

## Learning and Progression Steps (LAPS) in Writing

### Planning for Progression: Year 6



Range of Writing:	<ul style="list-style-type: none"> <li>Fiction e.g. detective fiction, science fiction, stories with flashbacks or time shifts.</li> <li>Non-fiction e.g. persuasive texts, explanations, discussion texts, recounts, biographies, information text hybrids.</li> <li>Poetry e.g. classic poetry, poems with imagery, free verse, song lyrics.</li> </ul>			
	LAP 1	LAP 2	LAP 3	Key Learning
Vocabulary, Grammar and Punctuation		<ul style="list-style-type: none"> <li>Use devices to build cohesion between paragraphs in persuasive texts e.g. adverbials such as: <i>similarly, although, additionally, another possibility, alternatively, as a consequence.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use devices to build cohesion between paragraphs in discursive and explanatory texts e.g. adverbials such as: <i>on the other hand, the opposing view, similarly, in contrast, additionally, another possibility, alternatively, as a consequence, as a result of.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: <i>on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</i></li> </ul>
	<ul style="list-style-type: none"> <li>Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: <i>in the meantime, meanwhile, in due course, until then.</i></li> </ul>			<ul style="list-style-type: none"> <li>Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: <i>in the meantime, meanwhile, in due course, until then.</i></li> </ul>
	<ul style="list-style-type: none"> <li>Identify in texts, semi-colons which are used to mark the boundary between independent clauses e.g. The heat beat down from a cloudless sky; even the gulls and kittiwakes seemed to be silenced by the sun.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and use of semi-colons to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up.</i></li> </ul>	<ul style="list-style-type: none"> <li>Edit and improve own writing by using <b>semi-colons</b> to mark the boundary between independent clauses e.g. <i>The day had finally arrived; it was destined to be one to remember.</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify and use semi-colons to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up.</i></li> </ul>
	<ul style="list-style-type: none"> <li>Identify the subject and object of a sentence, e.g. <i>David Beckham</i> (subject) <i>had always excelled at sports</i> (object).</li> </ul>	<ul style="list-style-type: none"> <li>Explore and investigate active and passive e.g. in narrative writing, <i>The thief had broken the window in the greenhouse versus The window in the greenhouse had been broken.</i></li> </ul>	<ul style="list-style-type: none"> <li>Explore and investigate <b>active</b> and <b>passive</b> e.g. Comparing and using phrases such as <i>Some people argue that...</i> (active) and <i>It has been argued that...</i> (passive) for use in debate.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and investigate active and passive e.g. <i>I broke the window in the greenhouse versus the window in the greenhouse was broken.</i></li> </ul>
	<ul style="list-style-type: none"> <li>Explore, collect and use examples of the past perfect form of verbs to mark relationships of time and cause e.g. He had spent his whole childhood by the sea (past perfect).</li> </ul>	<ul style="list-style-type: none"> <li>Explore, collect and use examples of the present perfect form of verbs to mark relationships of time and cause e.g. The culprit has left footprints across the lawn or I have searched the crime scene thoroughly (present perfect).</li> </ul>	<ul style="list-style-type: none"> <li>Explore, collect and use examples of the future perfect form of verbs to mark relationships of time and cause e.g. <i>I will have finished by tomorrow</i> (future perfect).</li> </ul>	<ul style="list-style-type: none"> <li>Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. <i>I had eaten lunch when you came</i> (past perfect); <i>She has eaten lunch already or I have eaten lunch already</i> (present perfect); <i>I will have eaten lunch by then</i> (future perfect).</li> </ul>

