

Year 6



! ? , or , , ()
: ; -- or - “ ”

Describe using senses:



Paragraphs
In narratives, describe settings, characters and atmosphere
Interesting adjectives and verbs
Adverbs
Capital letters and full stops
Question marks ?
Exclamation marks !
Commas for lists
Apostrophes for contraction and possession
Show good awareness of the reader by CREATING AN EFFECT on them
Verb tenses used correctly
Dialogue using inverted commas "" that moves the story along
Passive and active voice
Modal verbs
A wide variety of sentence structures – Alan Peat
Expanded noun phrases – adj,adj noun
Subordinating conjunctions
Adverbials of time
Adverbials of place
Pronouns
Adventurous synonyms of previous words, e.g. cat then feline
Colons : de:de
Semi-colons ; to join two closely related main clauses
Dashes -
Brackets ()
Ellipses ...
Hyphenated words
Joined, legible handwriting
Year 5/6 spelling words
Choose devices independently (e.g. language, characterisation, structure)
Choose appropriate register (speech or writing)
Conscious control over formality through grammar and vocabulary
Use a range of punctuation precisely to create an effect

Subordinating clauses

Subordinate starter: Although she wasn't hungry, Meena ate her food.

Subordinate sandwich (embedded subordinate clause): Meena, although she wasn't hungry, ate her food.

after, although, as, because, before, even though, if, once, rather than, since, though, unless, until, when, whenever, while, as long as

REMEMBER: Use a thesaurus for powerful vocabulary choices!

TiPToP

Start a new paragraph when there is a change in:



Alan Peat

All the Ws = Who..? What..? When..? Where..? Why..? Would..? Was..? What if..?

List sentences = His hair was long, brown and unwashed.

3a/2a (expanded noun phrase) sentences = It was a cold, wet, miserable Wednesday afternoon.

BOYS = He was a friendly man most of the time **but** could also become nasty.

Simile/metaphor sentences = The moon hung above us **like** a patient, glowing face.

Verb, person = **Running**, Sarah almost tripped over her own feet.

If, if, if, then = **If** the alarm had gone off, **if** the bus had been on time, **if** the road repairs had been completed, **then** he might have got to school on time.

Double -ly ending = He swam slowly and falteringly.

As -ly sentences = **As** the rain came down **heavily**, the children ran for shelter.

-ing, -ed sentence sentence = **Running** near the beach, he **halted** as the ground gave way.

Personification = The rain **wept** down.

With a(n) action, more action = **With a thundering roar**, Thor **launched** his final attack.

The more, the more = **The more** it rained, **the more** depressed he became.

Emotion word, comma = **Terrified**, he froze instantly on the spot where he stood.

3 -ed sentences = **Frightened, terrified, exhausted**, they ran from the creature.

2 pairs = **Injured and terrified, numb and fearful**, he couldn't believe that this was happening to him.

Noun (which/where/who) relative clause = Cakes, **which** taste fantastic, are not so good for your health.

3 bad – dash question = **Greed, jealousy, hatred** – which of these is most evil?

Name – adjective pair/parenthesis = Little Tim – **happy and generous** – was always fun to be around.

Adj. same adj = He was a **fast** runner, **fast** because he needed to be.

Outside, inside = I was delighted (but afraid that something would go wrong).

Short sentence = **Then it happened.**

Emotion – consequence = He was **furious** – he ordered the execution.

Tell: show three examples: = He was feeling relaxed: shoes off; shirt undone; lying on the sofa.

Some; others = **Some** people like football; **others** hate it

Imagine 3 examples: = **Imagine** a place where the sun always shines, where wars never happen, where no one ever dies: in the Andromeda 5 system, there is such a planet.

PC Paired conjunctions = It was **both** cold **and** unpleasant.

Was/were...by = The milk **was** drunk **by** the cat. The clothes **were** worn **by** the model.

Irony = Our 'luxury' hotel turned out to be a farmhouse.

Homophones

there - their - they're to - too - two
you - you're our - are
where - wear - we're - were

Apostrophe rules:

CONTRACTION
(linking two words)
do not = don't there is = there's
could have = could've I have = I've
it is = it's should have = should've

Possession
girl's coat hen's egg
baby's bottle (PLURAL nouns NOT ending in s)
women's toilets children's coats
men's shoes

Possession
(plural nouns and names ending in s)
Mr Evans' car the girls' toilets
the boys' team Mrs James' house

Active/passive voice:



Inverted commas:

"What is your favourite fruit?" asked Tia.
Levi replied, "I like apples the best."
Levi enquired, "Tia, what is your favourite?"
"I like bananas," Tia responded.

Years 5/6 Statutory Spellings

accommodate	correspond	identity	queue
accompany	criticise (critic + ise)	immediate(ly)	recognise
according	curiosity	individual	recommend
achieve	definite	interfere	relevant
aggressive	desperate	interrupt	restaurant
amateur	determined	language	rhyme
ancient	develop	leisure	rhythm
apparent	dictionary	lightning	sacrifice
appreciate	disastrous	marvellous	secretary
attached	embarrass	mischievous	shoulder
available	environment	muscle	signature
average	equip (-ped, -ment)	necessary	sincere(ly)
awkward	especially	neighbour	soldier
bargain	exaggerate	nuisance	stomach
bruise	excellent	occupy	sufficient
category	existence	occur	suggest
cemetery	explanation	opportunity	symbol
committee	familiar	parliament	system
communicate	foreign	persuade	temperature
community	forty	physical	thorough
competition	frequently	prejudice	twelfth
conscience	government	privilege	variety
conscious	guarantee	profession	vegetable
controversy	harass	programme	vehicle
convenience	hindrance	pronunciation	yacht

Vocabulary Questions with Victor

- What does this word/phrase/sentence tell you about the character/setting/mood?
- By writing..., what effect has the author created? Do you think they intended to?
- What other words/phrases could the author have used here? Why?
- How has the author made you/ this character feel by writing...? Why?



Retrieval Questions with Rex

- Find the... in this text. Is it anywhere else?
- When/where is this story set? Find evidence in the text.
- Find the part of the story that best describes the setting.
- What do you think is happening here? Why?
- Who is telling this story?



Summarising Questions with Sheba

- What is the main point in this paragraph? Is it mentioned anywhere else?
- Sum up what has happened so far in... words/seconds or less.
- Which is the most important point in these paragraphs? Why?
- Do any sections/paragraphs deal with the same themes?



Be an Author with Arlo

- What does the word... tell you about...? How?
- Find two ways that the author tells you...
 - What do you think the author meant by...?



Inference Questions with Iggy

- What do you think.... means? Why do you think that? Could it be anything else?
- I think....; do you agree? Why/why not?
- Why do you think the author decided to...?
- Can you explain why....?
- What do these words mean and why do you think that the author chose them?



Prediction Questions with Pip

- Can you think of another story with a similar theme? How do their plots differ?
- Which stories have openings like this? Do you think that this story will develop the same way?
- Why did the author choose this setting? Will that influence the story?



Compare, Contrast and Comment with Cassie

- What is similar/different about two characters? Did the author intend that?
- Explain why... did that.
- Describe different characters' reactions to the same event.
- Does this story have a moral?
- Which... is better and why?



- Which words do you think are most important? Why?
- Which words do you like the most? Why?
 - How has the author made you feel happy/sad angry/frustrated?