

Year 6 English Progression Document

Theme	Portsmouth at War		Hearts and Minds		Brazil		Marvellous Mayans		Survival of the Fittest		
Text Drivers	Goodnight Mr Tom		Pig Heart Boy	Clockwork	Journey to the River Sea		The Explorer		Moth		
Link Texts	Carrie's War Letters to the Lighthouse Diary of a Young Girl by Anne Frank		Frankenstein Curious Case of Dr Jekyll and Dr Hyde		Combination of non-fiction texts Peru: South America's Hidden Gem		Journey to the River Sea (Carried over from previous term)		On the Origin of Species Women in Science Little people Big dreams series – Mary Anning		
Mini / Short Writing Outcome(s)	AfL – Setting Description Diary entry – first day of year 6	Persuasive speech to promote recycling	Diary of a blood cell (red, white & platelet) to focus on vocabulary and scientific understanding necessary for long write.	Setting description of the castle from Frankenstein.	Why do tourists visit... (e.g. the Manaus Opera House, children choose) This is then used to support them in the long write.	Persuade HT to have use of iPads in all lessons while also discussing the pros and cons.	Missing chapter from Journey to the River Sea.	Describe and compare global diseases before they explore the possibility of disease being a cause for the disappearance of the Maya.	Animals' adaptation in Portsmouth fact file (from museum trip). Autobiography for their class teacher following an interview.	Metaphorical poem about Year 6 (mystery)	
Longer / Main Writing Outcome(s)	Narrative recount: Diary Entry of frontline soldier or evacuee	Persuasive: Speech to be broadcast during WWII (enlist/evacuee/women workforce)	Instructional Text: How to be a _____ cell.	Narrative: Opening chapter of a suspenseful story linked to Clockwork	Explanation: Travel Guide for a Brazilian City	Persuasive/discussion: Letter on deforestation	Narrative: Third person narrative based on the missing chapter from The Explorer.	Explanation: Describe and compare theories of the Maya's disappearance.	Recounts: Autobiography of a famous evolutionist (children choose from Wallace,	Newspaper Report: Discovery of... (Darwin, Anning & Wallace) Written at the time of the discovery.	Poetry: Linked to their own evolution/transition to Secondary School

									Anning or Darwin)		
Audience	Use as a WAGOLL for next year's Year 6s.	Film their speeches to share online with people at home.	Aspiring trainee Blood Cell	Book awards for Year 5.	Tourists	Brazilian President/Government	Year 5/6	Museum to share with parents/carers.	New exhibition display at the Natural History Museum (Portsmouth)	General public	Perform to the Year 5s before they come up to Year 6.
Punctuation	Capital letters Full stops Exclamation marks Question marks Begin commas after fronted adverbials.	Capital letters Full stops Commas between clauses. Apostrophes for contractions	Brackets and dashes used for parenthesis Colons, semi-colons and dashes used to separate and link ideas Hyphens Organisational devices: headings, bullets points, underlining	Inverted commas to indicate speech. Colons, semi-colons and dashes can be used to separate and link ideas. Hyphens	Colons, semi-colons and dashes can be used to separate and link ideas. Hyphens Brackets and dashes used for parenthesis	Colons, semi-colons and dashes used to separate and link ideas Dashes to indicate parenthesis	Inverted commas to indicate speech Hyphenated words Range of punctuation: brackets, semi-colons, colons, dashes)	Hyphenated words Range of punctuation: brackets, semi-colons, colons, dashes)	Range of punctuation: brackets, semi-colons, colons, dashes) Organisational devices: headings, bullets points, underlining	Range of punctuation: brackets, semi-colons, colons, dashes) Hyphenated words Organisational devices: headings, bullets points, underlining Inverted commas to indicate speech	Range of punctuation: brackets, semi-colons, colons, dashes) Hyphenated words Organisational devices: headings, bullets points, underlining Inverted commas to indicate speech
Grammatical Features	Simple past (jumped), present (jumps) and future (will/going to jump) tense. Cohesion using	Use modal verbs Subjunctive form Past progressive (was jumping)	Formality Selecting language that shows good awareness of the reader.	Use a wide range of clause structures. Expanded noun phrases. Create	Perfect tense Prepositional phrases. Relative clause.	Perfect tense Make formal and vocabulary choices. Passive voice	Informal and formal speech Precision of language that is selected Wide range of clause structures	The passive voice can be used Create cohesion across paragraphs using a wider range of cohesive	Use a range of clause structures Assured and conscious control over levels of formality through manipulating	Informal and formal speech Precision of language that is selected Wide range of clause structures	Precision of language that is selected Wide range of clause structures Figurative language

	<p>adverbials across paragraphs.</p> <p>Modal verbs and adverbs for possibility to indicate degrees of possibility</p>	<p>Cohesion across paragraph</p> <p>Use relative clauses with relative pronoun</p>	<p>Cohesive devices</p> <p>Co-ordinating and subordinating conjunction.</p> <p>Using a wider range of cohesive devices such as organisational features, headings and questions</p>	<p>atmosphere and integrate dialogue to convey character and advance action.</p>	<p>Make formal and informal vocabulary choices.</p> <p>Adapt degrees of formality and informality.</p> <p>Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials</p> <p>Using a wider range of cohesive devices such as organisational features, headings and questions</p>	<p>Subjunctive form</p>	<p>Figurative language</p> <p>Assured and conscious control over levels of formality</p> <p>Select synonyms accurately for effect rather than as an alternative for an original word</p>	<p>devices such as organisational features, headings and questions</p> <p>Assured and conscious control over levels of formality through manipulating grammar and vocabulary</p>	<p>grammar and vocabulary</p> <p>Coordination and subordination</p> <p>Chronological order: conjunctions, adverbs and prepositions used</p>	<p>Figurative language</p> <p>Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, headings and questions</p>	<p>Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, headings and questions</p> <p>Assured and conscious control over levels of formality through manipulating grammar and vocabulary</p>
Spellings	<p>Soldier</p> <p>Vehicle</p> <p>Government</p> <p>Parliament</p> <p>Accommodate</p> <p>Foreign</p> <p>Sacrifice</p>		<p>Attached</p> <p>Cemetery</p> <p>Lightening</p> <p>Stomach</p> <p>Aggressive</p> <p>Physical</p>		<p>Environment</p> <p>Government</p> <p>Parliament</p> <p>Vegetable</p> <p>According</p> <p>Criticise</p> <p>Determined</p>		<p>Definite</p> <p>Environment</p> <p>Marvellous</p> <p>According</p> <p>Pronunciation</p> <p>Average</p> <p>Develop</p>		<p>Category</p> <p>Environment</p> <p>Equip/equipment</p> <p>Achieve</p> <p>Competition</p> <p>Profession</p> <p>Recognise</p>		

	Occupy Identity Community Desperate Embarrass Nuisance Privilege Mischievous Harass	System Disastrous Temperature Bruise Awkward Conscious Conscience	Especially Immediately Unnecessary Sincerely Controversy Hindrance Identify Language Leisure Persuade Restaurant Community Recommend Suggest Physical Correspond Convenience Guarantee	Language Recognise Relevant Temperature Explanation Thorough Sufficient Variety Ancient Foreign Apparent Symbol	Interfere Controversy Variety Correspond Existence Occur Amateur Curiosity Familiar Identity
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Narrative	Recounts	Explanation Texts	Instruction / procedural	Persuasive Texts	Reports	Poetry
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