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| English | Focus: Grammar/Punctuation/Spelling | Year 6 |

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| Spellings I must know (as well as Year 3/4 words) | | | | |
| accommodate | competition | existence | necessary | rhythm |
| accompany | conscience | explanation | muscle | rhyme |
| according | conscious | familiar | neighbour | sacrifice |
| achieve | controversy | foreign | nuisance | secretary |
| aggressive | convenience | forty | occupy | shoulder |
| amateur | correspond | frequently | occur | signature |
| ancient | criticise | government | opportunity | sincere (ly) |
| apparent | curiosity | guarantee | parliament | soldier |
| appreciate | definite | harass | persuade | stomach |
| attached | desperate | hindrance | physical | sufficient |
| available | determined | identity | prejudice | suggest |
| average | develop | immediate(ly) | privilege | symbol |
| awkward | dictionary | individual | profession | system |
| bargain | disastrous | interfere | programme | temperature |
| bruise | embarrass | interrupt | pronunciation | thorough |
| category | environment | language | queue | twelfth |
| cemetery | equip (-ped) | leisure | recognise | variety |
| committee | especially | lightning | recommend | vegetable |
| communicate | exaggerate | marvellous | relevant | vehicle |
| community | excellent | mischievous | restaurant | yacht |

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| Punctuation Reminders: | |
| **A** | Capital letters for sentences, initials and proper nouns |
| **.** | At the end of sentences |
| **!** | For exclamations or surprise |
| **?** | At the end of a question |
| **‘** | Apostrophes for possession and missing letters in contracted words (omission) |
| **,** | Commas in lists, and to mark parenthesis, after fronted adverbials and clauses |
| **“”** | Inverted commas for direct speech/dialogue (don’t forget other punctuation too!) |
| **:** | Colon to introduce a list |
| **;** | Semi-colon to mark boundaries between clauses and in lists |
| **-** | Hyphen to connect words together to make meaning clear |
| **-** | Dashes to show longer pauses or parenthesis |
| **( )** | Brackets for parenthesis |
| **…** | Ellipsis for omitting a word or phrase, or to show the speaker has left a sentence unfinished |

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| Modal verbs to show possibility:can could should mightmust may would will ought  (and their negative versions)  Adverbs indicate possibility:  surely possibly certainly perhaps probably maybe |

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| Use subordinating conjunctions to create complex sentences: *if since as when although while after before until because* Subordinate clauses can be used in different places in your sentences – at the beginning, or middle or end. |

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| Relative Clauses add extra information:  *The boy, whose clothes were ragged, was homeless.* which who whose that where, when |

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| Expanded Noun Phrasespaint a clear picture in your reader’s head: *The breath-taking, scenic view spread out in the valley below.* |

Parenthesis adds extra information to a sentence or a paragraph using brackets, dashes or commas, but the passage should still make sense without it.

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| Link sentences in a variety of ways using adverbials, conjunctions, ing and ed words.  **Time:** *At that moment…/On Tuesday…/Finally…/Before long…/After a while…*  **Place:** *Around the corner…/Over the bridge…/Behind him…/Beyond the clouds…*  **Frequency**: *Never before…/Occasionally…/Every few weeks…/Often…/Every other day…*  **Manner/Behaviour:** *Breathing heavily…/Without warning…/Waiting anxiously…*  Use a mixture of simple, compound and complex sentences. |
| Remember to use a dictionary to check spellings and a thesaurus to up-level my vocabulary choices.  Make sure my work is of a high standard or I will be asked to do it again. |

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| Vocabulary I need to know: *subject* - the person or thing performing the action *object* – the person or thing the action is happening to *synonym* – a better word *antonym* –the opposite meaning |

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| Subjunctive Form *found in very formal speech: If I were older, I would buy a car.* |

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| Don’t forget to check for: tense, subject/verb agreement, person, paragraphs and genre features! |

**A root word is a basic word without a** [prefix](https://www.theschoolrun.com/what-is-a-prefix)**or**[suffix](https://www.theschoolrun.com/what-is-a-suffix) **added to it: differ different,** indifferent magic – magician decide - undecided

