



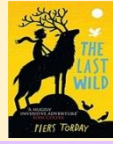




# Caversham Park Primary School

## Year 6 Writing Coverage Progression Map



Text		THE ARRIVAL 	WINDRUSH CHILD 	CAN WE SAVE THE TIGER? 	THE LAST BEAR 	THE LAST WILD 
Outcomes Non-fiction Fiction		<p>Letters</p> <p>Character descriptions</p> <p>Diaries</p> <p>Short playscripts</p> <p>Short report</p>	<p>Thought bubbles</p> <p>Informal letters</p> <p>Poems</p> <p>Diary entries</p> <p>Advice</p>	<p>Letters</p> <p>Explanations</p> <p>Persuasive posters</p> <p>Animal description</p> <p>Persuasive speeches</p> <p>Simple poems</p>	<p>Character profile</p> <p>Figurative descriptions</p> <p>Dialogue</p> <p>Monologue</p> <p>Logbook entry</p> <p>Scientific report</p>	<p>Posters</p> <p>Narrative retellings</p> <p>Formal reports</p> <p>Character descriptions</p> <p>Diary entries</p> <p>Formal letters</p>
		Narrative retelling	Persuasive pitch	Discussion	Newspaper article	Own version narrative
Audience / Form	<p>Retelling sections of story</p> <p>Diary entry in role as little girl</p> <p>Poster to describe The New World</p> <p>Playscript for a scene</p> <p>Scenes with a flashback</p> <p>Leaflet for looking after a pet</p> <p><b>Retelling in third person (man's journey to another country)</b></p>	<p>Thought bubble in role</p> <p>Letter from Leonard to dad</p> <p>Diary entry in role as Leonard</p> <p>Advice to another child</p> <p>Informal speech to mother</p> <p><b>Persuasive pitch to the local council</b></p>	<p>Letter to express an argument</p> <p>Persuasive poster to look after endangered animals</p> <p>Description of an animal</p> <p>Simple explanation about endangered animals</p> <p>Persuasive speech to save an endangered animal</p> <p>Simple poem based on The Tiger</p> <p><b>Discussion text about endangered animals</b></p>	<p>Logbook entry as April (multiple entries)</p> <p>Figurative description of the island</p> <p>Conversation between April and the bear</p> <p>Monologue in role as April</p> <p>Report about polar bears</p> <p><b>Newspaper article about April's mission</b></p>	<p>Warning posters to other humans</p> <p>Retelling of section of story</p> <p>Official Facto incident report</p> <p>Character description of The Last Wild</p> <p>Diary entry in role as Kester</p> <p>Formal letter from Facto Medical Association</p> <p><b>Own version dystopian narrative</b></p>	
Purposes covered	<p>Entertain</p> <p>Reflect</p> <p>Describe</p> <p>Inform</p>	<p>Reflect</p> <p>Inform</p> <p>Persuade</p>	<p>Inform</p> <p>Persuade</p> <p>Describe</p> <p>Explain</p> <p>Entertain</p>	<p>Recount</p> <p>Reflect</p> <p>Describe</p> <p>Entertain</p> <p>Inform</p>	<p>Persuade</p> <p>Entertain</p> <p>Inform</p> <p>Describe</p> <p>Reflect</p>	
Grammar coverage (these may be taught multiple times throughout the sequence)	WORD	effect of verb / adjective choices in context idioms	-ty / -sion / -tion suffixes synonyms to avoid repetition vocabulary appropriate for formal speech	dis- / de- / mis- over- / re- prefixes * figurative language vocabulary appropriate for formal speech	figurative language differences in formal / informal vocabulary emotive verbs / adjectives	-tious / -cious suffixes abstract nouns
	SENTENCE	modal verbs * subordinating conjunctions order of clauses adverbial phrases * multi-clause sentences passive voice noun phrases expanded by preposition/adverb phrases conditional sentences *	contrasting / explanatory conjunctions modal verbs * range of sentence types * multi-clause sentences order of clauses relative clauses / pronouns * subjunctive mood *	subjunctive form conditional sentences * multi-clause sentences order of clauses subordinating conjunctions difference between phrases / clauses preposition phrases expanded noun phrases * modal verbs * question tags	conjunctions to justify modal verbs * question tags role of adverbials passive voice fronted adverbials *	modal verbs * range of sentence types * noun / prepositional phrases conjunctions to explain relative clauses * omission of relative pronoun passive voice range of noun phrase constructions question tags subjunctive mood
	PUNCTUATION	use of colons brackets for stage directions use of semi-colons inverted commas for speech *	apostrophes for contractions * commas for clarity * bullet points to list information	commas to demarcate clauses * parenthesis punctuation *	commas to avoid ambiguity dialogue punctuation apostrophes for contraction * use of single dash bullet points to list information	dashes for interruption apostrophes for contraction * use of colons dialogue punctuation *
	TEXT	short sentences for effect change in tense to link between scenes conjunctions / adverbials for cohesion linking across paragraphs	repetition for effect (poetry) wider range of cohesive devices	short sentences for effect adverbial phrases for cohesion	repetition to link across paragraphs	change in tense - flashback repetition to link across paragraphs range of cohesive devices within a paragraph

Text		THE THREE LITTLE PIGS PROJECT 	THE GIANT'S NECKLACE 	ALMA 	THE EGG PROJECT 	HOLES 	ROMEO AND JULIET 	
Outcomes Non-fiction Fiction		<p>Newspaper headlines News reports Persuasive speeches Narrative from a particular perspective Diaries Debates</p>	<p>Speech, letters/postcards, thought bubbles</p>	<p>Descriptive writing, alternative narratives - prequels and sequels</p>	<p>Non-chronological reports</p>	<p>letters of complaint diaries</p>	<p>Police reports Character descriptions Narrative scenes Dialogue Diary entries Formal letters</p>	
		<p>Opinion letters</p>	<p>Newspaper articles</p>	<p>Fictional narrative</p>	<p>Instructions</p>	<p>narrative storytelling</p>	<p>Balanced argument</p>	
Audience / Form		<p>News headlines showing bias Short news report Further report from alternative perspective Persuasive closing statement Letter from the wolf Diary entry as a little pig Opinions from different perspectives</p> <p>Range of opinion letters</p>					<p>Short police report Character descriptions Narrative action scene Conversation between main characters Diary entry as R or J Description of balcony scene Letter from Nurse to Juliet</p> <p>Balanced argument - who is to blame?</p>	
Purposes covered		<p>Inform Persuade Reflect Discuss</p>					<p>Inform Describe Entertain Reflect Persuade</p>	
Grammar coverage (these may be taught multiple times throughout the sequence)	WORD	<p>differences in vocabulary for formal / informal writing language of bias</p>	<p>Diagnostic assessment of children's writing used to assess focus objectives for teaching.</p>					<p>synonyms similes as adverbials superlatives -est / most idiomatic language vocabulary of formal writing</p>
	SENTENCE	<p>structures for formal/informal speech relative clauses * multi-clause sentences passive voice</p>					<p>modal verbs * subordinating conjunctions passive voice adverbial phrases range of noun phrases * prepositional phrases * subjunctive mood formal sentence openers multi-clause sentences</p>	
	PUNCTUATION	<p>parenthesis punctuation * use of hyphen (hyphenated adjectives)</p>					<p>dialogue punctuation * apostrophes for omission / accent * dash for emphasis</p>	
	TEXT	<p>adverbials for cohesion</p>					<p>present perfect tense * layout devices - balanced argument</p>	