Writing
By the end of Year 6 most children should know.,,

- To use a variety of simple, compound and complex sentences where appropriate according to the demands of the text type, including embedded subordinate clauses.
- Controls sentence structures in their writing (e.g. single clause sentences, multi-clause sentences using coordinating conjunctions (for, and, nor, but, or, yet, so) and multi-clause sentences using subordinating conjunctions (although, after, while, because, when, if, that etc.).
- The use of the passive to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse - instead of... The window in the greenhouse was broken [by me].
- How to create vivid imagery through expressive and figurative language consistent with mood/atmosphere.
- How to maintain tense and person consistently; where shifts in tense occur, moves between them with some confidence.
- The difference between the use of informal speech or slang and that of a formal type of speech and writing (e.g. the use of question tags... He's your friend, isn't he).
- How to link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as ...on the other hand, in contrast or as a consequence), and ellipsis...
- How to use layout devices (e.g. headings, subheadings, columns, bullets or tables, to structure text).
- How to use full range of punctuation accurately such as commas to mark grammatical boundaries, apostrophes and ellipses for omission or to suggest a shift in time, place, mood or subject.
- The use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up).
- The use of the colon to introduce a list and the use of semi-colons within lists.
- The punctuation of bullet points to list information.
- How hyphens can be used to avoid ambiguity, (e.g. man eating shark or man-eating shark, recover or re-cover).
- How to use conditional structures to persuade (e.g. using: might, could, would, if..., then...).
- How to manipulate sentence subjects and objects and uses passive constructions where appropriate.

Useful Activities
Read! Read! Read!
Choose a quality text to share. Discuss the type of language being used and how it works within a sentence. Talk about the dialogue being used. Take parts ... reading it like a play – getting into character, mood etc.

Poetic licence!
Practice making /writing alliterative sentences. Who can make the longest sentence? When might we use alliteration? Rabbit... The ravishing rabbit rowed over the river and replaced his roller boots with red rock and roll rattles. Dictionaries help here!!

Crazy clauses
You need to put together a collection of about ten completely unconnected nouns – custard, hippo, sausage, Skegness, pimple, pencil, sunflower, photocopier, firework, slug. Tell them that they are going to write a sentence that is going to begin with either... although, because of, after, instead of, or despite of. At random give them two of the nouns. Now write your

sentence, make sure that it is correctly punctuated and that it makes sense... Although the custard was hot and sweet, the hippo still managed to take a bath in it. or... Despite of eating a large slug for breakfast, the man cycled to Skegness.

Word	Tick each time your child demonstrates they can spell correctly			Word	Tick each time your child demonstrates they can spell correctly		
accommodate				correspond			
accompany				criticise			
according				curiosity			
achieve				definite			
aggressive				desperate			
amateur				determined			
ancient				develop			
apparent				dictionary			
appreciate				disastrous			
attached				embarrass			
available				environment			
average				equipped			
awkward				especially			
bargain				exaggerate			
bruise				excellent			
category				existence			
cemetery				explanation			
committee				familiar			
communicate				foreign			
community				forty			
competition				frequently			
conscience*				government			
conscious*				guarantee			
controversy				harass			
convenience				hindrance			

Word	Tick each time your child demonstrates they can spell correctly			Word	Tick each time your child demonstrates they can spell correctly		
identity				queue			
immediate(ly)				recognise			
individual				recommend			
interfere				relevant			
interrupt				restaurant			
language				rhyme			
leisure				rhythm			
lightning				sacrifice			
marvellous				secretary			
mischievous				shoulder			
muscle				signature			
necessary				sincere(ly)			
neighbour				soldier			
nuisance				stomach			
occupy				sufficient			
occur				suggest			
opportunity				symbol			
parliament				system			
persuade				temperature			
physical				thorough			
prejudice				twelfth			
privilege				variety			
profession				vegetable			
programme				vehicle			
pronunciation				yacht			

Spelling activities to support your child:

Scrambled words	Air and back spelling	Acrostic	Write a story
Fold a piece of paper into 3 columns. Write the words in the first column, then write them in the second column all jumbled up. Fold the correct answers behind the page and see if a partner can unscramble the words.	Write the word in the air, really big, then really small, saying each letter as it is written. If the word can be sounded out, use the phonemes, if not, use the letter names. Try writing words on each other's backs and see if your partner can say what word you're writing.	Use your target word to make an acrostic poem with each line beginning with the next letter to spell out the word- it's easier to remember if the poem makes sense! e.g. what: **W**hile Sam was walking down the path, **H**e saw a cat that stared, then laughed. **A** cat that laughs is quite a feature, **T**ell me, have you seen such a creature?	Write a paragraph/story containing as many words as possible that follow the spelling rule / pattern you are focusing on.
Letter Writing	**Colourful words**	**Rainbow writing**	**Graffiti wall**
Write a letter to a friend, family member, teacher or super hero. Underline the spelling rules that you have focused on in your letter.	Use two different colours to write your words- one for vowels another for consonants then write them all in one colour.	Write your words over and over, each time on top of the last but in a different colour- create a rainbow word.	Create a graffiti wall, inspired by graffiti artists, draw you target words again and again across a page to create the
Ambidextrous	**Words within words**	**Words without vowels**	**Make Some Music**
Swap your pen into the hand that you don't usually write with. Now try writing your spellings with that hand.	Write down target words and then see how many other words you can make from the same letters.	Write spelling words in a list, replace all the vowels with a line. Can your partner fill in the gaps? (Also could be done without consonants instead, which is easiest?)	Write a song or rap that includes your words. Share with a friend or family member.

Pyramid power	Hangman	ABC Order	Squiggly / Bubble spelling words
Sort a given group of words into a list from easiest to hardest. Write the easiest once in the middle at the top of the page, the next easiest twice underneath, third easiest three times below that etc. so forming a pyramid.	Write dashes for the letters of the word. Your partner needs to say letters and guess the word before you complete the stick man.	Write a list of your spellings in alphabetical order. For even greater challenge, can you write them in reverse alphabetical order first?	Write a list of your spelling words twice – once in your regular writing, then in squiggly or bubble letters.
Consonant circle	**Sign your words**	**UPPER and lower**	**Across and down**
Write a list of examples of your spellings. Circle all the consonants.	Use sign language finger spelling to sign your words. http://www.unitykid.com/signlanguage.html http://www.british-sign.co.uk/bsl-british-sign-language/fingerspelling-alphabet- charts/	Write a list of your spelling words, firstly in UPPERCASE and then in lowercase.	Write all of your spelling words across and then down starting with the first letter.
Back Writing	**Find your words**	**Choo- Choo words**	**Connect the dots**
Use your finger to spell your words, one letter at a time on your partners back. Partner has to guess the word.	Using your reading book, list as many spellings that follow the rule as possible.	Write the entire list end- to-end as one long word (like a train). Use a different coloured crayon for each word. Eg hopmopstopdrop	Write your spelling words in dots. Then connect the dots by tracing over them with a coloured pencil. Can you do this with joined up writing?

Rhyming words	Adding my words	Spelling poem	X words
Write a list of your spelling words. Next to each word, write a rhyming word. If necessary, your rhyming word can be a nonsense word (as long as it follows the same spelling pattern).	Each letter has a value. Consonants are worth 10 Vowels are worth 5 Find as many spellings that follow the rule / pattern and add up your score.	Write a poem using several of your spelling words. Underline the words that you use. You can write any style of poem.	Find two target words with the same letter in and then write them so they criss cross.

Year 6 Grammar

Year 6: Detail of content to be introduced (statutory requirement)	
Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover, ask for – request; go in – enter*] How words are related by meaning as synonyms and antonyms [for example, *big, large, little*]. ***Children will be expected to use thesauruses to improve their selection and variety of vocabulary – this can be a focus at home for any piece of writing.***
Sentence	Use of the **passive** to affect the presentation of information in a sentence [for example*, I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me*)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He's your friend, isn't he?*, or the use of **subjunctive** forms such as *If I were* or *Were they* to come in some very formal writing and speech]
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]
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*] Use of the colon to introduce a list and use of semi-colons within lists **Punctuation** of bullet points to list information How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]

