





What's happening this term:		Year 6 Summer Term English			Year 6 National Curriculum content																									
<p>Recount of a sporting event</p> <ul style="list-style-type: none"> • Contrast of tenses • Use of a semi-colon • Repetition • Expanded noun phrase • Relative clause <p>Short story</p> <ul style="list-style-type: none"> • Dialogue to convey action <p>Scientific report</p> <ul style="list-style-type: none"> • Scientific vocabulary • Relative clause • Headings and subheadings • Coordinating and subordinating conjunctions <p>Persuasive letter to the mayor</p> <ul style="list-style-type: none"> • Use the subjunctive form in very formal speech • Formal language • Modal verbs • Year 5 and 6 spellings 					<p>Word</p> <ul style="list-style-type: none"> • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out / discover; ask for / request; go in / enter • How words are related by meaning as synonyms and antonyms e.g. big, large, little 																									
					<p>Some words to learn to spell this half term:</p> <table border="1" data-bbox="667 639 1368 970"> <tr><td>programme</td><td>challenge</td><td>produce</td></tr> <tr><td>telegram</td><td>damage</td><td>present</td></tr> <tr><td>hologram</td><td>broadcast</td><td>reason</td></tr> <tr><td>diagram</td><td>benefit</td><td>silence</td></tr> <tr><td>grammar</td><td>charge</td><td>support</td></tr> <tr><td>shoulder</td><td>grammatical</td><td>freeze</td></tr> <tr><td>smoulder</td><td>parallelogram</td><td>balance</td></tr> <tr><td>mould</td><td>known</td><td>thrown</td></tr> </table>			programme	challenge	produce	telegram	damage	present	hologram	broadcast	reason	diagram	benefit	silence	grammar	charge	support	shoulder	grammatical	freeze	smoulder	parallelogram	balance	mould	known
programme	challenge	produce																												
telegram	damage	present																												
hologram	broadcast	reason																												
diagram	benefit	silence																												
grammar	charge	support																												
shoulder	grammatical	freeze																												
smoulder	parallelogram	balance																												
mould	known	thrown																												
<p>Ideas for reading this half-term:</p> 		 			<p>Key vocabulary:</p> <table border="1" data-bbox="1384 847 2157 1262"> <tr><td>Telegram</td><td>A telegram is a written message transmitted over long distances using electrical or radio signals.</td></tr> <tr><td>Hazardous</td><td>risky; dangerous.</td></tr> <tr><td>Persuasion</td><td>the action or process of persuading someone or of being persuaded to do or believe something.</td></tr> <tr><td>Purpose</td><td>a reason for writing e.g. to inform, to persuade, to entertain, to request, to complain</td></tr> <tr><td>Hologram</td><td>A hologram is a recording of a light interference pattern that produces a true three-dimensional image when illuminated by a laser.</td></tr> </table>		Telegram	A telegram is a written message transmitted over long distances using electrical or radio signals.	Hazardous	risky; dangerous.	Persuasion	the action or process of persuading someone or of being persuaded to do or believe something.	Purpose	a reason for writing e.g. to inform, to persuade, to entertain, to request, to complain	Hologram	A hologram is a recording of a light interference pattern that produces a true three-dimensional image when illuminated by a laser.														
Telegram	A telegram is a written message transmitted over long distances using electrical or radio signals.																													
Hazardous	risky; dangerous.																													
Persuasion	the action or process of persuading someone or of being persuaded to do or believe something.																													
Purpose	a reason for writing e.g. to inform, to persuade, to entertain, to request, to complain																													
Hologram	A hologram is a recording of a light interference pattern that produces a true three-dimensional image when illuminated by a laser.																													
<p>Examples of sentences taught this half-term, including 'Alan Peat' sentences:</p>		<table border="1" data-bbox="347 1278 2157 1422"> <tr> <td>1st Sentence type:</td> <td>O.(I.) sentences OR Outside: Inside sentences Two related sentences (first tells us what a character is supposedly thinking, second, related sentence, which is always in brackets, lets the reader know the character's true INNER feelings)</td> </tr> <tr> <td>2nd Sentence type:</td> <td>Irony – over the top sentences e.g. Our 'luxury' hotel turned out to be a farm outbuilding</td> </tr> <tr> <td>3rd Sentence type:</td> <td>Command Sentence Used when telling someone to do something, including an imperative verb.</td> </tr> </table>					1st Sentence type:	O.(I.) sentences OR Outside: Inside sentences Two related sentences (first tells us what a character is supposedly thinking, second, related sentence, which is always in brackets, lets the reader know the character's true INNER feelings)	2nd Sentence type:	Irony – over the top sentences e.g. Our 'luxury' hotel turned out to be a farm outbuilding	3rd Sentence type:	Command Sentence Used when telling someone to do something, including an imperative verb.																		
1st Sentence type:	O.(I.) sentences OR Outside: Inside sentences Two related sentences (first tells us what a character is supposedly thinking, second, related sentence, which is always in brackets, lets the reader know the character's true INNER feelings)																													
2nd Sentence type:	Irony – over the top sentences e.g. Our 'luxury' hotel turned out to be a farm outbuilding																													
3rd Sentence type:	Command Sentence Used when telling someone to do something, including an imperative verb.																													

