

Year 6

SPaG

Parent Presentation

Spelling (See National Curriculum for further guidance)

1. Spell most words correctly. Year 5 /6 words
2. Spell word patterns: *able/ible,tious/cious*
3. Use verb prefixes e.g. *dis-, de-, mis-, over-, re-*
4. Spell homophones - *practise/practice, advice/advise, licence/license*
5. Use a dictionary and thesaurus

Handwriting

1. Write legibly and fluently with increasing speed.
2. Develop individual style choosing shapes of letters and appropriate joins.
3. Choose the writing implement best suited to task.

Writing Composition

1. Write for a range of purposes (including a short story).
2. Use informal/formal language appropriate to the genre of writing e.g. *ask for /request, find out/discover.*
3. Use passive voice in sentences to change presentation of information e.g. *The window in the greenhouse was broken.* Rather than *I broke the greenhouse window.*
4. Use adverbials and cohesive devices to link paragraphs e.g. *on the other hand, in contrast, as a consequence.*
5. Use ellipses
6. Use layout devices to present a genre appropriately e.g. *bullet points, sub headings, diagrams, columns etc.*
7. Use semi-colon, colon and dash to mark the boundary between independent clauses. e.g. *It's raining; I'm fed up.*
8. Use a colon to introduce a list and semi colons within lists.
9. Use hyphens to avoid ambiguity e.g. *man-eating shark*
10. Use inverted commas, commas and punctuation for parenthesis (a pause in a sentence to add extra info) mostly correctly.
11. Use adverbs, preposition phrases and expanded nouns phrases effectively to add detail. e.g. *The bus leaves in five minutes; She worked until she had finished.*

Beginning of year assessment

Name _____ Date _____

How quickly can you copy the jokes? Your writing should be neat and legible.

*Can you spell 'eighty' in only two letters? A.T**How do you double your money? Look at it in the mirror.**How do you make seven even? Take away the 's'.**How does a fireplace feel? Grate.**What can you hold without touching it? A conversation.**What do you draw without pencil or paper? Curtains.**What runs but has no legs? A river.**What pours but never rains? A jug.**Which insect can be spelled with only one letter? B.*

What is SPaG?

Spelling

Endings which sound like 'shus' spelt -cious or -tious

Endings which sound like 'shul' spelt -cial or -tial

Words ending in -ant/ -ent, -ance/-ancy, -ence/-ency

Words ending in -able and -ible

Words ending in -ably and -ibly

Adding suffixes beginning with vowel letters to words ending in -fer

Homophones ending in 'se' and 'ce'

Use of the hyphen

Words with the /i:/ sound spelt ei after c

Words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)

/shus/ endings spelt -cious or -tious

Use -cious if the root word
ends in -ce:

con**scious** (science)

pre**cious** (price)

vi**cious** (vice)

gra**cious** (grace)

fero**cious** (fierce)

malici**ous** (malice)

delici**ous**

suspi**cious**

Use -tious if it can also have
a -tion /shun/ ending:

ambi**tious** (ambition)

cauti**ous** (caution)

infecti**ous** (infection)

nutriti**ous** (nutrition)

pretenti**ous** (pretention)

fictiti**ous** (fiction)

superstiti**ous** (superstition)

repetiti**ous** (repetition)

Compete rule breaker: anxious

Endings spelt -able/-ably or -ible/-ibly 1

TIP: use 'a' if a complete root word can be heard:

| | | | |
|--------------------|------------------------|------------------------|---|
| reason <u>able</u> | → | reason <u>ably</u> | <div>(keeps e to keep soft c sound)</div> |
| enjoy <u>able</u> | | remark <u>ably</u> | |
| ador <u>able</u> | | understand <u>ably</u> | |
| desir <u>able</u> | | notice <u>ably</u> | |
| avail <u>able</u> | | uncomfort <u>ably</u> | |
| reli <u>able</u> | → 'y' changes to 'i' ← | undeni <u>ably</u> | |

Some words still use 'a' when you cannot hear a root word:

capable
vegetable

miserably
probably

If the tip confuses you, just learn the words. If ever in doubt, look it up.

