


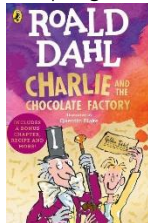

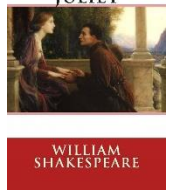


**Year 6 English Progression Document**

Theme	Autumn 1 Hearts and Minds 		Autumn 2 Marvellous Mayans 		Spring 1 Portsmouth at War 		Spring 2 		Summer 1 Evolution 			Summer 2 ROMEO AND JULIET 	
<b>Text Drivers</b>	Pig Heart Boy		The Explorer		Letters to the Lighthouse		Charlie and the Chocolate Factory		The Island Moth			Romeo and Juliet	
<b>Link Texts</b>	Clockwork Frankenstein		Non-fiction texts about Brazil and the ancient Mayans		Goodnight Mr Tom Carrie's War		Character descriptions of Roald Dahl characters		Highway Man The Piano			Shakespearean Texts	
<b>Mini / Short Writing Outcome(s)</b>	Suspense narratives based on Frankenstein	Discussion: Should ball games be banned in school?	Short section of another chapter of the story	Letter to the PCC about coastal defences	Letter from the perspective of a different character within the book	Non-chronological report about the Mayans	Character description about another fictional character	Re-write of an original chapter	Diary from the perspective of a character with differing opinions	Setting description inspired by an alternative picture book	Explanation based on the Galapagos tortoises	Biography about a different fictional character	
<b>Longer / Main Writing Outcome(s)</b>	Narrative: suspense narrative	Discussion: Should he take the pig heart or not?	Narrative: The plane crash or an extra scene	Persuasive: Letter persuading the Brazilian government to protect the Mayan temples	Recount: Letter from one of the evacuated children back to their family to say what life is like for them now	Report: non-chronological report linked to WW2 with some flexibility and variation	Narrative: Character description of one of the characters from the book	Narrative: additional chapter for the CATCF	Recount: diary entry from the perspective of one of the characters from The Island	Narrative: Setting description linked to The Island	Explanation: Linked to Moth	Biography about a fictional character	

Audience	Year 5 children	Cameron (character from within the book)	Katherine Rundell (author)	Brazilian Government	Parent at home	Children in Year 6 learning about WW2	Roald Dahl fans	Year 3/4 class	Ourselves	Other children around the school viewing a display	KS2 children, to make a non-fiction text for the library	Fans, wanting to learn more about a person
<b>Learning from previous year/s</b>	<p>Relative clauses can be used to add further information, this should include the use of commas when required</p> <p>Past perfect and past perfect progressive tense.</p> <p>Adverbials to create cohesion across paragraphs.</p> <p>Fronted adverbials can be used e.g. During the</p>	<p>Created cohesion across paragraphs using adverbials</p> <p>Use layout devices to guide the reader</p> <p>Use present tense and present perfect verb forms</p> <p>Effective use of noun phrases</p>	<p>Relative clauses can be used to add further information, this should include the use of commas when required</p> <p>Past perfect and past perfect progressive tense.</p> <p>Adverbials to create cohesion across paragraphs.</p> <p>Fronted adverbials can be used e.g. During</p>	<p>Express time, place and cause using conjunctions, adverbs and prepositions.</p> <p>Use present perfect form of verbs.</p> <p>ate cohesion through the use of nouns and pronouns</p> <p>adverbials e.g. thereof</p>	<p>Use of past perfect tense</p> <p>Modals can be used to indicate degrees of possibility</p> <p>Create cohesion within paragraphs using adverbials</p>	<p>Create cohesion within paragraphs using adverbials</p> <p>Parenthesis can be used to add additional information</p> <p>Use layout devices to provide additional information and guide the reader</p> <p>Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions</p> <p>Headings and subheadings used to aid presentation</p>	<p>Relative clauses can be used to add further information, this should include the use of commas when required</p> <p>Past perfect and past perfect progressive tense.</p> <p>Adverbials to create cohesion across paragraphs.</p> <p>Fronted adverbials can be used e.g. During the night..., in a distant field.... These should be punctuated</p>	<p>Relative clauses can be used to add further information, this should include the use of commas when required</p> <p>Past perfect and past perfect progressive tense.</p> <p>Adverbials to create cohesion across paragraphs.</p> <p>Fronted adverbials can be used e.g. During the night..., in a distant field.... These should be punctuated</p>	<p>Use of past perfect tense</p> <p>Modals can be used to indicate degrees of possibility</p> <p>Create cohesion within paragraphs using adverbials</p>	<p>Relative clauses can be used to add further information, this should include the use of commas when required</p> <p>Past perfect and past perfect progressive tense.</p> <p>Adverbials to create cohesion across paragraphs.</p> <p>Fronted adverbials can be used e.g. During the night..., in a distant field.... These should be punctuated</p>	<p>Use adverbs and modal verbs to indicate degrees of possibility</p> <p>Create cohesion within paragraphs using adverbials</p> <p>Relative clauses can be used to add further information</p> <p>Parenthesis can be used to clarify definition of technical vocabulary</p>	<p>Create cohesion within paragraphs using adverbials</p> <p>Parenthesis can be used to add additional information</p> <p>Use layout devices to provide additional information and guide the reader</p> <p>Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions</p> <p>Headings and subheadings used to aid presentation</p>

