

# Year 6 Weekly Learning Update

Spring 2, Week 5

## Spelling



We are using different strategies for learning words.  
We are learning words from the Year 5 and 6 statutory word list.  
We are revisiting spellings that we are not yet secure with.

## Literacy

We are reading a variety of different non-fiction and fiction texts.  
We are learning to infer meaning from a given sentence.  
We are revising our knowledge of grammar using a range of quizzes and games.  
We are learning how to present information in the format of a non-fiction text.  
We are writing a non-fiction text on Victorian School.

## Maths

We are calculating missing angles in a triangle.  
We are calculating angles in a quadrilateral.  
We are calculating angles in a polygon.

*I can learn to spell words using Look, Say, Cover, Write, Check.*

<i>Spelling</i>	<i>Look</i>	<i>Cover</i>	<i>Write</i>	<i>Check</i>
<i>subtle</i>				
<i>knowledge</i>				
<i>wrong</i>				
<i>design</i>				
<i>calmly</i>				
<i>honestly</i>				

*Choose two of the most difficult spellings. Write a sentence for each.*

1. \_\_\_\_\_

2. \_\_\_\_\_

Word classes		
Category	Definition	Example
<b>noun</b>	a person, place, thing or feeling	<i>dog, school, happiness</i>
<b>verb</b>	shows an action, a doing or being word	<i>run, was, think</i>
	regular	adds -ed to show past tense <i>walk → walked</i>
	irregular	doesn't follow usual past tense rules <i>go → went</i>
	modal	goes before another verb to show possibility or certainty <i>might, should, will</i>
	progressive	see <b>Tense (on the next page)</b> <i>She is walking to school.</i>
	perfect	see <b>Tense (on the next page)</b> <i>She has walked to school.</i>
	active	In active voice, there is an active verb and the subject does the action. <i>The dog chased the cat.</i>
	passive	In passive voice, there is a passive verb and the subject has the action done to it. <i>The cat was chased by the dog.</i>
<b>adjective</b>	describes a noun	<i>blue, tall, happy</i>
<b>conjunction</b>	co-ordinating	joins main clauses <i>and, but, or</i>
	subordinating	joins a main and subordinate clause <i>because, when</i>
<b>pronoun</b>	replaces a noun	<i>he, she, they, it</i>
	relative	starts a relative clause <i>who, which, that</i>
	possessive	shows something belongs to someone <i>his, hers, theirs</i>
<b>adverb</b>	describes how, when or where something happens	<i>quickly, yesterday, here</i>
<b>preposition</b>	shows where or when something is	<i>under, after, next to</i>
<b>determiner</b>	used before a noun to show which one or how many	<i>the, some, three</i>

Types of sentence		
Category	Definition	Example
<b>statement</b>	tells you something	<i>This is blue.</i>
<b>question</b>	asks something	<i>Is that blue?</i>
<b>command</b>	tells someone to do something	<i>Paint it blue.</i>
<b>exclamation</b>	shows strong feeling; starts with 'what' or 'how'	<i>How blue that is!</i>

Parts of a sentence		
Category	Definition	Example
<b>subject</b>	the person or thing doing the action in a sentence	<i>She ate a banana.</i>
<b>object</b>	the person or thing the action is done to	<i>She ate <b>a</b> banana.</i>
<b>clause</b>	a group of words with a verb (it could be a full sentence or part of one)	<i>he kicked a ball</i>
	main (or independent)	a part of a sentence that makes sense on its own <i>he kicked a ball</i>
	subordinate	a part of a sentence that doesn't make sense on its own (begins with a subordinating conjunction) <i>because they were hungry</i>
	relative	a type of subordinate clause that gives more detail about a noun (starts with a relative pronoun) <i>which are blue</i>
<b>adverbial (fronted)</b>	a word or phrase that tells us when, where or how something happens (sometimes at the start of a sentence)	<i><b>After lunch</b>, we played.</i>
<b>expanded noun phrase</b>	a noun with extra detail added	<i>the small, fluffy kitten</i>

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Tense		
Category	Definition	Example
<b>present</b>	shows that something is happening now or happens regularly	<i>She walks to school.</i>
<b>simple past</b>	shows something that happened once	<i>She walked to school.</i>
<b>progressive</b>	shows something still happening (uses the helper verb 'is' or 'are' and verb ends in -ing)	<i>She is walking to school.</i>
<b>perfect</b>	shows something already completed (uses the helper verb 'had' or 'have')	<i>She had walked to school.</i>

Language		
<b>formal</b>	polite or proper language, often used in writing or serious situations	<i>Please submit this by Monday.</i>
<b>informal</b>	everyday, casual language used with friends	<i>Get it to me by Mon.</i>
<b>Standard English</b>	the correct way of writing English	

Words		
<b>synonym</b>	a word that means the same or nearly the same	<i>big and large</i>
<b>antonym</b>	a word that means the opposite	<i>hot and cold</i>
<b>prefix</b>	letters added to the start of a word to change its meaning	<i>unhappy</i>
<b>suffix</b>	letters added to the end of a word to change its meaning	<i>careful</i>
<b>word family</b>	a group of words that come from the same root word	<i>help, helpful, helpless</i>

Punctuation			
Category		Definition	Example
<b>capital letter</b>		used at the start of sentences or for proper nouns	<i>I live in London.</i>
<b>full stop</b>		used to end a sentence	<i>This is my cat.</i>
<b>question mark</b>		used to end a question	<i>How are you?</i>
<b>exclamation mark</b>		used at the end of an exclamation, or to show strong feeling	<i>What a beautiful day!</i>
<b>apostrophe</b>	for a contraction	shows letters are missing	<i>can't = cannot</i>
	to show possession	shows something belongs to someone or something	<i>Amir's book</i>
<b>comma(s)</b>	in a list	used between items in a list	<i>apples, bananas, oranges</i>
	in dialogue	used before someone speaks or at the end of dialogue	<i>She said, "Hello!"</i> <i>"I don't know," he said.</i>
	in a sentence	used between phrases or clauses (especially after a fronted adverbial)	<i>After lunch, we played.</i>
	double	used in pairs as parentheses to show extra information in a sentence	<i>The boy, who was tall, read a book.</i>
<b>brackets</b>		used in pairs as parentheses to show extra information in a sentence	<i>The boy (who was tall) read a book.</i>
<b>dash(es)</b>	single	used to join main clauses	<i>She threw the ball - it went really high.</i>
	double	used in pairs as parentheses to show extra information in a sentence	<i>The boy - who was tall - read a book.</i>
<b>colon</b>		used to join two main clauses when the second main clause explains the first main clause, or before a list	<i>It was dark: the lights had been turned off.</i>
<b>semi-colon</b>		used to join main clauses when two main clauses are closely related, or list expanded noun phrases	<i>I was hungry; there was nothing to eat.</i>
<b>hyphen</b>		used to join words, or parts of words	<i>well-known</i>
<b>inverted commas</b>		used around dialogue (speech)	<i>"Hello!" she said.</i>

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