Endings spelt -able/-ably or -ible/-ibly 2

TIP: use 'i' if a complete root word cannot be heard:

| | | |
|--------------------|---|--------------------|
| horri <u>ble</u> | → | horri <u>ibly</u> |
| terri <u>ble</u> | → | terri <u>ibly</u> |
| invis <u>ible</u> | → | vis <u>ibly</u> |
| incred <u>ible</u> | → | incred <u>ibly</u> |
| poss <u>ible</u> | → | poss <u>ibly</u> |
| invincible | | imposs <u>ibly</u> |

Some words still use 'i' when you can hear a root word:

sensible
responsible

forcibly
irresistibly

If the tip confuses you, just learn the words. If ever in doubt, look it up.

Adding suffixes that begin with vowels to words ending in -fer

Double r if the -fer is still stressed when the suffix is added:

preferring
preferred

transferring
transferred

referring
referred

inferring
inferred

Single r if the -fer is no longer stressed:

preference

reference

inference

preferable

referee

Single r if the -fer was never stressed to begin with:

differing

differed

difference

offering

offered

Endings which sound like 'shul' and are spelt -cial or -tial

Spec**cial** – the 'cial' spelling is common after a vowel

Mar**tial** – the 'tial' is common after a consonant

parcial||| ✗ partial|||

artifitial||||| ✗ artificial|||

essential||||| ✓

special||| ✓

presidential||| ✓

benefitial||| ✗ beneficial|||||

substancial||| ✗ substantial|||

Words ending in –ant/ ent, -ance/-ancy, -ence/-ency

If the suffix is 'ment' it's usually 'ent'.

| | |
|------------|------------|
| | excellence |
| vacant | president |
| arrogant | instrument |
| inhabitant | resident |
| expectant | argument |
| restaurant | frequent |
| observant | parliament |

If the word ends in '**ant**' , it becomes '**ancy**' – *vacancy*

If the word ends in '**ent**' is becomes '**ency**' - *frequency*

Words with the 'ee' sound spelt 'ei' after 'c'

'i' before 'e' except after 'c' if the vowel sound rhymes with bee.

field – rhymes with 'bee' so it's 'i' before 'e'

receive – follows a 'c' so 'e' before 'i'

weight – doesn't rhyme with 'bee' so 'e' before 'i'

Science – follows a 'c' so 'i' before 'e'

Words with 'silent' letters

Add silent letters to these words to make correct spellings...

dbut||| dbut|||

iland||| island|||

lam||| lamb|||

slem||| solemn|||

autum||| autumn|||

nigh||| knight|||

Challenge

What is the word you can find that has the largest number of silent letters?



Nouns ending in -ce and verbs ending in -se

Some nouns and verbs are easily confused - they sound similar but mean different things and are spelt differently

| noun | verb |
|----------|----------|
| advice | advise |
| device | devise |
| licence | license |
| practice | practise |
| prophecy | prophesy |

Instead of asking children to put the words in sentences - it can be a good idea to structure the sentence so that they understand the meaning of the words more clearly.

It is illegal to drive a car without a driving

A is a prediction of what will happen in the future.



Homophones and other words that are often confused

How many of these words can you think of all homophone or near homophone for?

isle

aisle

herd

heard

allowed

aloud

led

lead

father

farther

past

passed

guessed

guest

mourning

morning

Homophones and other words that are often confused

Match these confusable words to their correct definitions...

descent



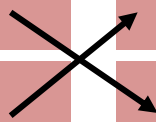
the act of going down

dissent



to disagree

dessert



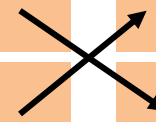
a barren place (noun) or to leave all position of responsibility (verb)

desert



pudding after all main course

draught



first attempt at writing something

draft



current of air

Homophones and other words that are often confused

Match these confusable words to their correct definitions...

stationery



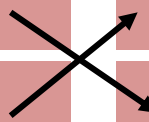
Equipment used for writing and drawing

stationary



Not moving

principal

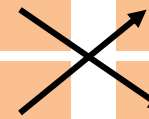


Basic belief

principle

Most important person

profit



Someone who tells the future

prophet

Money made from an enterprise

What is SPaG?