	<p>night..., in a distant field... These should be punctuated using a comma.</p> <p>The full range of speech punctuation can be used to indicate dialogue this allows characters to interact and the story to be developed .</p>		<p>the night..., in a distant field... These should be punctuated using a comma.</p> <p>The full range of speech punctuation can be used to indicate dialogue this allows characters to interact and the story to be developed .</p>	<p>ore, however...  paragraphs to organise ideas  active use of expanded noun phrases  Modals can be used to suggest degrees of possibility  Create cohesion within paragraphs using adverbials</p>		<p>presentation</p>	<p>using a comma.</p>	<p>using a comma.  The full range of speech punctuation can be used to indicate dialogue this allows characters to interact and the story to be developed.</p>		<p>using a comma.</p>		
<b>Grammatical Features</b>	Vocabulary appropriate to informal speech	Create cohesion across paragraphs using a wide range	Vocabulary appropriate to informal speech	Make formal vocabulary choices	Use past perfect progressive verb forms	Use vocabulary appropriate to formal writing	Vocabulary appropriate to informal speech between characters	Vocabulary appropriate to informal speech between characters	Use past perfect progressive verb forms	Past perfect progressive verb forms  Create cohesion	Adapt degrees of formality to suit the explanation	Use vocabulary appropriate to formal writing  Use passive voice

