

Vocabulary

Children's acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Parents should help to develop vocabulary actively, building on children's current knowledge. Parents should increase their child's store of words in general; simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words.

In this way, children expand the vocabulary choices that are available to them when they write. In addition, it is vital for children's comprehension that they understand the meanings of words they meet in their reading across all literature.

Parents can support in enriching their child's vocabulary by regularly listening to them read and then asking their children about their reading and why the author has used the vocabulary and punctuation within the text – how has that impacted the story or your child as the reader?

Discussing the reading, vocabulary, punctuation and context with your child will enable them to further understand the authors use of EGPS.

“One child, one teacher, one book, one pen can change the world.” ...

Malala Yousafzai

Year 5/6 Word List			
accommodate	correspond	immediate(ly)	queue
accompany	criticise	identity	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	equipment	necessary	Sincere
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



**Woodland
Academy Trust**

Revealing the Champion Within

Parental Guidance English, Grammar, Punctuation and Spelling Year 6

This guide has been created to support parents and carers in understanding the expectations of English, grammar, punctuation and spelling (EGPS) being taught across Year 6.

There is a list of all the spellings patterns and words that year 5/6 children should be able to both spell correctly and apply independently into their writing.

Circle Map



Terminology:

In year 6 your child should be familiar with the following terminology and be able to explain how it can be used to create effective writing.:

- Synonyms
- Antonyms
- Passive tense
- Subjunctive form
- Subjects with the sentence
- Synonyms
- Antonyms

Your child should also be able to show the correct use of:

- Ellipses
- Hyphens
- Colons
- Bullet points
- Semi-colons

Using passive tense, to affect the presentation of information in a sentence.

Antonyms: To know two words are antonyms if their meanings are opposites.

Passive Tense: Knowing that objects can be turned into the subject of a passive verb, and cannot be adjectives (contrast with complements).

E.g.

Some people suggested a pretty display - the noun phrase acting as object.

Punctuation:

In year 6, your child should be able to correctly use the following punctuation independently and correctly:

- Semi-colons- between independent clauses and within lists
- Colons
- Dashes
- Bullet points
- Ellipses

Semi-colons: Using semi-colons to mark boundaries between independent clauses.

Semi-colons: Using semi-colons within lists.

E.g. I have been to Newcastle, Carlisle, and York in the North; Bristol, Exeter, and Portsmouth in the South; and Cromer, Norwich, and Lincoln in the East .

Hyphens: Using hyphens to avoid ambiguity.

E.g. man eating shark versus man-eating shark or recover

Ellipses : Using ellipses to create suspense

E.g. If only she hadn't opened the door...

Sentence Structures:

In year 6 your child should be able to write using a range of sentence structures that will engage the reader into their written pieces. There is an expectation that your child is able to employ the whole range of sentence structures independently into their writing, as well as being able to identify the structures in their reading materials.

To use the range of punctuation correctly as well as :

- Informal speech
- Formal speech
- Cohesion

Varied layout such as :

- Headings
- Subheadings
- Columns
- Bullets

Informal Speech: Using the correct vocabulary for informal speech.

E.g. let's find out, Can I ask for, Can we go in...

Formal Speech: Compared to using the correct vocabulary for formal speech

E.g. let's discover, Can I request, May we enter ...

Cohesion : Cohesion across paragraphs using phrases related to time, cause, emphasis, cause and effect.

E.g. after a while, on the other hand, most importantly, as a result, consequently.