

**Progression in Writing– Year 6**  
**Class/ Group (s)**

**Pupil name**

**Date (from - to)**

	<b>Dimension 1 - TRANSCRIPTION</b>		<b>Dimension 2 - COMPOSITION</b>	
	<b>Aspect 1- Spelling</b>	<b>Aspect 2- Handwriting and presentation</b>	<b>Aspect 3 - Writing Processes</b>	<b>Aspect 4- Vocabulary, Grammar and Punctuation</b>
Year 6	<ul style="list-style-type: none"> <li>• Spells correctly:               <ul style="list-style-type: none"> <li><input type="checkbox"/> words which sound like /ʃəs/ spelt –cious or –tious vicious, precious, ambitious, cautious,</li> <li><input type="checkbox"/> Endings which sound like /ʃəl/ official, special, artificial, partial, confidential, essential</li> <li><input type="checkbox"/> Words ending in –ant, –ance/–ancy, –ent, –ence/–ency</li> <li><input type="checkbox"/> Words ending in –ably and –ibly</li> <li><input type="checkbox"/> Words with the /i:/ sound spelt ei after c deceive, conceive, receive, perceive, ceiling</li> </ul> </li> <li>• uses knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</li> <li>• uses a thesaurus to enhance writing</li> <li>• Uses hyphens correctly in spelling (e.g. co-ordinate, re-enter, co-operate, co-own)</li> <li>• Spells correctly all the words in the Y5/6 spelling list</li> </ul>	<ul style="list-style-type: none"> <li>• write legibly, fluently and with increasing speed</li> <li>• Knows when to use an unjoined 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).</li> <li>• makes decisions, as part of their personal style, whether or not to join specific letters and does so appropriately in their own writing</li> </ul>	<ul style="list-style-type: none"> <li>• in writing narratives, uses what they have learned about how authors have developed settings in what they have read, listened to or seen performed</li> <li>• in narratives, describes atmosphere and integrates dialogue to advance the action</li> <li>• can précis longer passages</li> <li>• uses layout devices, such as sub-headings, columns, bullets, or tables, to structure text</li> <li>• assesses the effectiveness of their own and others' writing, proposing changes to grammar to enhance effects and clarify meaning</li> <li>• uses the passive to affect the presentation of information in a sentence</li> <li>• Uses structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech)</li> <li>• Links 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</li> </ul>	<ul style="list-style-type: none"> <li>• uses vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>• uses passive verbs to affect the presentation of information in a sentence</li> <li>• correct choice of tenses is sustained throughout writing</li> <li>• uses hyphens to avoid ambiguity</li> <li>• can punctuate bullet points consistently and accurately</li> <li>• Uses the colon to introduce lists and semi-colons to separate items in a list</li> <li>• Understands how words are related by meaning as synonyms and antonyms (e.g. big, large, little)</li> <li>• accurately and appropriately uses and understands the following grammatical terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points)</li> </ul>