	<p>between characters</p> <p>Past perfect progressive verb forms</p> <p>Create cohesion across paragraph using a wider ranges of devices</p> <p>Use dashes to add thoughts</p>	<p>of cohesive devices</p> <p>Make formal vocabulary choices</p> <p>Use of passive voice to present points of view from both sides</p> <p>Use conditional forms such as the subjunctive to hypothesis</p> <p>Use semi-colons, colons and dashes to mark boundaries between clauses</p>	<p>between characters</p> <p>Past perfect progressive verb forms</p> <p>Create cohesion across paragraph using a wider ranges of devices</p> <p>Use colons and semi colons</p>	<p>Adapt degrees of formality to suit the form of writing</p> <p>Use passive voice</p> <p>Use conditional forms such as the subjunctive form to hypothesis</p> <p>Create cohesion across paragraph using a wide range of cohesive devices</p>	<p>Adapt degrees of formality to suit the form of the text</p> <p>Create cohesion across paragraph using a wide range of cohesive devices</p> <p>Use modal verbs to indicate degrees of possibility</p>	<p>Use passive voice</p> <p>Create cohesion across paragraphs using a wider range of cohesive devices</p>	<p>Create cohesion across paragraph using a wider ranges of devices</p> <p>Use dashes to add thoughts</p>	<p>Past perfect progressive verb forms</p> <p>Use passive voice</p> <p>Create cohesion across paragraph using a wider ranges of devices</p> <p>Use dashes to add thoughts</p>	<p>Adapt degrees of formality to suit the form of the text</p> <p>Create cohesion across paragraph using a wide range of devices</p> <p>Use modal verbs to indicate degrees of possibility</p>	<p>across paragraph using a wider ranges of devices</p> <p>Use parenthesis to develop description</p>	<p>Create cohesion across paragraphs using a wide range of cohesive devices</p> <p>Use passive voice</p>	<p>Create cohesion across paragraphs using a wider range of cohesive devices</p>
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Spelling (Spelling Shed)	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Objective	<b>Step 1: Challenge Words</b>		<b>Step 7: Challenge Words</b>		<b>Step 13: Adding the prefix '-over'</b>		<b>Step 19: Words with the /f/ sound spelled 'ph'</b>		<b>Step 25: Words with the suffix '-ably'</b>		<b>Step 31: Adjectives used to describe settings</b>
Words	accommodate, available, competition, determined, existence, identity, muscle, prejudice, rhyme, suggest		ancient, cemetery, criticise, equipped, government, leisure, opportunity, recognise, sincerely, variety		overbalance, overcoat, overcook, overlooked, overpaid, overreact, overslept, overthrow, overtired, overturned		alphabet, elephant, dolphin, graph, pamphlet, pheasant, phone, photo, physical, sphere		adorably, believably, changeably, comfortably, considerably, dependably, noticeably, reasonably, tolerably, valuably		bustling, magnificent, majestic, noiseless, picturesque, regal, sinister, spectacular, tranquil, unsightly	
Objective	<b>Step 2: Challenge Words</b>		<b>Step 8: Challenge Words</b>		<b>Step 14: Words with the suffix '-ful'</b>		<b>Step 20: Words with origins in other countries and languages</b>		<b>Step 26: Words with the suffix '-ible'</b>		<b>Step 32: Adjectives used to describe feelings</b>	
Words	accompany, average, conscience, develop, explanation, immediately, necessary, privilege, rhythm, symbol		apparent, committee, curiosity, especially, guarantee, lightning, parliament, recommend, soldier, vegetable		beautiful, boastful, doubtful, faithful, fanciful, fearful, merciful, pitiful, plentiful, thankful		ballet, blizzard, bungalow, easel, gymkhana, hoist, origin, pyjamas, restaurant, veranda		forcible, horrible, incredible, legible, possible, responsible, reversible, sensible, terrible, visible		apprehensive, delighted, despondent, euphoric, incensed, jittery, optimistic, positive, sanguine, terrified	
Objective	<b>Step 3: Challenge Words</b>		<b>Step 9: Challenge Words</b>		<b>Step 15: Words that can be nouns and verbs</b>		<b>Step 21: Words with unstressed vowel sounds</b>		<b>Step 27: Words with the suffix '-ibly'</b>		<b>Step 33: Adjectives to describe characters</b>	
Words	according, awkward, conscious, dictionary, familiar, individual, neighbour, profession, sacrifice, system		appreciate, communicate, definite, exaggerate, harass, marvellous, persuade, relevant, stomach, vehicle		contest, freeze, impact, increase, object, permit, produce, silence, subject, transport		company, definitely, desperate, environment, explanatory, jewellery, poisonous, reference, secretary, temperature		forcibly, horribly, incredibly, legibly, possibly, responsibly, reversibly, sensibly, terribly, visibly		amiable, courageous, delightful, disagreeable, exquisite, gargantuan, grotesque, obnoxious, repugnant, valiant	
Objective	<b>Step 4: Challenge Words</b>		<b>Step 10: Challenge Words</b>		<b>Step 16: Words with an /oa/ sound spelled 'ou' or 'ow'</b>		<b>Step 22: Words with 'cial'/shuhl/ after a vowel</b>		<b>Step 28: Words ending in '-ent' and '-ence'</b>		<b>Step 34: Grammar Vocabulary 1</b>	
Words	achieve, bargain, controversy, disastrous, foreign, interfere, nuisance, programme, secretary, temperature		attached, community, desperate, excellent, hindrance, mischievous, physical, restaurant, sufficient, yacht		blown, known, mould, poultry, shallow, shoulder, smoulder, soul, thrown, window		antisocial, artificial, beneficial, crucial, facial, official, racial, social, special, superficial		convenience, convenient, difference, different, evidence, evident, excellence, excellent, silence, silent.		adverb, ambiguity, bracket, clause, cohesion, determiner, modal, parenthesis, pronoun, relative	
Objective	<b>Step 5: Challenge Words</b>		<b>Step 11: Words with the short vowel sound /i/ spelled 'y'</b>		<b>Step 17: Words with a 'soft c' spelled 'ce'</b>		<b>Step 23: Words with 'tial'/shul/</b>		<b>Step 29: Words ending in '-er', '-or' and '-ar'</b>		<b>Step 35: Grammar Vocabulary 2</b>	
Words	aggressive, bruise, convenience, embarrass, forty, interrupt, occupy, pronunciation, shoulder, thorough		antonym, crystal, lyrics, mystery, oxygen, rhythm, symbol, symptom, system, typical		celebrate, cemetery, certificate, deceased, December, hindrance, necessary, nuisance, prejudice, sacrifice		confidential, essential, influential, martial, partial, potential, sequential, spatial, substantial, torrential		calendar, computer, customer, interior, particular, popular, radiator, shoulder, soldier, superior		active, antonym, colon, ellipsis, hyphen, object, passive, punctuation, subject, synonym	
Objective	<b>Step 6: Challenge Words</b>		<b>Step 12: Words with the long vowel sound 'igh' spelled 'y'</b>		<b>Step 18: Words with the prefixes 'dis-', 'un-'; 'over-' and 'im-'</b>		<b>Step 24: Words beginning with 'acc'</b>		<b>Step 30: Adverbs synonymous with determination</b>		<b>Step 36: Mathematical Vocabulary</b>	
Words	amateur, category, correspond, environment, frequently, language, occur, queue, signature, twelfth		apply, hygiene, hyphen, identify, multiply, occupy, python, recycle, rhyme, supply		disappointed, dissatisfied, dissimilar, impatient, overreact, overrule, overseas, unnatural, unnecessary, unsure		accentuate, access, accommodate, accompany, accomplish, accost, accrue, accumulate, accuracy, accuse		continually, determinedly, diligently, intently, persistently, purposefully, relentlessly, repeatedly, resolutely, tenaciously		addition, calculation, circumference, diameter, division, horizontal, multiplication, parallel, subtraction, vertical	

<b>Narrative</b>	<b>Recounts</b>	<b>Explanation Texts</b>	<b>Instruction / procedural</b>	<b>Persuasive Texts</b>	<b>Reports</b>	<b>Poetry</b>
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