Year 5 and 6 word list

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

What is SPaG?

Grammar and Punctuation Knowledge 1

Commas separate items in a list.

- *My interests include reading cooking dogs and horses
- *My interests include reading, cooking, dogs and horses.

Commas can be used like brackets to give extra information.

- *The man, who was furious by now, ran up to the guard.

Commas can be used to separate parts of a sentence or in complex sentences to separate clauses.

- *Watching the monster, Jack began to tremble
- *The wind blew, making Leon shiver.
- *Stella, is that you?
- *Although he was upset, he managed a smile.
- *When no-one would let him in, Boris ran round to the back door.

What is SPaG?

Complex sentences

Every sentence contains at least one main (most important) clause. A complex sentence contains one main clause and one or more subordinate (less important) clauses.

The king was angry. This is the **main clause**. It can be used on its own as a sentence.

The king was angry **when he saw the muddy footprints**. This is the **subordinate clause**. It doesn't make sense on its own.

Children need to be able to vary the position of clauses within a complex sentence. E.g

The king was angry when he saw the muddy footprints.

When he saw the muddy footprints, the king was angry.

The king, who saw the muddy footprints, was angry.

Relative clauses

- Clauses that begin with who, which, where, why, whose, that.
- They give extra information about the noun before.

- * My brother, who is a solicitor, can help us.
- * The doctor, that my grandfather liked, lives in New York.
- * My brother, who I despise, is coming.
- * The new restaurant, which is near the covered market, served great food.

Relative pronouns

WHO

It is used to refer to people

Example: The man who works at the Post Office is very kind.

WHICH

It is used to refer to animals and objects

Example: Tina has a bunch of flowers which his friend bought.

WHOSE

It is used to refer to possession

Example: Whose is that dictionary?
Have you seen the girl whose father

THAT

It is used to refer to people, animals,

It can replace WHO or WHICH

Example: The blue jacket that she is putting on belongs to her friend.

WHERE

It is used to refer to places

The hotel where we slept was excellent

WHEN

It is used to refer to time

That was the day when my sister was born

What is SPaG?

Grammar and Punctuation Knowledge 7

Using colons and semi-colons

- **Colons** are markers to introduce extra information such as a list or statement.
 - * There are many different types of bread: ciabatta, wholemeal, white, granary and baguette.
 - * He could see what was written on the sign: this space is reserved.
- **Semi-colons** separate two clauses/parts of a sentence which are linked. They could be separated by a full stop or conjunction but they couldn't be separated by a comma.
 - * It was Autumn; the leaves were falling.
 - * It was Autumn and the leaves were falling.
 - * It was Autumn. The leaves were falling
 - * It was Autumn, the leaves were falling. (comma splice)

Semi colons are also used in detailed lists e.g. The hotel pool was well equipped: the 25m pool; a splash pool; a diving board for the adults.

What is SPaG?

Grammar and Punctuation Knowledge 6

- **The difference between dashes and hyphens.**
- **Dashes** can work solo or in pairs. If they are by themselves they introduce extra information. If there are two in a pair, they behave like brackets.
 - * He was frightened - more frightened than ever before.
 - * The boy was rich - even richer than his parents.
 - * Everyone - including Martha-thought Sam was crazy.
 - * They found the room - the smallest in the school - big enough for their needs.
- **Hyphens** are shorter than dashes and link words or ideas together.
 - * The hotel was child-friendly.
 - * They saw a man-eating tiger.

