year 6

Year 6 Autumn Term

	The Arrival	Leila and the Blue Fox	Windrush Child	The Promise	Can We Save the Tiger?	The Last Bear	The Hidden Forest
Writing Root Text							
Outcomes Fiction Non-fiction	Letters Character descriptions Diaries Short playscripts Short report	Poetry Informal messages Formal letters Short information texts Diary entries Narrative / action scenes Tweets	Thought bubbles Informal letters Poems Diary entries Advice	Promises Extended thought bubbles Diary entries Short descriptions Letters in role Figurative captions Poems Letters	Explanations Persuasive posters Animal description Persuasive speeches Simple poems	Character profile Figurative descriptions Dialogue Monologue Logbook entry Scientific report	Artwork descriptions Thought bubbles Diary entries Research notes Non-chronological reports
Main outcome	**Narrative retelling**	**Extended blog entry**	**Persuasive pitch**	**Sequel narrative poem**	**Discussion**	**Newspaper article**	**Balanced discussion**
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**	Thought bubble in role Letter from Leonard to dad Diary entry in role as Leonard Advice to another child Informal speech to mother **Persuasive pitch to the local council**	Promise to improve the local area Thought bubble for the girl Diary entry as the old lady Descriptions on leaves Letter to the next 'Keeper of the Acorns' Simile poems to summarise story **Narrative poem sequel to continue cyclical story**	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**	Blurb for a piece of artwork Thought bubble for Ben Diary entry in role as Ben Notes about giant kelp forests Non-chronological reports about giant kelp forests (in form of a letter) **Balanced discussion about saving giant kelp forests**
Purposes covered	Entertain Reflect Describe Inform	Entertain Persuade Inform Reflect Describe	Reflect Inform Persuade	Reflect Describe Inform Entertain	Inform Persuade Describe Explain Entertain	Recount Reflect Describe Entertain Inform	Describe Reflect Inform Discuss

Grammar coverage (these may be taught multiple times throughout the sequence) * indicates coverage from a different year group

	The Arrival	Leila and the Blue Fox	Windrush Child	The Promise	Can We Save the Tiger?	The Last Bear	The Hidden Forest
Word	effect of verb / adjective choices in context idioms	figurative language – personification, metaphor synonyms to avoid repetition	-ty / -sion / -tion suffixes synonyms to avoid repetition vocabulary appropriate for formal speech	synonyms / antonyms figurative language	dis- / de- / mis- over- / re- prefixes * figurative language vocabulary appropriate for formal speech	figurative language differences in formal / informal vocabulary emotive verbs / adjectives	effect of word choice emotive language
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	contrasting / explanatory conjunctions modal verbs * range of sentence types * multi-clause sentences order of clauses relative clauses / pronouns * subjunctive mood *	modal verbs * range of expanded noun phrases * fronted adverbials * preposition phrases * multi-clause sentences subordinating conjunctions order of clauses	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 *	range of noun phrases * adverbs / adverbial phrases impact of modal verbs sentence order (phrases) for effect range of sentence types *
Punctuation	use of colons brackets for stage directions use of semi-colons inverted commas for speech *	commas to demarcate clauses * single dash for emphasis	apostrophes for contractions * commas for clarity * bullet points to list information	use of semi-colons commas for clarity *	commas to demarcate clauses * parenthesis punctuation *	commas to avoid ambiguity dialogue punctuation apostrophes for contraction * use of single dash bullet points to list information	parenthesis punctuation *
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	repetition for effect (poetry) wider range of cohesive devices	repetition for effect (poetry)	short sentences for effect adverbial phrases for cohesion	repetition to link across paragraphs	adverbial phrases to link across paragraphs layout devices to organise rhetorical devices