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<b>Vocabulary, Grammar and Punctuation Contd.</b>			<ul style="list-style-type: none"> <li>Explore how <b>hyphens</b> can be used to avoid ambiguity e.g. <i>Tracey is the best-known cyclist in the competition</i> (Tracey is known better than every other competitor) versus <i>Tracey is the best known cyclist in the competition</i> (Tracey is the best of all the known competitors).</li> </ul>	<ul style="list-style-type: none"> <li>Explore how hyphens can be used to avoid ambiguity e.g. <i>man eating shark</i> versus <i>man-eating shark</i>.</li> </ul>
	<ul style="list-style-type: none"> <li>Use subjunctive forms in formal speech and writing, focusing on <i>wish</i> and <i>if</i>- clauses e.g. <i>If I were to win the lottery, I would....; I wish I were more tolerant.</i></li> </ul>	<ul style="list-style-type: none"> <li>Explore, collect and use subjunctive forms within formal speech and writing, focusing on <i>requests</i> e.g. <i>The school requires that all pupils be honest. His Majesty decrees that all his subjects be counted. His Majesty insists that the wedding planner remain in the palace.</i></li> </ul>	<ul style="list-style-type: none"> <li>Edit and improve own formal writing and speech by using subjunctive forms e.g. <i>If I were to predict the future for these creatures...; The law requires that zoos be inspected annually.</i></li> </ul>	<ul style="list-style-type: none"> <li>Explore, collect and use subjunctive forms for formal speech and writing e.g. <i>If I were able to come to your party, I would...; The school requires that all pupils be honest.</i></li> </ul>
<b>Composition: Planning</b>	<ul style="list-style-type: none"> <li>Identify the audience and purpose for a piece of writing and consider this carefully when selecting the text-form, type and language for writing, e.g. <i>To share my opinion with other theatre-goers by writing a formal review of a performance, selecting appropriate vocabulary, sentences and text structure.</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify the audience and purpose for a piece of writing and consider this carefully when selecting the text-form, type and language for writing, e.g. <i>to inform my classmates about a subject or person by writing an information hybrid text.</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify the audience and purpose for a piece of writing and consider this carefully when selecting the text-form, type and language for writing, e.g. <i>To write a persuasive speech to present within a class debate which includes formal language, the passive voice, statistical information and persuasive devices.</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify audience and purpose. Choose appropriate text-form and type for all writing.</li> <li>Select the appropriate structure, vocabulary and grammar.</li> </ul>
	<ul style="list-style-type: none"> <li>Plan writing by drawing on a writing model, e.g. chunking a known fiction text or boxing up a non-fiction text, in preparation for innovation. <i>Develop and clarify ideas through talk, noting key ideas and vocabulary on a written plan.</i></li> </ul>	<ul style="list-style-type: none"> <li>Compare two similar texts and draw on these to create own plan for writing. Develop and clarify ideas through talk, noting key ideas and vocabulary on the plan.</li> </ul>	<ul style="list-style-type: none"> <li>Draw on similar writing models, reading and research to create own plan for writing, e.g. <i>watch, read and evaluate a range of persuasive speeches before designing the structure and layout of their own.</i></li> </ul>	<ul style="list-style-type: none"> <li>Draw on similar writing models, reading and research.</li> </ul>
	<ul style="list-style-type: none"> <li>Examine and compare how authors develop characters in books, e.g. <i>study a short section of text which introduces a character, discuss the effect of this description and create a toolkit of techniques used. Use to support writing.</i></li> </ul>	<ul style="list-style-type: none"> <li>Examine and compare how authors develop settings in books, e.g. <i>study a short section of text which introduces a setting, discuss the effect of this description and create a toolkit of techniques used. Use to support writing.</i></li> </ul>	<ul style="list-style-type: none"> <li>Compare how characters and settings are presented in films and performances, e.g. <i>watch a short section of film, pausing frequently to identify sights and sounds linked to character and setting. Create a toolkit of devices and use to support writing.</i></li> </ul>	<ul style="list-style-type: none"> <li>Compare how authors develop characters and settings (in books, films and performances).</li> </ul>