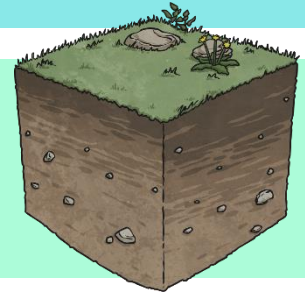
Phrases: The Rules

A phrase is a group of words that form part of a sentence. A phrase does not contain a verb. If there was a verb, it would become a clause. There are different types of phrase...

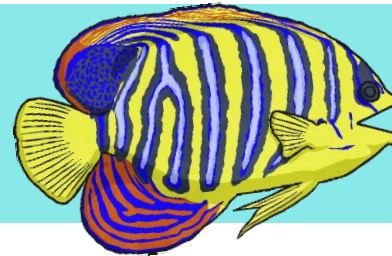
Adverbial phrases, e.g. very quickly



Prepositional phrases, e.g. under the ground



Noun phrases, e.g. striped angel fish



Adverbial Phrases: The Rules

Adverbial phrases are used like adverbs to give more information about a verb, an adjective or other adverbs. They are sometimes just called adverbials. They tell us how? where? when? why? or how often?

Garan rode his bike **like an expert**.

Garan rode his bike **with great speed**.

Down the street, Garan rode his bike.



Noun Phrases: The Rules

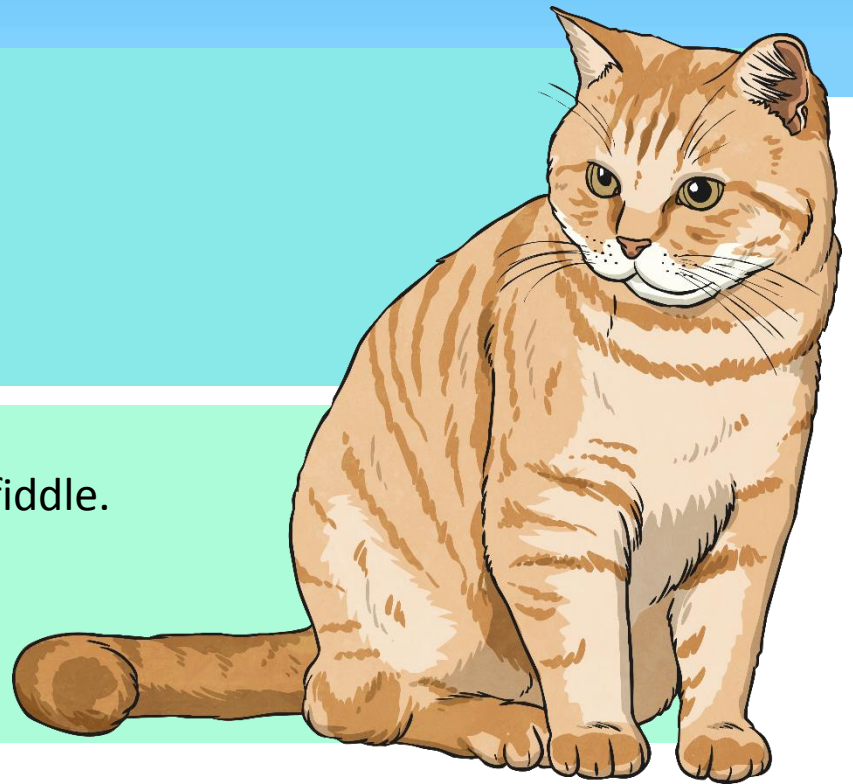
A noun phrase is a group of words that functions as a noun in a sentence. They help to identify the noun. When adjectives are added to a noun phrase, we call it an expanded noun phrase.

The cat played a fiddle.

‘The cat’ is a simple noun phrase.

The intelligent, ginger cat played the fiddle.

By adding adjectives in front of the noun, it becomes an expanded noun phrase.