Progression Document for Year 6

Year 6 Spring Term

Writing Root Text	The Invention of Hugo Cabret	Suffragette	Stonewall	Paradise Sands	The Three Little Pigs Project	Boy in the Tower	The Last Wild
Outcomes — Fiction / Non-fiction	Diary entries / Journalistic writing / Flashback narratives / Speeches / Discussions / Letters / Film critiques	Formal letters / Diary entries / Balanced arguments / Speeches / Short news reports	Adverts / Short news reports / Contrasting setting descriptions / Protest banners / Writing in role	Descriptive story opening / Informal note of advice / Formal letter / Descriptive retelling / Conversation / Book review	Newspaper headlines / News reports / Persuasive speeches / Narrative from a particular perspective / Diaries / Debates	Warning posters / Packing lists / Journalistic writing / Formal letters / Non-chronological reports / Narrative retellings	Posters / Narrative retellings / Formal reports / Character descriptions / Diary entries / Formal letters
Main outcome	Biography	Persuasive campaign	Visitor's guide	Narrative prequel	Opinion letters	Own version narrative	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**	Advert for The Stonewall Inn / Short news report about Stonewall uprising / Protest banners / Writing in role as the Stonewall building — **Visitor's guide to The Stonewall Inn**	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**	News headlines showing bias / Short news report / Further report from alternative perspective / Persuasive closing statement / Letter from the wolf / Diary entry as a little pig / Opinions from different perspectives — **Range of opinion letters**	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**	Warning posters to other humans / Retelling of section of story / Official Facto incident report / Character description of The Last Wild / Diary entry in role as Kester / Formal letter from Facto Medical Association — **Own version dystopian narrative**
Purposes covered	Entertain / Inform / Reflect / Persuade / Discuss	Persuade / Reflect / Discuss / Inform	Persuade / Inform / Reflect	Entertain / Persuade / Inform / Describe / Reflect	Inform / Persuade / Reflect / Discuss	Persuade / Inform / Recount / Entertain	Persuade / Entertain / Inform / Describe / Reflect

Grammar coverage
(these may be taught multiple times throughout the sequence)
* indicates coverage from a different year group

	The Invention of Hugo Cabret	Suffragette	Stonewall	Paradise Sands	The Three Little Pigs Project	Boy in the Tower	The Last Wild
Word	emotive language / vocabulary of informal speech / vocabulary of formal speech / compound adjectives	vocabulary of formal writing	emotive verbs / adjectives / vocabulary of formal writing	figurative language / differences in vocabulary for formal / informal writing	differences in vocabulary for formal / informal writing / language of bias	-ment / -ness / -tion suffixes / -cious suffix / abstract / common nouns * / technical, formal vocabulary	-tious / -cious suffixes / abstract nouns
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 *	noun phrases expanded with adverbial / preposition phrases * / range of sentence types * / passive voice / relative clauses * / contrasting conjunctions / modal verbs * / question tags / relative clauses	modal verbs * / coordinating conjunctions / subordinating conjunctions / expanded noun phrases * / adverbs / adverbial phrases * / passive voice / relative clauses *	structures for formal/informal speech / relative clauses * / multi-clause sentences / passive voice	range of sentence types * / modal verbs * / conjunctions to justify * / relative clauses * / passive voice / adverbials / reporting clauses *	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
Punctuation	apostrophes for possession / contraction * / dialogue punctuation * / hyphens to avoid ambiguity / bullet points to list information	bullet points to list information	dialogue punctuation * / apostrophes for contraction * / sentence ending punctuation *	parenthesis punctuation * / dialogue punctuation * / use of hyphen (hyphenated adjectives)	parenthesis punctuation * / use of hyphen (hyphenated adjectives)	parenthesis punctuation * / dialogue punctuation * / use of colons / semi-colons / ellipsis	dashes for interruption / apostrophes for contraction * / use of colons / dialogue punctuation *
Text	bias in journalistic writing / repetition / adverbials to link across paragraphs / layout devices – subheadings / present progressive tense * / present perfect tense *	range of cohesive devices	layout devices – headings, subheadings, paragraphs / consistent tense for cohesion	short sentences for effect / controlled repetition for effect	adverbials for cohesion	layout conventions – news report / short sentences for effect / range of past tense constructions – simple / perfect / progressive * / repetition to link across paragraphs	change in tense – flashback / repetition to link across paragraphs / range of cohesive devices within a paragraph

