

# Waterville Primary School Progression of Skills in English – Writing

<b>Year 6</b>	<p><b>National Curriculum</b> The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils: acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language appreciate our rich and varied literary heritage write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</p> <p><b>Pupils should be taught:</b> -to spell most of the words taught so far and to spell unknown words using their understanding of the English Language. -to use a wide range of grammatical terminology and apply their understanding of grammar when writing. -to understand a use a wide range of punctuation, knowing how to manipulate punctuation to create different effects. -to articulate ideas, structuring them in speech and writing.</p>			
<b>Explore and Develop Ideas</b>	<p><b>Pupils should plan their writing by:</b> -noting down and developing initial ideas, drawing on reading and research where necessary. -using further organisational and presentational devices to structure text and to guide the reader (headings, bullet-points, underlining). -Using a wide range of devices to build cohesion within and across paragraphs.</p>		<b>Handwriting</b>	<p><b>Pupils should be taught to:</b> -write legibly and fluently with increasing speed -choose the shape of the letter -choose which letters to join -choose which writing implement to use -recognise when to use an un-joined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).</p>
<b>Evaluate and Edit Work</b>	<p><b>Pupils should evaluate and edit by:</b> -habitually proof-reading for spelling and punctuation errors.  -proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.  -recognising how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p>			
	<b>Spelling</b>	<b>Punctuation</b>	<b>Grammar</b>	<b>Composition</b>
	<p>Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference</p> <p>Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter</p> <p>Distinguish between homophones and other words which are often confused (English Appendix 1)</p> <p>Spell most of the year 5 and 6 words correctly (English Appendix 1)</p>	<p>Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text</p> <p>Use the semi-colon, colon and dash e.g. When writing lists or as the boundary between independent clauses</p> <p>Use the colon to introduce a list and semi-colons within lists</p> <p>Use bullet points to list information</p> <p>Use the full range of punctuation taught at key stage 2 and where necessary, use this punctuation precisely to enhance meaning and avoid ambiguity.</p> <p>Recognise and use the terms: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet point.</p>	<p>Understand and use effectively vocabulary for formal and informal speech: - questions tags. He's your friend, isn't he? -subjunctive form. 'If I were' or 'Were they to come' in.</p> <p>Synonyms and Antonyms</p> <p>Use the Passive Tense</p> <p>Link ideas within and across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Use expanded noun phrases to convey complicated information concisely</p>	<p>Pupils should draft and write by:</p> <p>-writing effectively for a range or purposes and audiences. -selecting the appropriate form, drawing independently on what they have read as models for their own writing. -distinguishing between the language of speech and writing, choosing the appropriate level of formality. -selecting vocabulary and grammatical structures that reflect what the writing requires. For example – contracted forms in dialogue, passive verbs to affect how information is presented, modal verbs to suggest degrees of possibility. -ensuring the consistent and correct use of tense throughout all pieces of writing. -ensuring the correct subject and verb agreement when using singular and plural.</p>