Key Vocabulary: (choose 5 each half term from this list)

Concepts in Red have been taught in previous year groups but should still be included in Key Vocabulary list where they are relevant, and where understanding them is a vital step in the children's next learning journey.

noun: the name of an object, place, time.

singular: a singular noun (e.g. lion) shows that there is only one object.

plural: a plural noun (e.g. lions) shows that there is more than one of that object.

determiner: a word that introduces and defines a noun e.g. a, an, the, these, those, every, many, two.

consonant: any letter of the alphabet that is not a vowel

vowel: five letters of the alphabet are vowels – a, e, i, o, u

proper noun: nouns that are names of people and places need capital letters.

pronoun: a word such as 'he', 'it', 'they' that are used instead of a noun.

relative pronoun: a word that is used to introduce a relative clause e.g. which, who, whose, that,

possessive pronoun: a pronoun that shows possession e.g. *mine, ours, hers, his, theirs, and yours.*

noun phrase: a short clause that uses adjectives to describe a noun

adjective: a word that describes a noun, including colours and sizes

synonym: a word that has a similar meaning to another word

antonym: a word that has the opposite meaning to another word

verb: a word for an action. Changing the verb can change the tense of the writing

modal verb: an additional verb that qualifies the main verb in a sentence e.g. must, should, could, might, may, will, does

verb inflections: how verbs change according to tense or subject e.g. I do, he does

Standard English: the grammatically correct form of written and spoken English

dialect: local spoken forms of English that do not use the correct inflections e.g. you was

word family: a group of words that share a common root word and are similar in meaning

suffix: an ending that is added to the end of root word to change its meaning

prefix: a starter that is added to the beginning a root word to change its meaning

past tense: describing things that have happened in the past

present tense: describing things that happen now, or are happening now

present perfect tense: a recent past-tense verb form using has/have and the past participle

progressive tenses: using the verb 'to be' with the -ing form of the verb in the present or past tense

active: where the subject (person doing the verb) is first in the sentence: I broke the window.

passive: where the subject (person doing the verb) is not first in the sentence, or is completely missing: The window was broken (by me).

adverb: a word that describes how a verb is done – often ending in -ly

adverbial phrase: several words that do the job of an adverb, explaining how, why, where or how often a verb is done.

fronted adverbial: a phrase that opens a sentence explaining how or why the verb was done e.g. Later that day,

preposition: a word that describes the position of an object e.g. in, under, between, behind, through, outside,

punctuation: marks made in writing to help the reader understand what is written

apostrophe: a punctuation mark to show 1) letters are missing from a contracted word 2) something belongs to someone

contraction: the apostrophe of contraction shows a letter or letters are missing.

possession: the apostrophe of possession shows something belongs to someone

comma: a punctuation mark used to separate items in a list, or to separate clauses in a sentence

inverted commas: punctuation marks that go at the beginning and end of direct speech

direct speech: speech that shows exactly the words that were spoken or thought

hyphen: a short line that joins two words e.g. twenty-three, ice-cream

parenthesis: additional information added to a sentence using brackets, dashes or commas

brackets: a pair of curved vertical lines around additional information that indicate it can be ignored.

dashes: a pair of lines around additional information that indicate its greater importance and emphasis

ellipsis: a series of three dots to indicate tailing off or interruption, or a hesitation or pause.

bullet points: a series of dots used next to short items in a vertical list

colon: used to start list or other dependent clause after a sentence finishes, often interpreted as meaning '*and here they are / it is...*'

semi-colon: can be used to separate longer items in a descriptive list, or to mark the boundary between independent clauses.

sentence: an idea in words that makes sense, separated from other ideas using capital letters and punctuation.

subject: the person, thing or animal doing the verb. Sentences contain a verb and a subject to do the verb e.g. **Martha** cried.

object: the person or thing to which a verb is done. Not all sentences have an object e.g. Jamie threw **the ball**.

ambiguity: when a sentence could be interpreted as having more than one meaning, confusing the reader

conjunction: a word that joins ideas together in a sentence e.g. *and*

clause: part of a sentence that does not make sense on its own e.g. kicking the ball

co-ordinating conjunction: when, if, that, because

subordinating conjunction: or, but, and

subordinate clause: a clause that begins with a subordinating conjunction e.g. because it was raining

statement: a statement is a factual sentence giving information: Jamie caught the ball.

question: a question uses wh-words or modal verbs e.g. where are you ? Did you see it?

exclamation: an exclamation uses 'how' or 'what' but is not a question e.g. What a lovely day it is!

command: a sentence that is a command begins with an imperative verb e.g. Fetch the ball.

paragraph: a group of related sentences on a topic

cohesion: the structure, grouping, linking and ordering of information to create meaning

heading / subheading: titles for paragraphs to help the reader locate information quickly.

Introduction: the first paragraph of a piece of non-fiction writing that includes the definition and purpose

definition: a statement in an introduction that explains the subject that is being written about

purpose: a reason for writing e.g. to inform, to persuade, to entertain, to request, to complain

conclusion: the final paragraph of a piece of non-fiction writing that sums up the key points and tells the reader what to do next.