


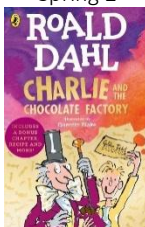

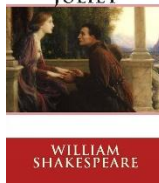


Year 6 English Progression Document

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: [VPPG - Year 5 and 6 Overview.pdf](#)

Theme	Autumn 1 Heroes, Gods and Beasts 	Autumn 2 Discover the Past, Create the Future 		Spring 1 Portsmouth at War 		Spring 2 		Summer 1 Evolution 			Summer 2 ROMEO AND JULIET 	
Text Drivers	Who Let the Gods Out	Crater Lake		Letters to the Lighthouse		Charlie and the Chocolate Factory		The Island			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 Crater Lakes. Persuasive texts.		Goodnight Mr Tom Carrie’s War		Character descriptions of Roald Dahl characters		Highway Man The Piano Moth			Shakespearean Texts	
Mini / Short Writing Outcome(s)	Physical description of their created mythical creature.	Setting descriptions based on images (stimuli)	Letter to persuade Mr Johnson to go to Paultons Park as a trip	Letter from the perspective of a different character within the book	Re-write of a chapter from LFTLH (planes overhead)	Non-chronological report about characters from LFTLH	Re-write of an original chapter	Diary from the perspective of a character with differing opinions	Instructions on how to make cupcakes	Explanation based on Wallace and Grommit’s invention of the Autochef	Biography about a different fictional character	
Longer / Main Writing Outcome(s)	Report: Non-chronological report based on a created mythical creature	Narrative: Setting description chapter from Crater Lake	Persuasive Letter: To persuade Mr Johnson to go on a school trip as a choice	Recount: Letter from one of the evacuated children back to their family to	Re-write of a chapter from LFTLH (train journey)-focus on speech	Non-chronological report about characters from CATCF	Narrative: additional chapter for the CATCF	Recount: diary entry from the perspective of one of the characters from The Island	Instructions: How to make the world’s worst milkshake	Explanation: Their own invention	Biography about a fictional character	

				say what life is like for them now							
Audience	Primary aged children who are fan of fantasy books which contain mythical creatures	Jennifer Killick (author)	Mr Johsnon	Parent at home	Mr Andrew's writing competition	Roald Dahl fans	Year 3/4 class	Ourselves	Guinness World Record's invigilators	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 perfect progressive tense.</p> <p>Adverbials to create cohesion across paragraphs.</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>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</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</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</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>Fronted adverbials can be used e.g. During the night..., in a distant field....</p> <p>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>adverbials e.g. therefore, however...</p> <p>paragraphs to organise ideas</p> <p>active use of expanded noun phrases</p> <p>Modals can be used to suggest degrees of possibility</p> <p>Create cohesion within paragraphs using adverbials</p>		<p>be punctuated using a comma.</p>	<p>used to aid presentation</p>	<p>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>field....</p> <p>These should be punctuated using a comma.</p>		
--	--	---	---	--	-------------------------------------	---------------------------------	---	--	---	--	--

Grammatical Features	Vocabulary choices appropriate to this specific non-chronological report	Vocabulary appropriate to informal speech between characters	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	Adapt degrees of formality to suit the explanation	Use vocabulary appropriate to formal writing
	Nouns and pronouns variation for cohesion	Past perfect progressive verb forms	Adapt degrees of formality to suit the form of writing	Adapt degrees of formality to suit the form of the text	Use passive voice	Create cohesion across paragraph using a wider range of devices	Past perfect progressive verb forms	Adapt degrees of formality to suit the form of the text	Create cohesion across paragraph using a wider range of devices	Create cohesion across paragraphs using a wide range of cohesive devices	Use passive voice
	Adverbials across and within paragraphs to build cohesion	Create cohesion across paragraph using a wider range of devices	Use passive voice	Create cohesion across paragraph using a wide range of devices	Create cohesion across paragraphs using a wider range of cohesive devices	Use dashes to add thoughts	Use passive voice	Create cohesion across paragraph using a wide range of devices	Use parenthesis to develop description	Create cohesion across paragraphs using a wide range of cohesive devices	Create cohesion across paragraphs using a wider range of cohesive devices

Spelling (Spelling Shed)	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
-----------	----------	-------------------	--------------------------	------------------	---------	--------