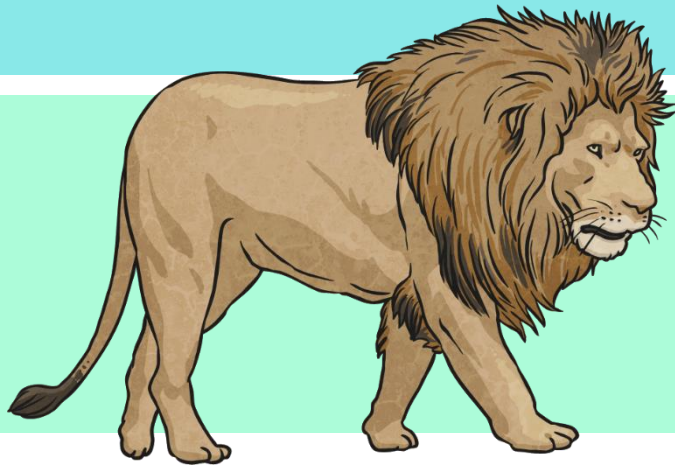


Prepositional Phrases: The Rules

Prepositional phrases are used like adverbs or adjectives to give more information about a verb or noun. Prepositional phrases begin with a preposition and are followed by a noun, pronoun or noun phrase.

The elephant balances **on the ball**.

Here the prepositional phrase gives more information about the verb 'balances'.



The lion in **the circus** performs tricks.

Here the prepositional phrase gives more information about the noun 'lion'.

Phrases – Quiz Question 2

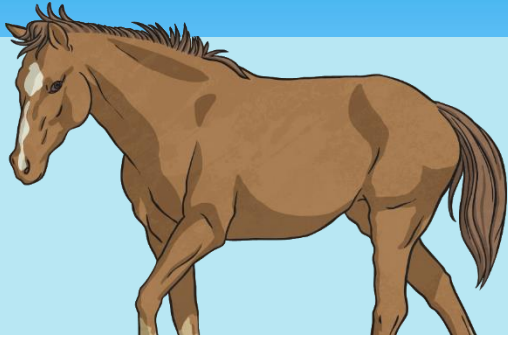
Rewrite this sentence with the adverbial phrase used as a fronted adverbial. Add a comma if necessary.

Holly starts judo classes
tomorrow morning.



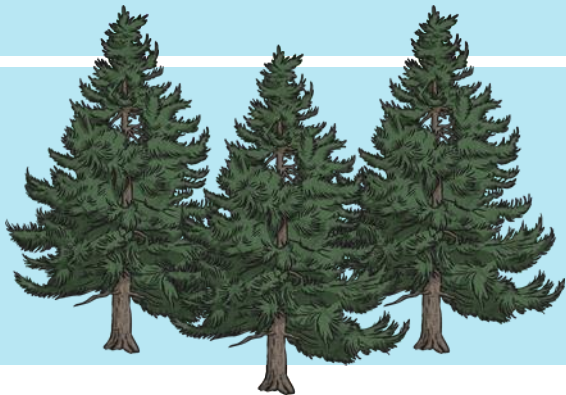
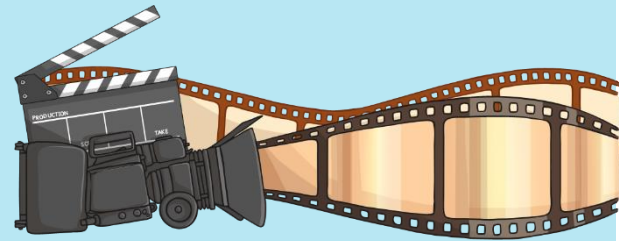
Tomorrow morning, Holly starts judo classes.

Find the expanded noun phrases in these sentences:



The last remaining horse won the race.

They don't like boring, old movies.



The cool, gentle breeze swayed the trees.

