

Year 6 Writing Progression

	End of Y5	6.1	6.2	6.3
Writing Transcription				
KPI Exception words and alternative graphemes	Words with silent letter b Words with silent letter t Words that contain the letter string -ough The ee sound spelt ei	'ough' letter string Silent letters (Y5/6)	ei and ie spellings - words spelt ei after c (Y5/6) Hyphens (Y5/6)	Consolidate and review based on assessments.
KPI Suffixes And Endings accurately understand and apply further prefixes and suffixes	Words ending in -ible Words ending in -ibly or -ably Words ending in -ent Words ending in -ence Words ending in shus spelt -cious Words ending in shus spelt -tious Words ending in shul spelt -cial or -tial	Suffixes - not changing root word when adding suffix. Suffixes - to root words ending in a consonant + e -ing, -ed, -er, -est, -y (Y2) Suffixes to root words ending in -le or a consonant + y including -ness, -ment, -ful, -less, -ly Suffixes - Adding suffixes beginning with vowel letters to words of more than one syllable (Y3/4) and adding suffixes beginning with vowel letters to words ending in -fer (Y5/6) Unit 5 - Suffixes - Adding -ed, -ing, -er, and -est to root word ending in -y with a consonant before. (Y2) Sh sound spelt ti or ci - endings spelt -cious or -tious (Y5/6) sh sound spelt si or ssi - endings spelt -tion, -sion, -ssion, -cian. (Y3/4)	Words ending in -ible and -able (Y5/6) Plural nouns - Adding -es to nouns and verbs ending in -y Consolidate and review based on assessments.	Consolidate and review based on assessments.

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<p><u>KPI</u> Homophones</p>	<p>Homophones / near homophones Serial/cereal, heard/herd, steal/steel, stationary/stationery, father/farther, allowed/aloud, guessed/guest, passed/past, lead/led, Affect/effect, accept/except, advise/advice, practise/practice</p>	<p>Principle/principal, bridal/bridle, proceed/precede, weary/wary, morning/mourning, compliment/complement, assent/ascent, draft/draught, desert/dessert,</p>	<p>Whose/who's, its/it's, your/you're, theirs/there's, advise/advise, practise/practice, device/devise, licence/license</p>	<p>Consolidate and review based on assessments.</p>
<p><u>KPI</u> Spelling of high frequency words</p>	<p>All year 3/ 4 spelled correctly Spell the Y5/6 words taught.</p>	<p>Communicate, community, committee, harass, occur, occupy, profession, sufficient, correspond, apparently, opportunity, guarantee, queue, vehicle, mischievous, foreign, bargain, amateur, hindrance, leisure, language, privilege, restaurant, achieve, secretary, stomach, yacht, soldier, physical.</p>	<p>Available, category, existence, controversy, explanation, identity, variety, ancient, government, conscience, twelfth, conscious, environment, parliament, shoulder, soldier</p>	<p>Consolidate and review based on assessments.</p>
<p>use dictionaries to check the spelling and meaning of words</p>	<p>Can locate words with first four letters at speed.</p>	<p>use dictionaries to check the spelling and meaning of words</p>	<p>Use dictionaries efficiently to check the spelling and meaning of words</p>	<p>Can use the dictionary with speed and efficiency to find meanings/correct spellings.</p>
<p>use a thesaurus.</p>	<p>Begin to use the thesaurus to improve writing vocabulary.</p>	<p>Understand that not all words are in the thesaurus and how to locate synonyms for the word they want to improve.</p>	<p>Begin to use the thesaurus for antonyms.</p>	<p>Use the thesaurus at speed and with efficiency.</p>
<p>Handwriting</p>				

