

English – Writing Ladder of Progression: Year 6

Year 5	Year 6	Year 7
Writing – Transcription - use endings which sound like /ʃəs/ spelt –cious or –tious. Example words include: vicious, precious, conscious, delicious and malicious - use endings sound like /ʃəl/ spelt –cial. Example words include: official, special, artificial, partial and confidential - spell words ending in –able and –ible. Example words include: adorable, applicable, considerable, tolerable; possible, horrible and incredible - spell words ending in –ably and –ibly. Example words include: adorably, applicably, considerably, tolerably; possibly, horribly and incredibly - spell some words with ‘silent’ letters [for example lamb, island and doubt.] - distinguish between homophones and other words which are often confused. Example words include: farther/father; heard/herd; morning/mourning and aisle/isle - use the hyphen to join a pre-fix to a root word. Example words include: co-ordinate, re-enter, co-operate and co-own - spell words with ei after c. Example words include: deceive, conceive and receive - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 - use dictionaries to check the spelling and meaning of words - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary - use a thesaurus.	Writing – Transcription - use further prefixes and suffixes and understand the guidance for adding them - spell words ending in –ant, -ance/-ancy. Example words include: observant, observance; hesitant, hesitancy; expectant, expectancy - spell words ending in –ent, -ence/-ency. Example words include: innocent, innocence; decent, decency; frequent, frequency - add suffixes beginning with vowel letters to words ending in –fer. Example words include: referring, referred, referral; preferring, preferred; transferring, transferred - spell words with ‘silent’ letters [for example, knight, psalm and solemn] - continue to distinguish between homophones and other words which are often confused. Example words include: advice/advise; affect/effect; ascent/assent; and cereal/serial - spell words containing the letter string –ough. Example words include: ought, brought, cough, through, borough, plough and bough - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 <u>use dictionaries to check the spelling and meaning of words</u> - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary - use a thesaurus.	Writing – Transcription apply the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English. Above statement taken from NC KS3 PoS for English.
Writing – Handwriting and presentation	Writing – Handwriting and presentation	Writing – Handwriting and presentation

Write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; • choosing the writing implement that is best suited for a task	Write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; • choosing the writing implement that is best suited for a task	
Writing – Composition Plan their writing by: • <u>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</u> • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • <u>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</u> • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • <u>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</u> Evaluate and edit by: • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • <u>ensuring the consistent and correct use of tense throughout a piece of writing</u>	Writing – Composition Plan their writing by: • <u>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</u> • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • <u>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</u> • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • <u>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</u> Evaluate and edit by: • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • <u>ensuring the consistent and correct use of tense throughout a piece of writing</u>	Writing – Composition Plan their writing by: • <u>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</u> • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • <u>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</u> • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • <u>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</u> Evaluate and edit by: • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • <u>ensuring the consistent and correct use of tense throughout a piece of writing</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 <u>Proof-read for spelling and punctuation errors</u> - Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <u>Proof-read for spelling and punctuation errors</u> - Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <u>Proof-read for spelling and punctuation errors</u> - Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
* FOR EXAMPLE, PUPILS CAN: <i>Make notes and locate specific information using key skills, e.g. skimming and scanning, close reading, text marking</i> <i>Map text structures and lines of development in stories</i> <i>Use adventurous vocabulary (including figurative language) to describe the setting, mood and characters in narrative writing</i> <i>Select appropriate word order in sentences to create interest and increase precision, clarity and economy</i> <i>Use appropriate grammatical features of different text types</i> <i>Draw writing, both narrative and non-fiction forms, towards a defined conclusion</i> <i>Suggest insights into character development through describing how characters look, react, talk or behave</i> <i>Interest the reader through, for instance, including the narrator's viewpoint, the use of humour, gaining suspense through delay, or by the use of specific detail</i> <i>Elaborate the basic structures of text types in order to make writing more effective in relation to audience and purpose</i>	* FOR EXAMPLE, PUPILS CAN: <i>plan quickly and effectively, including the conclusion</i> <i>discuss and select appropriate style and form to suit specific purpose and audience, drawing on knowledge of different texts</i> <i>use precise vocabulary (including figurative language) and sentence variation to contribute to the effectiveness of the writing</i> <i>write sentences in an appropriate and effective style, in relation to text type, audience and purpose</i> <i>construct sentences in varied ways to express subtle distinctions of meaning, including hypothesis, speculation and supposition</i> <i>in narrative, create characters with some significant interaction between them, through direct or reported speech, building characterization through action, description and characters' responses</i> <i>in non-fiction structures, write appropriately, including relevant introduction and clear presentation of information or points which lead to a well-drawn conclusion, often relating the subject to the reader</i> <i>relate events logically so that writing is coherent and provides good coverage of the main topic, using a range of connecting devices to write coherently</i>	* FOR EXAMPLE, PUPILS CAN: <i>adapt writing appropriately to the different forms, purposes and audiences, e.g. a persuasive speech that shocks the listener; a narrative that focuses on the perpetrator's perspective; a magazine column that is used to comment on moral/social issues.</i> <i>explore, problem-solve, connect and shape ideas, and identify the most appropriate approach to planning their writing</i> <i>develop an individual voice and sustain this throughout a piece, e.g. authoritative expert view, convincing characterisation, opposing opinions.</i> <i>use vocabulary that is varied, precise and often ambitious.</i> <i>use different levels of formality according to purpose and audience, e.g. shifts between formal narrative and informal dialogue</i> <i>use vocabulary precisely and imaginatively to clarify and extend meaning and create specific effects</i> <i>develop in their own writing some of the key linguistic and literary techniques used by writers, and deploy them for deliberate effect on the reader</i> <i>use punctuation accurately to clarify meaning and create effects in clauses, sentences and when writing speech</i> <i>vary sentence length and structure in order to provide appropriate detail, make clear the</i>