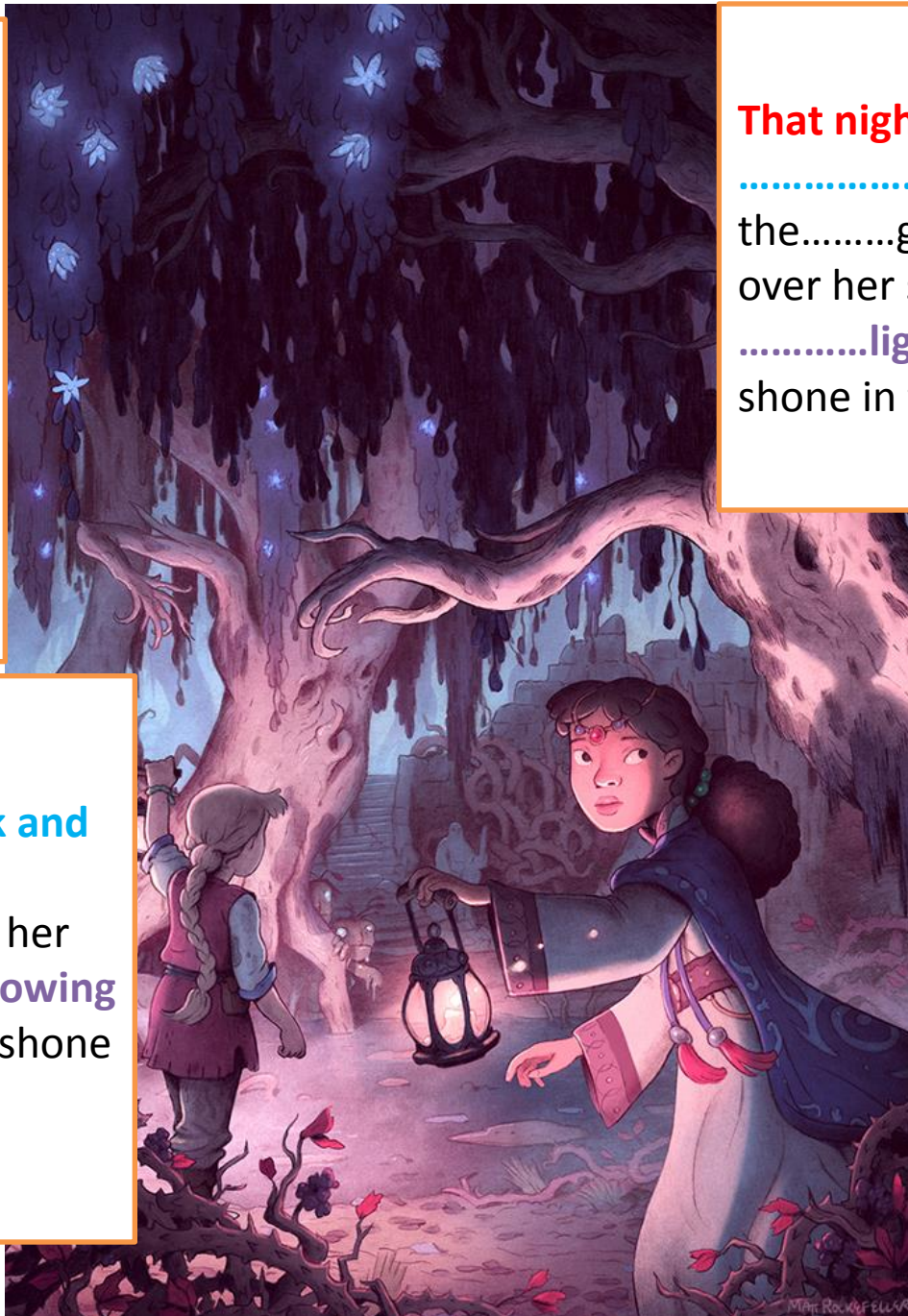
Write a paragraph describing the picture.

Use 2 fronted adverbials.

2 preposition phrases.

2 expanded noun phrases

That night, in the dark and gloomy forest, the girl looked nervously over her shoulder. **The eerie, glowing light** from the lantern shone in the darkness....



That night, in the
.....forest,
the.....girl looked
over her shoulder. **The**
.....light from the lantern
shone in the darkness....

