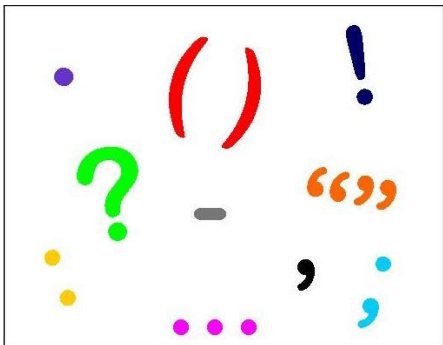


Punctuation

- Using **hyphens** to clarify meaning and avoid ambiguity.
e.g. recover versus re-cover.
- To use **semi colons** and **colons** to mark the boundary between independent clauses.
- **Bullet points** to list information
- To use **ellipsis** effectively in writing



Grammar and Vocabulary

- The difference between **informal** and **formal** language.
e.g. find out - discover, ask for - request, go in - enter
- The difference between **informal** and **formal** language in writing.
e.g. **Informal question tags** - He's your friend, isn't he?
e.g. **Formal subjunctive forms** - If I were..., Were they to come...
- To investigate how words are related by meaning as **synonyms** and **antonyms**.
- The use of the **active** and **passive voice** to affect the presentation of information in a sentence.
- To use a **wider range of cohesive devices**
e.g. adverbials such as on the other hand, in contrast
- To have a thorough understanding of **sentence structures**.

Grammatical terms that children should know

- Subject and object
- Active and passive voice
- Synonym and antonym
 - Ellipsis
 - Hyphen
 - Colon
- Semi colon
- Cohesion

Let's eat grandpa.
Let's eat, grandpa.

**correct punctuation can
save a person's life.**

Spelling Rules Which May Be Covered In Years 5 or 6

'cious' and 'tious'

Either during year 5 or 6, children will learn the spelling patterns using the above endings. If the root word ends in 'ce' then 'cious' is added, e.g. grace - gracious.

We use 'dge' after a short vowel sound but 'ge' after any other sound.

At other points within the word, a letter 'g' is used before letters y, i or e, such as gem and magic. A 'j' is used before u, o or a, such as join and adjust.

'cial' or 'tial'

Other spelling patterns such as 'cial' and 'tial' may be introduced. The 'tial' ending comes after a consonant letter whereas 'cial' is common after a vowel, e.g. special and partial.

Exceptions: include, financial, provincial and commercial.

words ending in 'ant', 'ance', 'ation', 'ancy', 'ent', 'ence' and 'ency'

These common spelling patterns may be learned in either year 5 or 6, e.g. pendant, appearance, toleration and hesitancy.

adding suffixes to words ending in 'fer'

This rule applies if the suffix begins with vowel letters. The 'r' is doubled if the 'fer' is still stressed when the suffix is added, e.g. preferred. The 'r' isn't doubled if the 'fer' isn't stressed anymore e.g. reference.

the 'i' before 'e' except after 'c' rule

Children may be taught that this rule applies to words such as ceiling and receive. They might also look into any possible exceptions.

Other spelling patterns which may be taught include words containing 'ough' and words with silent letters such as knight and thistle.



"Let your light shine"
Matthew 5:16



"Let your light shine"
Matthew 5:16

Basic Skills
Grammar, Punctuation,
Vocabulary and
Spelling



Year 6