	• <i>make clear links across paragraphs and maintain those across the whole text.</i>	<i>relationship between ideas, and create effects according to task, purpose and reader</i> • <i>make improvements to a piece of writing as it progresses by developing techniques for editing, proofreading and making revisions</i> • <i>shape the overall organisation, sequence and presentation of a text to convey ideas clearly and effectively.</i>
Writing - Vocabulary, Grammar and Punctuation • use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • <u>use modal verbs or adverbs to indicate degrees of possibility</u> • <u>use devices to build cohesion within a paragraph</u> • link ideas across paragraphs by using adverbials of time, place and number or tense choices • use brackets, dashes or commas to indicate parenthesis • <u>use commas to clarify meaning or avoid ambiguity in writing</u> • use the perfect form of verbs to mark relationships of time and cause • use expanded noun phrases to convey complicated information concisely • learn the grammar for year 5 in English Appendix 2 • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	Writing - Vocabulary, Grammar and Punctuation • <u>use passive verbs to affect the presentation of information in a sentence</u> • recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis • <u>use layout devices (e.g. headings, sub-headings, columns, bullets, tables)</u> • use semi-colons, colons or dashes to mark boundaries between independent clauses • <u>use a colon to introduce a list</u> and use semi-colons within lists • <u>punctuate bullet points consistently</u> • use hyphens to avoid ambiguity • learn the grammar for year 6 in English Appendix 2 • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points	Writing - Vocabulary, Grammar and Punctuation Consolidate and build on their knowledge of grammar and vocabulary through: • extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts • studying the effectiveness and impact of the grammatical features of the texts they read • drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects • knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English • using Standard English confidently in their own writing and speech

Underlined statements relate to Key Performance Indicators (KPIs) identified by NAHT.

Y6 Performance Standard (with reference to NAHT KPIs)

By the end of Y6 a child should be able to reflect an understanding of the audience for, and the purpose of, a piece of writing by selecting appropriate vocabulary and grammar.

A child can:

- consciously control the structure of sentences in writing and understand why sentences are constructed as they are;
- generate ideas, draft, and re-read a piece of writing to check that the meaning is clear;
- adopt, create and sustain a range of roles, responding appropriately to others in role (both verbally and non-verbally);
- create an improvised, devised and scripted drama for a range of audiences as well as rehearse, refine, share and respond thoughtfully to drama and theatre performances;
- demonstrate a mastery of language through public speaking, performance and debate;
- apply a knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading; and
- draw on their knowledge of morphology and etymology to spell correctly.