Year 6 Grammar Terminology

Subject	The subject of a sentence is the person, place, thing, or idea that is doing or being something. You can find the subject of a sentence if you can find the verb. The subject of a verb is normally the noun, noun phrase or pronoun that names the 'do-er' or 'be-er'. The subject's normal position is: · just before the verb in a statement · just after the auxiliary verb, in a question.	_Rula 's mother_ went out. _That_ is uncertain. _The children_ will study the animals. _Will_ _the children_ study the animals?
Object	The object in a sentence is the thing that is acted upon by the subject. There is a distinction between subjects and objects that is understood in terms of the action expressed by the verb, e.g. Tom studies grammar - Tom is the subject and grammar is the object. An object is normally a noun, pronoun or noun phrase that comes straight after the verb, and shows what the verb is acting upon. Objects can be turned into the subject of a passive verb, and cannot be adjectives (contrast with complements).	_Year 2 designed puppets_. [noun acting as object] _I like that_. [pronoun acting as object] Some people suggested <u>a pretty display</u>. [noun phrase acting as object] Contrast: _A display was suggested_. [object of active verb becomes the subject of the passive verb] _Year 2 designed pretty_. [incorrect, because adjectives cannot be objects]
Active	Active voice describes a sentence where the subject performs the action stated by the verb.	Active: _The school arranged a visit._ Active: _Sue changed the flat tire._
Passive	In passive voice sentences, the subject is acted upon by the verb.	Passive: _A visit was arranged_ by the school. Passive: _The flat tire was changed by Sue._
Synonym	Two words are synonyms if they have the same meaning, or similar meanings.	_talk – speak_ _old – elderly_
Antonym	Two words are antonyms if their meanings are opposites.	_hot – cold_ _light – dark_ _light - heavy_

Ellipsis	· the act of leaving out one or more words that are not necessary for a phrase to be understood · a sign (such as …) used in text to show that words have been left out An ellipsis […] proves to be a handy device when you're quoting material and you want to omit some words. The ellipsis consists of three evenly spaced dots	*Frankie waved to Ivana and ~~she~~ watched her drive away.* *She did it because she wanted to ~~do it~~.* *Begin when ready* versus *Begin when you are ready.* *"**Points of ellipsis** have two main functions: to indicate the omission of words within something that is being quoted, . . . and to indicate lengthy pauses and trailed-off sentences."*
Hyphen	A hyphen (-) is a punctuation mark used to join the separate parts of a compound word. A hyphen is a joiner. Use hyphens in compound adjectives and nouns to show they are single entities.	Compound adjectives *free-range eggs* *two-day break* *four-seater aircraft* Compound nouns *water-bottle* *passer-by* *sister-in-law*
Colon	One common use of the colon is to introduce a list of items.	*To make the perfect jam sandwich you need three things: some bread, butter and strawberry jam.* Three items are listed in the sentence above. The first part of the sentence informs the reader that there will be three things; then the colon tells the reader "here are the three items". I know how I'm going to handle this: I'm going to hide!

Semi-colon	**Semi-colons, like commas and full stops, are a form of pause.** They mark a breather within a sentence. The full stop is the strongest pause, whilst the comma is the weakest. The semi-colon comes in between the two. Rule 1: The semi-colon can be used instead of a full stop. It can link two complete sentences and join them to make one sentence. Any two sentences? Pretty much, but the two sentences must be on the same theme. The semi-colon can be used instead of a connective to join the sentences. *So long as the second 'sentence' after the semi-colon links back to the first 'sentence' it I correct.* Rule 2: The semi-colon can be used in a descriptive list. When we first write lists lower down the school, we tend to separate items in the list using a comma. However, when we describe each item in the list, the sentence is extended considerably meaning that a semi-colon is more appropriate.	The door swung open; a masked figure strode in. Alex bought a toy car; he played with it as soon as he got home. She was very tired; she had worked late the night before. (Before) At the circus we saw a clown, a lion, a fire eater and an eight year old acrobat. (After) At the circus we saw a clown juggling with swords and daggers; a lion who stood on a ball; a fire eater with flashing eyes; and an eight year old acrobat.
Bullet points	Bullet points are used to create lists. They are used to draw attention to important information within a document so that a reader can identify the key issues and facts quickly. When using bullets, be consistent throughout the document with the formatting (e.g., capital letters and punctuation at the start and end of each bullet). Choose whatever format you like, but be consistent throughout your document	Mr Mole won the following events: · Egg-and-spoon race. · Toss the pancake. · Apple bobbing. Mr Mole won the following events: · egg-and-spoon race · toss the pancake · apple bobbing

Websites for Grammar

http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/

http://www.topmarks.co.uk/Flash.aspx?e=spelling-grammar01

http://www.funbrain.com/grammar/

http://learnenglishkids.britishcouncil.org/en/grammar

http://resources.woodlands-junior.kent.sch.uk/interactive/literacy2.htm

http://www.crickweb.co.uk/ks2literacy.html

http://www.grammar-monster.com