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<p><u>KPI</u> Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> □ choosing the writing implement that is best suited to a task 	Make choices over shape and joins	Maintaining legible, fluent handwriting through choosing whether or not to join specific letters	Good speed and legibility	Write with good speed, legibility and fluency
Writing Composition				
<p><u>KPI</u> confidently plan their writing by:</p> <ul style="list-style-type: none"> □ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own 	Begin to identify the audience and purpose independently to plan their writing.	With support identify key genre features to ensure purpose and audience are thought about during planning.	Begin to ensure that planning meets the needs of the purpose and audience taking features of some known text.	Can confidently identify the key audience, purpose of the task and build on known knowledge from familiar text/genres and plan to ensure these criteria are met.
<ul style="list-style-type: none"> □ noting and developing initial ideas, drawing on reading and research where necessary 	Begin- independently- to start thought shower/mind mapping ideas and research for planning.	Based on knowledge of the topic/genre make notes and ideas to plan ideas.	Based on knowledge of the topic/genre make notes and ideas to plan ideas independently to ensure careful planning.	Confidently plan using research, ideas to develop ideas.
<p><u>KPI</u> in writing narratives, develop characters and settings imitating what pupils have read, listened to or seen performed.</p>	Based on familiar narratives discuss how the author has describe the character and settings using different mediums to generate features.	Begin to look at writing narratives of characters and how the author has described them with different shades of meaning.	Understand through writing the complex personalities of characters and how the author creates this image - explaining this.	Understand through writing the complex personalities of characters and settings and how the author creates this image - explaining this.
<p><u>KPI</u> in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p>	in narratives, describing settings, characters and begin integrating dialogue	In whole class reading - awareness of describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	In whole class and shared reading - awareness of describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	Writing in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

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<p>draft and write by:</p> <ul style="list-style-type: none"> □ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 	<p>Independently able to draft making appropriate word choices to enhance meaning</p> <p>Through guided and modelled writing or through feedback to others or on their own writing, suggest changes that show an understanding of grammar choices to change and enhance meaning</p>	<p>Verbally or through shared writing selecting appropriate grammar and vocabulary that is appropriate to the genre and understanding how such choices can change and enhance meaning</p>	<p>draft and write by: selecting appropriate grammar and vocabulary that is appropriate to the genre and understanding how such choices can change and enhance meaning</p>	<p>using selected appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>
<p>Can write for a range of purposes and audiences</p>		<p>Can write effectively the genre taught with the appropriate vocabulary and style to fit the purpose and audience</p>	<p>Can write effectively the genre taught with the appropriate vocabulary and style to fit the purpose and audience</p>	<p>Can write effectively the genre taught with the appropriate vocabulary and style to fit the purpose and audience</p>
<ul style="list-style-type: none"> □ condensing longer passages 	<p>starting to condense longer passages in independent writing</p>	<p>After discussion with the teacher condense longer passages in independent writing confidently</p>	<p>After discussion with peers or self-reflection condense longer passages in independent writing</p>	<p>condense longer passages in independent writing</p>
<p><u>KPI</u></p> <p>using a wide range of devices to build cohesion within and across paragraphs</p>	<p>starting to use a wide range of devices to build cohesion within and across paragraphs in independent writing</p>	<p>After discussion with peers use a wide range of devices to build cohesion within and across paragraphs</p>	<p>Awareness of how to use a wide range of devices to build cohesion within and across paragraphs</p> <p>Beginning to use adverbials within and across sentences and paragraphs</p>	<p>Independently use a wide range of devices to build cohesion within and across paragraphs, including adverbials within and across sentences and paragraphs</p>
<ul style="list-style-type: none"> □ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 	<p>begin using further organisational and presentational devices to structure text and to guide the reader [for example,</p>	<p>Use further organisational and presentational devices to structure text and to guide the reader such as headings, subheadings, and continue</p>	<p>Confidently use further organisational and presentational devices to structure text and to guide</p>	<p>With any writing task be confident to choose the correct features and organisational devices with no support.</p>