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<b>Composition: Drafting and Writing</b>	<ul style="list-style-type: none"> <li>Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</li> </ul>			<ul style="list-style-type: none"> <li>Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact</li> </ul>
	<ul style="list-style-type: none"> <li>Explore the effect of using more formal vocabulary and sentence structures by comparing statements prepared by the teacher e.g. <i>We will have cakes and drinks (informal); Refreshments will be provided (formal).</i></li> </ul>	<ul style="list-style-type: none"> <li>Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. <i>find out – discover, ask for – request, ask about – enquire, go in – enter, get hold of – acquire, leave – exit.</i></li> </ul>	<ul style="list-style-type: none"> <li>Select and discuss appropriate register for formal and informal purposes, e.g. <i>a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal).</i></li> </ul>	<ul style="list-style-type: none"> <li>Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal).</li> </ul>
	<ul style="list-style-type: none"> <li>Blend action and dialogue within sentences and paragraphs to convey character and advance the action e.g. <i>She turned on them, fists flailing and chased them back up the stairs, her eyes burning with simulated fury. 'Just 'cos you don't believe in anything 'cept motorbikes and football and all that rubbish!'</i></li> </ul>	<ul style="list-style-type: none"> <li>Blend action and description within sentences and paragraphs to convey character and advance the action e.g. <i>He looked at me. His eyes were watering a bit and he wiped them with a dark blue hanky he always had in his top pocket.</i></li> </ul>	<ul style="list-style-type: none"> <li>Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. <i>'They're perfect'. Sophie turned the books over. She sniffed the insides. The paper smelt of brambles and tin kettles.</i></li> </ul>	<ul style="list-style-type: none"> <li>Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"</li> </ul>
	<ul style="list-style-type: none"> <li>Revise the use of different sentence structures, e.g. <i>simple sentences for clarity or impact, compound sentences to link ideas, complex sentences with a range of openers. Improve sentences and short texts prepared by the teacher and discuss effects created.</i></li> </ul>	<ul style="list-style-type: none"> <li>Revise the different sentence structures, e.g. <i>simple sentences for clarity or impact, compound sentences to link ideas, complex sentences with a range of openers. Discuss effects created. Using own writing, experiment with different effects by changing sentence types and structures.</i></li> </ul>	<ul style="list-style-type: none"> <li>When writing and editing, consciously control the use of different sentence structures for effect.</li> </ul>	<ul style="list-style-type: none"> <li>Consciously control the use of different sentence structures for effect</li> </ul>
	<ul style="list-style-type: none"> <li>Use synonyms and pronouns to build cohesion within and across paragraphs, e.g. <i>animals – creatures, beasts, species, wildlife, birds, mammals, they.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use devices to build cohesion within and across paragraphs in narrative writing, e.g. <i>adverbials such as meanwhile; several days earlier; years passed, many hundreds of years later; back in 1837.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use a wide range of devices to build cohesion within and across paragraphs, e.g. <i>adverbials (by the end of October; A few weeks later); pronouns (Rob knocked on the door. An old woman opened it and stared down at the boy. He smiled back.); and synonyms (cheetahs – animals, magnificent creatures, endangered species, huge cats, fascinating creatures).</i></li> </ul>	<ul style="list-style-type: none"> <li>Use a wide range of devices to build cohesion within and across paragraphs.</li> </ul>

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<b>Composition: Drafting and Writing Contd.</b>			<ul style="list-style-type: none"> <li>Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. <i>repeated use of 'and' to convey tedium, one word sentence.</i></li> </ul>	<ul style="list-style-type: none"> <li>Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. <i>repeated use of 'and' to convey tedium, one word sentence.</i></li> </ul>
<b>Writing, Evaluating, Editing and Performing</b>	<ul style="list-style-type: none"> <li>Reflect upon the effectiveness of writing in relation to audience and purpose.</li> <li>Proofread to ensure:               <ul style="list-style-type: none"> <li>Consistent and correct use of tense throughout.</li> <li>Consistent subject and verb agreement.</li> <li>Spelling and punctuation errors are addressed.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Reflect upon the effectiveness of writing in relation to audience and purpose. Proofread, suggest and makes changes to grammar, vocabulary and punctuation in order to enhance effects and clarify meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Assess the effectiveness of own and others' writing in relation to audience and purpose, suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.</li> <li>Proofread for grammatical, spelling and punctuation errors.</li> </ul>
	<ul style="list-style-type: none"> <li>Use appropriate intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear e.g. <i>adopting a formal tone when delivering a review.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate and effective intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear e.g. <i>using intonation in response to punctuation to mark clauses.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate intonation, tone and volume to present their writing, adding gesture and movement where appropriate, e.g. <i>performing their own poem.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate and effective intonation and volume.</li> <li>Add gesture and movement to enhance</li> <li>Encourage and take account of audience engagement.</li> </ul>