



Read to Write: Progression Overview Counts in Year 6

A	B	C	D	E	F
Vehicle Text					
Shackleton's Journey	Hansel and Gretel	Wolves	A Story Like the Wind	Varmints	The Origin of the Species
Writing Outcomes and Writing Purpose					
Narrative: Endurance Narrative Purpose: To narrate	Narrative: Dual Narrative Purpose: To narrate	Recount: First Person Narrative Purpose: To narrate Discussion: Balanced Argument Purpose: To discuss	Narrative: Flashback Narrative Purpose: To narrate	Outcome: Environmental Change Purpose: To write a narrative describing changes to our environment	Narrative: Discovery Narrative Purpose: To narrate
Recount: Magazine Article Purpose: To recount	Persuasion: Letter Purpose: To persuade	Information Text: Wolves Purpose: To inform Narrative: Suspense Narrative Purpose: To narrate	Recount: Newspaper Report Purpose: To recount		Explanation: Adaptation Purpose: To explain
Grammar: Word					
Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone	Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone	Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – technical vocabulary and precise use of nouns, verbs and adjectives to add to formal tone	Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing - informality of direct quote contrasting with formality of vocabulary choices	Build on previous units & focus on: Developing understanding of how words are related by meaning as synonyms and antonyms	Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing
Grammar: Sentence					
Build on previous units & focus on: Use of the passive to affect the presentation of information in a sentence	Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal speech in writing –the use of the subjunctive form in some very formal speech and writing Wish – if I were...	Build on previous units & focus on: Use of the passive to affect the presentation of information in a sentence The use of question tags in informal speech	Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal	Build on previous units & focus on: Using expanded noun phrases to convey co	Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal
Grammar: Text					
Build on previous units & focus on:	Build on previous units & focus on:	Build on previous units & focus on:	Build on previous units & focus on:		Build on previous units & focus on:

Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials Use headings and sub-headings to structure text	Linking ideas within and across paragraphs using a wider range of cohesive devices – pronouns	Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, pronouns and synonyms Use of headings, sub-headings and bullets to structure texts	Linking ideas within and across paragraphs using a wider range of cohesive devices – repetition and ellipsis Use headings, sub-headings, columns and captions to structure information		Linking ideas within and across paragraphs using a wider range of cohesive devices Use headings and sub-headings to structure information
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Grammar: Punctuation

Build on previous units & focus on: Use commas to clarify meaning and avoid ambiguity: Used as a break in a sentence, after a fronted adverbial, separate items in a list and parenthesis Using semi-colons as boundaries between independent clauses	Build on previous units & focus on: Use the semi-colon as the boundary between independent clauses Hyphens are used to clarify meaning and avoid ambiguity	Build on previous units & focus on: Colon to introduce a list and semi-colons for more elaborate lists Use commas to punctuate relative clauses Speech punctuation Use the semi-colon as the boundary between independent clauses Punctuation of bullet points Hyphens used to avoid ambiguity	Build on previous units & focus on: Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech punctuation)	Build on previous units & focus on: Indicating grammatical features using the semi-colon to mark the boundary between independent clauses Indicating grammatical features using the colon to mark the boundary between independent clauses	Build on previous units & focus on: Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (Speech punctuation)
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Terminology for Pupils

subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points