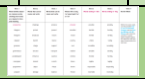
English Progression Map

Year 6

	Autumn						Spring						Summer					
Text Coverage																		
Writing Genre	Non-fiction Recount Letter Writing	Biography/ Autobiography	Non-chronological reports	Narrative – Journey Story Emotive Letter Short narrative with dialogue	Poetry		Balanced Arguments	Full Novel Setting- Description (Stars) Postcard Home Short descriptive narrative (building atmosphere)	Poetry	Newspaper Reports			SATs Revision	Narrative Diary Entry	Newspaper Reports	Non-chronological reports		
Numbers of Weeks	4 Week	3 Weeks	2 Weeks	5 Weeks	1 Week		2 Weeks	4 Weeks	1 Week	2 Weeks			3 Weeks	2 Weeks	2 Weeks	2 Weeks		
Spoken Language	• Ask relevant questions to extend vocabulary, understanding and knowledge (ongoing) • Listen and respond appropriately to adults and peers (ongoing)	• Ask relevant questions to build vocabulary, understanding and knowledge (ongoing) To use relevant strategies to build their vocabulary. Speak audibly and with an increasing command of spoken English (ongoing)	• Ask relevant questions to build vocabulary, understanding and knowledge (ongoing) • Give well-structured descriptions and explanations	• Articulate and justify answers, arguments and opinions			• Participate in discussions, presentation, performances and debates (ongoing) • Maintain attention and participate in collaborative discussions, initiating and responding to comments • Consider and evaluate different viewpoints	• Use spoken language to speculate, hypothesise, imagine and explore ideas • Ask relevant questions to build vocabulary, understanding and knowledge (ongoing) • Give well-structured descriptions and explanations		• Gain, maintain and monitor the interest of the listener		• Select and use appropriate registers for effective communication	• Use spoken language to speculate, hypothesise, imagine and explore ideas	• Use spoken language to speculate, hypothesise, imagine and explore ideas	• Listen and respond appropriately to adults and peers (ongoing)	• Give well-structured descriptions and explanations	• Use spoken languages to speculate, hypothesise, imagine and explore ideas (ongoing)	
Reading – word reading	• To apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet							• To apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet										

Reading – Comprehension	• To retrieve and present information from non-fiction by: • Being clear about the information they have been asked to locate • maintain positive attitudes to reading and an understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Using the contents page and indexes to locate information • Précis longer passages • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions •recommending books that they have read to their peers, giving reasons for their choices	• Use notes to present findings in discussion, oral presentations and different types of books or other writing • To discuss and summarise main ideas and identify key supporting details	• To participate in conversations about books and challenge courteously each other's views • I know a wider range of poetry by heart • making comparisons within and across books	• To read aloud and perform poems and play scripts using appropriate intonation and volume • understand what they read by: • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	• To discuss how authors use language and figurative language to impact on the reader • asking questions to improve their understanding	• To discuss and summarise main ideas and identify key supporting details • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied	• To distinguish between statements of fact and opinion. • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • identifying how language, structure and presentation contribute to meaning	• To participate in conversations about books and challenge courteously each other's views	• I know a wider range of poetry by heart • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views	• To read aloud and perform poems and play scripts using appropriate intonation and volume	• To discuss how authors use language and figurative language to impact on the reader	• To discuss and summarise main ideas and identify key supporting details	• To participate in conversations about books and challenge courteously each other's views	• To discuss themes occurring across several books and express preferences	• I know a wider range of poetry by heart	• To read aloud and perform poems and play scripts using appropriate intonation and volume	• To discuss how authors use language and figurative language to impact on the reader
Writing Composition	•To plan my writing by- Making notes and developing initial ideas based on research and reading where necessary	• To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own To draft and write by selecting appropriate vocabulary to add description and detail to my paragraphs.	To Consider how authors have developed characters and settings in texts I have heard or read and using this in my writing	• To précis longer passages • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	•To draft and write by - Selecting appropriate grammar and vocabulary, knowing how my choices can change/enhance meaning	o Using a range of devices to add cohesion to my writing within and across paragraphs(5) • proofread for spelling and punctuation errors	o Using further organisational devices to structure texts and guide the reader eg bullets, heading, underlining (6)	•To plan my writing by- Making notes and developing initial ideas based on research and reading where necessary •To draft and write by - Selecting appropriate grammar and vocabulary, knowing how my choices can change/enhance meaning • In narrative texts describing settings, characters and atmosphere as well as integrating dialogue to convey character and advance the action • To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	• Using a range of devices to add cohesion to my writing within and across paragraphs(5)		• To evaluate and edit by - Ensuring the formality of the writing is appropriate distinguishing between the language of speech and writing • To ensure consistency of tense throughout my writing	- Ensuring correct subject and verb agreement when using singular and plural	• To perform my own composition, using appropriate intonation and volume so that the meaning is clear	• Using a range of devices to add cohesion to my writing within and across paragraphs(5)		•To plan my writing by - considering how authors have developed characters and settings in texts I have heard or read and using this in my writing		

