

Thurnby Mead Writing Progression Document Year 6

Year group, term and weeks	Books/Texts Used	Themes (including safeguarding themes)	Genre/Purpose	Audience	Form/Outcome and level of formality	Grammar embedded	Speaking and listening/ oracy opportunities.
Autumn 1 7 weeks & 2 days 1 week for SATs test practice for data point 1	The Princess' Blankets	Forced Marriage Democracy Theft	To describe 2 weeks	To other year 6 pupils	Write a vivid description of the sea Informal	Use adverbials of time, place, and cause : <i>As the sun dipped below the horizon, the sea grew restless.</i> Use parenthesis to add detail: <i>The blankets (woven from the softest wool) lay in a heap.</i> Vary sentence starters using fronted adverbials: <i>Beyond the cliffs, a storm was brewing.</i>	Development of sentence stems during a debate on whether the King should force the princess to marry the stranger. Focused on 'I agree' 'I disagree' and 'building on'
			To recount 2 weeks	To themselves	Diary Entry (from the princess) personal recount capturing thoughts and emotions. VLOG – oracy outcome	Relative clauses beginning with who, which, where, when, whose, that Modal verbs and adverbs indicating degrees of possibility Parenthesis (brackets, dashes, commas) Expanded noun phrases and fronted adverbials Cohesion across paragraphs Use of commas to clarify meaning and avoid ambiguity	
	Recount of trip to Warning zone	Staying safe E-safety	To recount 1 week	To year 5 children	A recount of their day at Warning Zone	Recap grammar	
	Ted Hughes Poetry Collection	Changes	Free Verse Poetry 2 week	Year 6 children	A descriptive free verse poem in the style of Ted Hughes.	Adjectives Noun phrases	Performance of their poem to the rest of the class- building on prosody work from shared reading.

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Autumn 2 7 weeks 4 days	A story like the wind. 4 weeks	Refugees Migration and immigration War	To persuade and inform 2 weeks	Other children of a similar age	Write and perform a speech about the power of storytelling to preserve culture, inspire hope, or connect people.	Rhetorical questions and parallel clauses: <i>What do we have if not stories? What remains when the world forgets?</i> Use of colon for impact: <i>There is one thing no one can take: our stories.</i> Adverbs and adverbial phrases for emphasis: <i>Surprisingly, it was silence that spoke the loudest.</i>	Performing the speech to an other year group & record on SeeSaw for Oracy evidence
			To describe 2 weeks	Year 6 children	Write a description of the horse	Expanded noun phrases: dark, deep eyes; burnished copper coat Figurative language: like burnished copper; like the wind itself Semi-colon: It had no name; or if it did... Relative clause: the longing of those who had lost their home Modal verbs: Some say the horse was made.. Parenthesis: (or if it did, it had long since been lost...)	

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	Garbage Guts By Heidi J Auman	Making difficult choices	To entertain To retell Narrative 3 weeks	Year 6 children	A narrative retelling Garbage Guts focussing on one animal encounter Mix of informal and formal.	Coordinating and subordinating clauses. Precise nouns and verbs. Adjective and descriptive words Semi-colons and colons for clauses.	Development of sentence stems during a debate on whether we should look after the ocean. Focused on 'I agree' 'I disagree' and 'building on'. Performance of playscript to their peers.
	The Christmas Story	Religion Beliefs Celebrations	To entertain	Perform to year 6 children	A retell of the Christmas story to tell at the Christmas performance	Colons	

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Spring 1 5 weeks & 4 days	Origin Of Species by Sabina Radeva	Scientific understanding, explanation, argument, and formality 2 weeks	To classify and describe using accurate scientific detail. 2 weeks	Children interested in science around a similar age	Write an informative report on a specific species or group (e.g. finches, tortoises, flightless birds) and how they adapted.	Technical noun phrases: a flightless seabird with webbed feet Relative clauses: which evolved over time to suit their habitat Bullet points, headings, diagrams, and glossaries	Presentational talk: reading stories to the year 5 class of children.
			To recount his life and contributions with reflection. 2 weeks	Children in year 5	Write a biography of Charles Darwin.	Chronological structure with embedded commentary Use of past and present perfect: <i>Darwin had studied medicine before he pursued natural history.</i> Parenthesis for detail: <i>(a voyage that lasted five years)</i> Semi-colons and colons for sentence control	
	How To Live Forever 2 weeks	Moral dilemmas Making difficult choices	To entertain. Narrative	The year 5 class.	Write an alternate ending that includes dialogue that advances the action between the boy and one of the ancient men	Fronted adverbials, Expanded noun phrases ISPACE	

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						Independent application of sentence types. Speech	
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Spring 2 5 weeks 4 weeks + 1 week of revision	Survivor Titanic and various non-fiction Titanic texts.	Class system Migration and immigration Poverty	To recount 2 weeks On each letter	Citizens of England after the Titanic disaster.	A letter from Jimmy's dad to the newspaper reports asking for help in locating Jimmy. Formal. A letter from Jimmy to his Dad when he's arrived at the safe place after the disaster Informal	Passive and active voice. Semi colons and colons for effect Fronted Adverbials Precise verbs and nouns. <i>Direct and indirect speech.</i> Relative clauses Formality switch.	
	Survivor Titanic and various non-fiction Titanic texts.	Class system Migration and immigration	To discuss/ To debate. 2 weeks.	A court of law.	A discursive debate on who was to blame for the sinking of the Titanic.	Conjunctions Coordination and subordination	

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	2 weeks	Poverty			Very formal	<p>Relative clauses.</p> <p>Synonyms</p> <p>Some: others sentence</p> <p>If,if,if,then sentence</p> <p>Adverbials for contrast: <i>However, On the other hand, In contrast</i></p> <p>Modal verbs: <i>The crew might have reacted faster.</i></p> <p>Semi-colons to link related clauses: <i>Warnings were ignored; the consequences were devastating.</i></p>	
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<p style="text-align: center;">SATS preparation</p> <p style="text-align: center;">Summer 1</p> <p style="text-align: center;">5 weeks & 4 days</p> <p style="text-align: center;">Summer 2</p> <p style="text-align: center;">6 Weeks</p>	The Man who Walked Between the Two Towers 4 weeks	Courage Challenge Resilience Breaking the Law	To explain 2 weeks	Year 5/6 children.	An explanation of how Phillipe Petit walked between the two towers	Conjunctions Causal c coordination and subordination Relative clauses. Synonyms Some: others sentence If,if,if,then sentence	Leavers Assembly performance
			To retell 2 weeks	Mum/Dad	An informal letter imagining they are in New York and have just witnessed the event. (To a parent/sibling)	Dashes Hyphenated words Apostrophes for contraction Semi colons and colons Cohesive devices.	
	[=2 2 weeks	Fear Danger Bravery	To entertain 2 weeks.	Children in year 6	A short scary story- build up to the point of tension and stop.	Inverted commas. Figurative language. Developing tension. Application of all grammar.	