Progression Document for Year 6

Literacy Tree

Year 6 Summer Term

	Grimm Tales	Wind in the Wall	Romeo and Juliet	Rain Player	The Unforgotten Coat	Some Places More Than Others	A Beautiful Lie	Night Mail
Writing Root Text	Grimm Tales	Wind in the Wall	Romeo and Juliet	Rain Player	The Unforgotten Coat	Some Places More Than Others	A Beautiful Lie	Night Mail
Outcomes (Fiction / Non-fiction)	Retelling from a particular viewpoint; Analyses; Dialogue; Character development	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; Posters; Missing scenes; Diary entries; Newspaper reports; Debates	Diary entries; Explanations; Dialogue; Non-chronological reports	Letters; Diary entries; Short reflections; Labels; Poems; Biographies; Instructions	Prologue; Writing in role; New chapter; Journalistic writing; Recounts; Discussion texts	Summaries; Analysis and performance
Main outcome	Own version traditional tale	Extended Gothic narrative	Balanced argument	Analytical essay	Own version narrative	Suitcase Project	New chapters	Poem with similar structure
Audience / Form	Impromptu fairy tale; Analyses of traditional features; Retelling from first person viewpoint; Dialogue for a section of story; Creation of characters. **Own version traditional tale**	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 for Pok-A-Tok; Recruitment poster; Missing scene of dialogue; Diary entry for Pik; Newspaper report for Pok-A-Tok game. **Essay about legacy of the Maya**	Imagined section of dialogue; Diary entry as Chingis / Nergui; Instructions for science experiment; Non-chronological report about Mongolia. **Own version 'issues and dilemmas' narrative**	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'**	Prologue to A Beautiful Lie; 'A day in the life' recount for Bilal; Passage from Bilal's perspective; New chapter – 'putting off' story; Discussion about fate; News article about India. **New 'action' chapter**	Verse by verse summaries; Analysis of poetic features; Performance of Night Mail in groups; Poetry comparisons; Performance of own poem. **Poem based on Night Mail**
Purposes covered	Entertain; Discuss	Persuade; Describe; Inform; Entertain	Inform; Describe; Entertain; Reflect; Persuade	Instruct; Persuade; Reflect; Recount	Entertain; Reflect; Instruct; Inform	Persuade; Reflect; Entertain; Inform; Instruct	Entertain; Recount; Discuss; Inform	Discuss; Entertain

Grammar coverage
(these may be taught multiple times throughout the sequence)
* indicates coverage from a different year group

	Grimm Tales	Wind in the Wall	Romeo and Juliet	Rain Player	The Unforgotten Coat	Some Places More Than Others	A Beautiful Lie	Night Mail
Word	genre specific language; determiners / articles; -ful suffix *	hyphenated adjectives; metaphor / personification; -ful / -less suffixes *	synonyms; similes as adverbials; superlatives -est / most; idiomatic language; vocabulary of formal writing	-able / -ible suffixes	synonyms / antonyms; metaphors	similes; metaphors; alliteration	antonyms; vocabulary of formal speech	language associated with poetry, e.g. assonance, alliteration; metaphor; simile; rhyming pairs
Sentence	modal verbs *; fronted adverbials *; relative clauses *; omitted pronouns	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	modal verbs *; adverbial phrases *; passive voice; fronted adverbials *; subordinating conjunctions	multi-clause sentences; subordinating conjunctions; passive voice; adverbial phrases *; range of sentence types *	conjunctions to explain *; question tags; adverbial phrases *; range of noun phrases; conditional sentences *; modifying adverbs	fronted adverbials *; abstract noun phrases; multi-clause sentences	multi-clause sentences; conjunctions to justify / contrast
Punctuation	dialogue punctuation *; commas for clarity	use of hyphens; colons for emphasis; apostrophes for contraction *; dialogue punctuation *; dashes for interruption; ellipses	dialogue punctuation *; apostrophes for omission / accent *; dash for emphasis	use of colons / semi-colons; dialogue punctuation *; apostrophes for contraction *	commas to avoid ambiguity; dialogue punctuation *; apostrophes for contraction *; use of colons / semi-colons	apostrophes for contraction *; use of colons / semi-colons	dialogue punctuation *	sentence ending, where appropriate
Text	adverbials for cohesion	short sentences / repetition for effect	present perfect tense *; layout devices – balanced argument	subheadings to organise; perfect tense *; pronouns / adverbials for cohesion	subheadings to organise *; past perfect tense; adverbials for cohesion; progressive tense *	future tense constructions	short sentences for effect; cohesive devices – pronouns / tense / adverbials	aspects of performance – timing / volume / rhythm