What is SPaG?

Grammar and Punctuation Knowledge 9

Modal Verbs

Modal verbs indicate the conditions or likelihood of a main verb.

For example “**I will eat food**” is a **statement** of the strong likelihood of an action, whereas “**I might eat food**” suggests that it is less likely. It is the modal verb that raises the ideas of the necessity or likelihood of an action happening.

Modal verbs are:

would, could, might, should, can, will, shall, may The rain **will** stop at the some time. It **might** stop before playtime.

ACTIVE VOICE



Wild penguins

attacked my sister .

action

subject

PASSIVE VOICE



subject

action

My sister was attacked
by wild penguins.

Actions can be written in the active voice or the passive voice.

In the active voice the action is done by a subject.

Gran broke the plate.

subject verb

In the passive voice the action is done to a subject.

The plate was **broken** by **Gran**.

verb

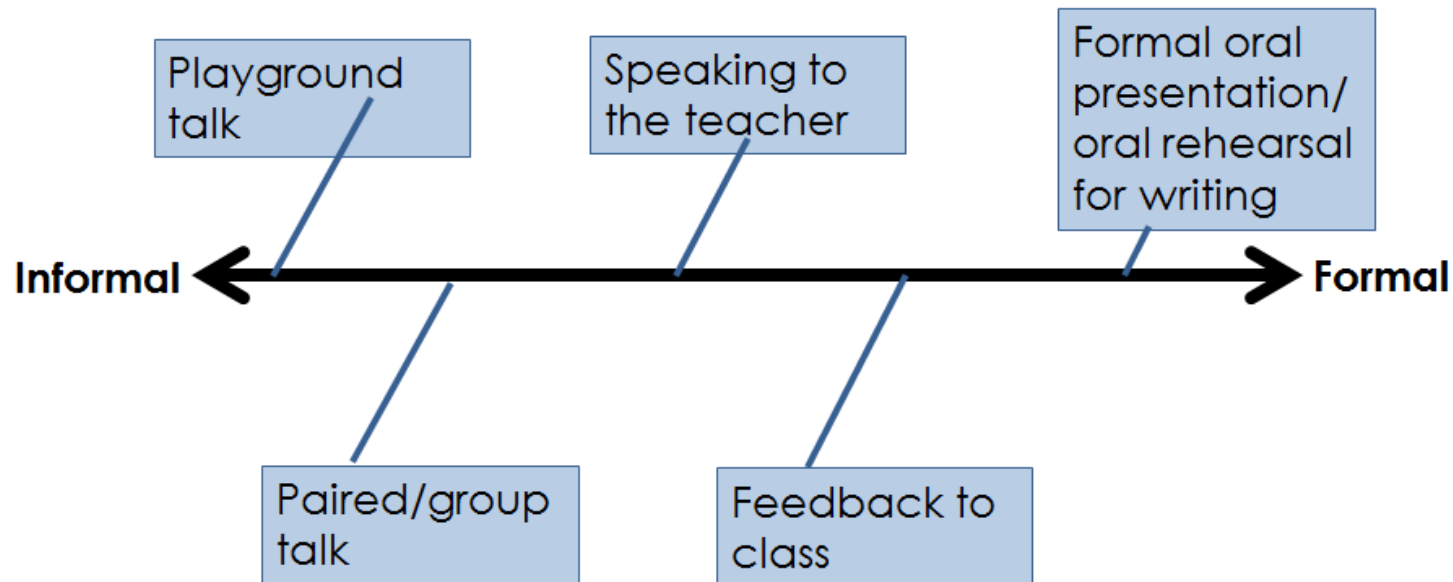
subject

Passive sentences usually contain the word **by**.

Formal /Informal writing

Children need to understand that there are varying degrees of formality and informality. The degree of formality will depend on the context. All pupils need to experience and understand the different types of language as they all need to be able to sustain the standard in their writing. For example, in a formal argument.

