



## Writing Progression

KPIs from Year 5 that will need to be covered in addition to the Year 6 curriculum:

<ul style="list-style-type: none"> <li>• Spell most words from the Year 5 statutory spelling list</li> <li>• Use a dictionary to check words, referring to the first 3 or 4 letters.</li> <li>• Proof read for misspelt words from the Y5 word list.</li> </ul>	<ul style="list-style-type: none"> <li>• Use brackets, dashes or commas to indicate parenthesis.</li> <li>• Use commas to clarify meaning or avoid ambiguity.</li> </ul>	<ul style="list-style-type: none"> <li>• Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>• Indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</li> <li>• Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain legibility in joined handwriting</li> </ul>
<ul style="list-style-type: none"> <li>• Use paragraphs to organise ideas</li> <li>• Use a range of cohesive devices to build cohesion within a paragraph eg time adverbs (then, after that, firstly), pronouns, topic sentences</li> <li>• Use dialogue as an integral part of narrative</li> <li>• Describe settings, selecting precise vocabulary which creates a clear image (eg dim/dull/gloomy/dark)</li> <li>• Precis longer passages in own words.</li> </ul>			

Below is the criteria for ARE. Greater depth objectives are in **green**.

	Year 6		
Objective	Autumn	Spring	Summer
<b>The pupil can:</b>			
• write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) <b>place, pronouns, synonyms) within and across paragraphs</b>			
• in narratives, describe settings, characters and atmosphere			
• integrate dialogue in narratives to convey character and advance the action			
• select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)			
• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and			
• use verb tenses consistently and correctly throughout their writing			
• use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)			
• spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary			
• maintain legibility in joined handwriting when writing at speed.			
<b>write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)</b>			
• <b>distinguish between the language of speech and writing<sup>3</sup> and choose the appropriate register</b>			
• <b>exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</b>			
• <b>use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary</b>			

