


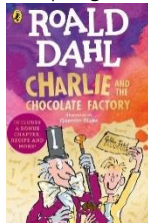





Year 6 English Progression Document

Every year group will start the Autumn term completing the Grammarsaurus: The Place Value of Punctuation and Grammar unit. This will then be revisited and recapped throughout the rest of the year to supplement the grammar teaching in our writing journeys. The overview for this unit can be found here: [VPG - Year 5 and 6 Overview.pdf](#)

Theme	Autumn 1 Create a spark!	Autumn 2 Marvellous Mayans		Spring 1 Portsmouth at War		Spring 2		Summer 1 Evolution			Summer 2 ROMEO AND JULIET
											 
Text Drivers	Who Let the Gods Out	The Explorer		Letters to the Lighthouse		Charlie and the Chocolate Factory		The Island Moth			Romeo and Juliet
Link Texts	Varying extracts from books including mythical creatures: Harry Potter, Percy Jackson, The Lion, the Witch and the Wardrobe.	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
Mini / Short Writing Outcome(s)	Physical description of their created mythical creature.	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 fictitious 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
Longer / Main Writing Outcome(s)	Report: Non-chronological report based on a created mythical creature	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	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

				for them now							
Audience	Primary aged children who are fan of fantasy books which contain mythical creatures	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
Learning from previous year/s	<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 progressive tense.</p> <p>Adverbials to create cohesion across paragraphs.</p> <p>Fronted adverbials can be</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</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</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</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</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</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>

		used e.g. During the night..., in a distant field.... These should be punctuated 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 .	e.g. therefore, however... paragraphs to organise ideas effective use of expanded noun phrases Modals can be used to suggest degrees of possibility Create cohesion within paragraphs using adverbials		subheadings used to aid presentation	should be punctuated using a comma.	punctuated 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.		should be punctuated using a comma.		
Grammatical Features	Vocabulary choices appropriate to this specific non-chronological report	Vocabulary appropriate to	Make formal vocabulary choices	Use past perfect progressive	Use vocabulary appropriate	Vocabulary appropriate to informal speech	Vocabulary appropriate to informal speech	Use past perfect progressive verb forms	Past perfect progressive verb forms	Adapt degrees of formality to	Use vocabulary appropriate to formal writing Use passive voice

	<p>Nouns and pronouns variation for cohesion</p> <p>Adverbials across and within paragraphs to build cohesion</p>	<p>informal speech 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 hypothesise</p> <p>Create cohesion across paragraph using a wide range of cohesive devices</p>	<p>verb forms</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>to formal writing</p> <p>Use passive voice</p> <p>Create cohesion across paragraphs using a wider range of cohesive devices</p>	<p>between characters</p> <p>Create cohesion across paragraph using a wider ranges of devices</p> <p>Use dashes to add thoughts</p>	<p>between characters</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>Create cohesion across paragraph using a wider ranges of devices</p> <p>Use parenthesis to develop description</p>	<p>suit the explanation</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
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	Step 1: Challenge Words	Step 7: Challenge Words	Step 13: Adding the prefix '-over'	Step 19: Words with the /f/ sound spelled 'ph'	Step 25: Words with the suffix '-ably'	Step 31: Adjectives used to describe settings
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	Step 2: Challenge Words	Step 8: Challenge Words	Step 14: Words with the suffix '-ful'	Step 20: Words with origins in other countries and languages	Step 26: Words with the suffix '-ible'	Step 32: Adjectives used to describe feelings
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	Step 3: Challenge Words	Step 9: Challenge Words	Step 15: Words that can be nouns and verbs	Step 21: Words with unstressed vowel sounds	Step 27: Words with the suffix '-ibly'	Step 33: Adjectives to describe characters
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	Step 4: Challenge Words	Step 10: Challenge Words	Step 16: Words with an /oa/ sound spelled 'ou' or 'ow'	Step 22: Words with 'cial'/shuhl/ after a vowel	Step 28: Words ending in '-ent' and '-ence'	Step 34: Grammar Vocabulary 1
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	Step 5: Challenge Words	Step 11: Words with the short vowel sound /i/ spelled 'y'	Step 17: Words with a 'soft c' spelled 'ce'	Step 23: Words with 'tial'/shul/	Step 29: Words ending in '-er', '-or' and '-ar'	Step 35: Grammar Vocabulary 2
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	Step 6: Challenge Words	Step 12: Words with the long vowel sound /igh/ spelled 'y'	Step 18: Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'	Step 24: Words beginning with 'acc'	Step 30: Adverbs synonymous with determination	Step 36: Mathematical Vocabulary
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

Narrative	Recounts	Explanation Texts	Instruction / procedural	Persuasive Texts	Reports	Poetry
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