The first step is to use oracy to support this understanding.



Hi. What's
going on?

Good
morning. How
are you?

May I
introduce
myself ...

Informal



Formal

Hello. Nice
to see you
again.

My name is Jack
Chivers. I would like
to speak to ...

Use a wide variety of vocabulary for meaning and effect

Synonyms and Antonyms

Synonyms-words with the same or similar meanings.

e.g. synonyms for said are yelled, screeched, whispered, replied.

Antonyms-a word which has the opposite meaning to a given word.

e.g. antonyms for cold are hot, warm, humid, fiery and balmy.

This short balanced argument presents 2 contrasting views of graffiti.

Morgan has identified that a more formal tone is appropriate for this piece. This is mostly maintained throughout the selection of grammatical structures (*Some people argue that; There is no doubt that; No one can deny that*) and vocabulary (*symbolises; compelled; offensive; unsightly*). Contractions are rarely used in the piece, reflecting the writer's awareness of the fact that they can signal informality.

Cohesion is achieved within and across the 4 paragraphs through the use of adverbs (*Consequently; however*) and through the use of contrast (*while other people believe; on the other hand; on the contrary*) to signal the opposing points of view.

Precise vocabulary choices (*perpetrators; vandalism; expressive piece of art; work of art*) establishes the authority of the writer, underlines their knowledge of and research on the topic, and reflects the tone of the piece, although these are not always employed correctly (*declined neighborhood*).
[C] [GP]

Should Graffiti be made legal?

Some people ~~say~~ argue that graffiti symbolises a declined neighborhood, ~~others say~~ while other people believe it is an ~~reasonable peace~~ expressive piece of art, but ~~constantly~~ continuesly, both of these opinions are being judged. There is no doubt that this is a raging argument that ~~he~~ is in desperate need of solving.

It is a fact that some graffiti can be considered a work of art yet, on the other hand, some can be spiteful and rude. Consequently, graffiti is mostly on places it shouldn't be on, however there are allocated places for graffiti, so artists can be recognised without getting into trouble.

The passive verbs suggest formality and show that the writer is detached from the argument. Use of the modal verb (*can*) is used to suggest both possibility (*can be considered*) and certainty (*can be recognised*).
[GP] [C]

The writer's personal views are outlined in the closing paragraph. This picks up the themes of the previous sections (the distinction between the *art version* and the *unsightly vandalism*), helping to create a sense of a unified argument.

The conclusion directly addresses the reader and clarifies the writer's stance that graffiti as an art form is often misunderstood.

[C]

No one can deny that some graffiti is offensive and quite scary but if perpetrators get caught writing rude and offensive things then they will be compelled to clean the vandalism off ~~and~~ as well as ~~imer~~ get a fine or community service. Some people say it is a bad influence for younger children but, on the contrary, children can be informed that it graffiti vandalism is against the law and can be brought up in a kind but firm way to be against ~~bad graffiti~~ offensive material.

Multi-clause sentence containing co-ordination (*and; but*) and subordination (*if*) skilfully balances the negative side of graffiti (*rude; offensive; quite scary*) with the consequences for perpetrators if caught.
[GP] [C]

To conclude my balanced argument, clearly the art version of graffiti is ~~clearly~~ misunderstood unlike unsightly vandalism which, if the artists are caught, I think they should get severely punished. I hope you have formed a clearer view on the matter.

Adverbs secure the argument (*clearly*) and drive home the strength of the writer's opinion (*severely*).
[C] [GP]

Handwriting maintains legibility with letters appropriately joined.

A number of significant edits have been made at the point of writing to improve vocabulary choices and avoid repetition.

[T]

Most words are correctly spelled. Words from the year 5 / 6 spelling list that are correctly spelled include *community*, *desperate* and *symbol[ises]* but not *neighbour[hood]*.

[T]

Commas for parenthesis are used correctly, as are commas for clarity, including after most fronted adverbials.

The question mark is used correctly in the title.

[GP]