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	headings, bullet points, underlining] in independent writing	developing the use of bullet points and underlining.	the reader such as headings, subheadings, bullet points and underlining.	
evaluate and edit by: □ accurately assessing the effectiveness of their own and others' writing	assess the effectiveness of their own and others' writing that is appropriate to the genre	Assess and discuss the effectiveness of their own and others' writing that is appropriate to the genre, with peers then with their support edit to improve	Independently assess the effectiveness of their own and others' writing that is appropriate to the genre,	Competently be able to identify strengths in their and others writing, giving accurate and constructive feedback that impacts their progress next time.
<u>KPI</u> confidently propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning writing	draft and write by: □ suggesting grammar and vocabulary, show some understanding of how such choices can change and enhance meaning	Confidently propose changes to vocabulary and continue to develop understanding of how grammar and punctuation could enhance meaning.	Confidently propose changes to vocabulary and grammar and continue to develop understanding of how punctuation could enhance effects and clarify meaning in writing.	Confidently propose changes to vocabulary, grammar and punctuation to enhance the effects and clarify meaning plus explain why you think this.
<u>KPI</u> ensuring the consistent and correct use of tense throughout a piece of writing	attempt consistent and correct use of tense throughout a piece of independent writing	With some accuracy and consistency in text to use the correct tense throughout.	Confidently in a piece of writing use the correct tense.	Within a range of writing, consistently and accurately use tenses accurately, selecting them for meaning and effect.
<u>KPI</u> ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	attempt correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	Some accurate use of subject verb tenses when using range of plurals and singular forms. Most writing is using the correct intonation, manner for the purpose, working between speech and writing	Mostly accurate use of subject verb tenses when using range of plurals and singular forms. Most writing is using the correct intonation, manner for the purpose, working between speech and writing	Accurate use of subject verb tenses when using range of plurals and singular forms. All writing is using the correct intonation, manner for the purpose, working between speech and writing.

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proof-read for spelling and punctuation errors	proof-read for spelling and punctuation errors	proof-read for spelling and punctuation errors in all year 4/5 spelling and punctuation known	proof-read for spelling and punctuation errors of most known spelling and punctuation	proof-read for spelling and punctuation errors of all Yr 6 known spelling and punctuation
perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	begin to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	With developing confidence perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	With confidence perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Confidently perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Writing vocabulary, Grammar and Punctuation				
<u>KPI</u> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms	In independent writing begin recognising vocabulary and structures that are appropriate for formal speech and writing, begin to use subjunctive forms	Within independent writing, recognise the vocabulary and sentence structures that are appropriate for formal speech and writing and use with some accuracy the subjunctive form.	Within independent writing, recognise the vocabulary and sentence structures that are appropriate for formal speech and writing and use with a most accuracy the subjunctive form that are beginning to reflect the level of formality required	Confidently, accurately recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms that reflect the level of formality required
□ using passive verbs to affect the presentation of information in a sentence	start using passive verbs to affect the presentation In independent writing begin recognising vocabulary and structures that are appropriate of information in a sentence in independent writing	Use passive verbs and recognise vocabulary and structures that are appropriate of information in a sentence in independent writing.	With confidence explain where they have used passive verbs, particular vocabulary and sentence structures to add effect and affect their writing.	With purpose and clear intent use passive verbs to affect the information in the sentence. Able to use passive and modal verbs appropriately
□ using the perfect form of verbs to mark relationships of time and cause		Beginning to use different verb forms mostly accurately to mark time and cause.	With some confidence choose deliberate perfect verb forms to mark relationships of time and cause.	Within writing use the perfect form of verbs to mark relationships of time and cause

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□ using expanded noun phrases to convey complicated information concisely	begin using expanded noun phrases to convey complicated information concisely in independent writing	Use a variation of expanded noun phrases to convey complicated information concisely in independent writing.	Within writing, use varied expanded noun phrases effectively and begin to add detail, qualification and precision effecting the mood, etc of the reader.	Within writing, use expanded noun phrases effectively to add detail, qualification and precision effecting the mood, etc of the reader.
□ using modal verbs or adverbs to indicate degrees of possibility	start using modal verbs or adverbs to indicate degrees of possibility in independent writing but this may be incorrectly used at times	In writing using common modal verbs and adverbs to indicate possibility.	Confidently in writing add modal verbs and adverbs to express possibility or necessity.	Able to use passive and modal verbs appropriately within writing, sentences use a range of modal verbs and adverbs for possibility, necessity, obligation.
□ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun	start using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun in independent writing but this may be incorrectly used at times	With some accuracy, use relative clauses beginning with who, which, that or with an implied (i.e. omitted) relative pronoun in independent writing but this may be incorrectly used at times	Confidently use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun in independent writing but this may be incorrectly used at times.	Within writing, use a range of relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun, accurately. Using a wide range of clause structures, sometimes varying position within the sentence
□ learning the grammar for years 5 and 6 in English Appendix 2				
indicate grammatical and other features by: □ using commas to clarify meaning or avoid ambiguity in writing	using commas to clarify meaning or avoid ambiguity in writing in independent writing	With some accuracy, indicate grammatical and other features by: Using commas to clarify meaning or avoid ambiguity in writing.	Mostly consistent and accuracy indicate grammatical and other features by: Using commas to clarify meaning or avoid ambiguity in writing.	With consistency and accuracy indicate grammatical and other features by: Using commas to clarify meaning or avoid ambiguity in writing.