Grammar & Punctuation	**Word**				• I know what synonyms and antonyms are(6)			• Revision of all word classes		• To recognise vocabulary and structures that are appropriate for formal speech and writing		• I know what synonyms and antonyms are(6)	• To use modal verbs or adverbs to indicate degrees of possibility (5)						
	Sentence	• To identify expanded noun phrases to convey information concisely	• To use the passive voice to affect the presentation of information in a sentence(6)	• To use relative clauses beginning with who, which, where, why or whose (5)	• To use expanded noun phrases to convey information concisely	• To use the perfect form of verbs to mark relationships of time and cause					• To use the passive voice to affect the presentation of information in a sentence(6)						To recognise and use the subjunctive form (grammatical tense used to express emotions, opinions, facts and judgements that are contrary to current understandings)(6)		
	Punctuation					• To use hyphens to avoid ambiguity (6)	• To use brackets, dashes or commas to indicate parenthesis (5)		• Revision from Y3/4 : To indicate possession by using the possessive apostrophe with singular and plural nouns					• To use commas to clarify meaning(5)	• To use semicolons, colons, dashes to indicate a stronger subdivision of a sentence than a comma (6)	• To punctuate bullet points consistently	To use a colon to introduce a list	• To use ellipsis in my writing	
	Text	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis		Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]			Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis		Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]		Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis		Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]		Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis		Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]		
Grammar & Punctuation Vocabulary		• relative pronouns, relative clause, parenthesis , bracket, dash, cohesion, active, passive, synonym, antonym, hyphen, noun, adjective, verb, adverb, preposition, conjunction, determiner (article, demonstratives	, quantifiers, possessives), pronoun, possessive pronoun, adverbial. metaphor, simile, figurative language, stanza, rhyme scheme, rhythm, alliteration, onomatopoeia	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet point		• ambiguity ,modal verb, dash, cohesion, subject, object, active, passive, synonym, antonym, colon, semi colon , metaphor, simile, figurative language, stanza, rhyme scheme, rhythm, alliteration, onomatopoeia	• cohesion, bullet points ellipsis metaphor, simile, figurative language, stanza, rhyme scheme, rhythm, alliteration, onomatopoeia	• relative pronouns, relative clause, parenthesis , bracket, dash, cohesion, active, passive, synonym, antonym, hyphen, noun, adjective, verb, adverb, preposition, conjunction, determiner (article, demonstratives	, quantifiers, possessives), pronoun, possessive pronoun, adverbial. metaphor, simile, figurative language, stanza, rhyme scheme, rhythm, alliteration, onomatopoeia	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet point		• ambiguity ,modal verb, dash, cohesion, subject, object, active, passive, synonym, antonym, colon, semi colon , metaphor, simile, figurative language, stanza, rhyme scheme, rhythm, alliteration, onomatopoeia	• cohesion, bullet points ellipsis metaphor, simile, figurative language, stanza, rhyme scheme, rhythm, alliteration, onomatopoeia	• relative pronouns, relative clause, parenthesis , bracket, dash, cohesion, active, passive, synonym, antonym, hyphen, noun, adjective, verb, adverb, preposition, conjunction, determiner (article, demonstratives	, quantifiers, possessives), pronoun, possessive pronoun, adverbial. metaphor, simile, figurative language, stanza, rhyme scheme, rhythm, alliteration, onomatopoeia	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet point		• ambiguity ,modal verb, dash, cohesion, subject, object, active, passive, synonym, antonym, colon, semi colon , metaphor, simile, figurative language, stanza, rhyme scheme, rhythm, alliteration, onomatopoeia	• cohesion, bullet points ellipsis metaphor, simile, figurative language, stanza, rhyme scheme, rhythm, alliteration, onomatopoeia
Transcription Spelling																			
Transcription Handwriting	**Baseline joins:** · ll, li, ti, il, it · ill,ut,at,ull	· all,in, un,an · ip, up,ib, ub · th,ck, ch, ent,ant	· im,um,am · ire,ime	· ar,aw, iv,hu · I, bi, du, ay, ey	**Top joins:** · ou, ow,ow,op	· re,ri, rt, rk · ob,ol,ot,of,if	· ve, we, wh **Top joins:**	· **f,f,f,u,ff,ft** **Joins to anti clockwise letters**	· ac,ad,ag,ca · da,ha,oa,od	· og,oo **Practice joins to anti clockwise letters**	· **f,o,f,o,va,wa, ws** · ea, ed	**joins to e** • joining from t	**Handwriting Practice: Joining from p h**	**descenders to e** **Top joins:**	· **f,f,f,u,ff,ft** **Joins to anti clockwise letters**	· ac,ad,ag,ca · da,ha,oa,od	· og,oo **Handwriting Practice:**	-qu, ff ss sw ws ir • **To write legibly, fluently and with increasing speed and**

																		personal style.