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□ using hyphens to avoid ambiguity	begin using hyphens to avoid ambiguity in independent writing	With some accurate use of hyphens to avoid ambiguity in writing.	Mostly accurate use of hyphens to avoid ambiguity in writing.	With consistent use of hyphens to avoid ambiguity in independent writing.
□ using brackets, dashes or commas to indicate parenthesis	begin using brackets, dashes or commas to indicate parenthesis in independent writing	With some consistency and accurate use of brackets, dashes or commas to indicate parenthesis	With mostly accurate and consistent use of brackets, dashes or commas to indicate parenthesis	With consistency and accuracy use brackets, dashes or commas to indicate parenthesis
□ using semi-colons, colons or dashes to mark boundaries between independent clauses	begin using semi-colons, colons or dashes to mark boundaries between independent clauses in independent writing	Use some accurate variation of semi-colons, colons or dashes to mark boundaries between independent clauses in independent writing	With only a few errors use semi-colons, colons or dashes to mark boundaries between independent clauses in independent writing	In independent writing, use semi-colons, colons or dashes to mark boundaries between independent clauses accurately.
□ using a colon to introduce a list	begin using colon to introduce a list in independent writing	Use bullet points in simple writing tasks to show a list with some accuracy,	Use bullet points in a variety of writing to introduce list of key facts.	Consistently use colons in a range of sentence structures accurately to display lists.
□ punctuating bullet points consistently	begin using bullet points appropriately in independent writing	Use bullet points in writing to organise key points.	Confidently, in a range of writing use bullet points consistently	Within a range of sentences and texts use bullet points consistently accurate in writing.
use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.		use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.	use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.	use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.
		33 objectives	32 objectives	34 objectives
		20 KPI's covered	20 KPI's covered	21 KPI's covered

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ASSIGNING A JUDGEMENT AT EACH ASSESSMENT POINT IN YEAR 6

	Working Towards Expected Level	At Expected Level	Working Beyond Expected Level
Assessment Point 1	Below expected →	ALL KPI's within 6.1 objectives	ALL KPI's within 6.1 objectives AND 85% of 13 remaining 6.1 objectives = 11 further objectives
Assessment Point 2	Below expected →	ALL KPI's within 6.2 objectives	ALL KPI's within 6.2 objectives AND 85% of 12 remaining 6.2 objectives = 10 further objectives

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Assessment Point 3	Below expected →	ALL KPI's within 6.3 objectives	ALL KPI's within 6.3 objectives AND 85% of 13 remaining 6.3 objectives = 11 further objectives
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	Below expected	At expected	Above expected
Whole child descriptor – end of Year 6 expectation	<p>The pupil can write for a range of purposes and audiences:</p> <ul style="list-style-type: none"> • using paragraphs to organise ideas • describing settings and characters • using some cohesive devices* within and across sentences and paragraphs • using different verb forms mostly accurately • using co-ordinating and subordinating conjunctions • using capital letters, full stops, question marks, exclamation marks, commas 	<p>The pupil can write for a range of purposes and audiences (including writing a short story):</p> <ul style="list-style-type: none"> • creating atmosphere, and integrating dialogue to convey character and advance the action • selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly • using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs • using passive and modal verbs mostly appropriately • using a wide range of clause structures, sometimes varying their position within the sentence (relative and subordinate) 	<p>The pupil can write for a range of purposes and audiences:</p> <ul style="list-style-type: none"> • managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures • selecting verb forms for meaning and effect • using the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.

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	<p>for lists and apostrophes for contraction mostly correctly</p> <ul style="list-style-type: none">• spelling most words correctly* (years 3 and 4)• spelling some words correctly* (years 5 and 6)• producing legible joined handwriting.	<ul style="list-style-type: none">• using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision• using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens• spelling most words correctly* (years 5 and 6)• maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters. <p>including subjunctive forms</p>	
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