




What's happening this half term:		Year 6 Autumn Term 1 English		Year 6 National Curriculum content																									
<b>Recount of Summer Holidays</b> <ul style="list-style-type: none"> <li>Using the past tense accurately</li> <li>Writing in chronological order</li> <li>Using Time Conjunctions (after, eventually)</li> <li>Using the first person pronoun, I.</li> </ul> <b>School Role Applications</b> <ul style="list-style-type: none"> <li>To identify the difference between vocabulary used in informal and formal speech and writing</li> <li>To use the colon to introduce lists and the semi-colon within lists</li> </ul> <b>Personal Poem</b> <ul style="list-style-type: none"> <li>To spell words with endings that sound like /jəs/ , spelt '-cious' or '-tious'</li> <li>To use figurative language, using other similar writing as models for their own</li> <li>Investigate types of figurative language.</li> </ul> <b>A story set on board The Beagle</b> <ul style="list-style-type: none"> <li>To use relative clauses beginning with who, which, where, when, whose, that.</li> <li>Check work with a thesaurus.</li> <li>Write a story about life aboard The Beagle.</li> </ul>				<b>Word</b> <ul style="list-style-type: none"> <li>The difference between vocabulary typical of <b>informal</b> speech and vocabulary appropriate for <b>formal</b> speech and writing e.g. find out / discover; ask for / request; go in / enter</li> <li>How words are related by meaning as <b>synonyms</b> and <b>antonyms</b> e.g. big, large, little</li> </ul>																									
		<b>Some words to learn to spell this half term:</b> <table border="1"> <tr> <td>disastrous</td> <td>leisure</td> <td>agressive</td> </tr> <tr> <td>discover</td> <td>queue</td> <td>obey</td> </tr> <tr> <td>foreign</td> <td>temperature</td> <td>qualification</td> </tr> <tr> <td>yoyage</td> <td>according</td> <td>punctual</td> </tr> <tr> <td>environmental</td> <td>marvellous</td> <td>relevance</td> </tr> <tr> <td>suggest</td> <td>individual</td> <td>enrichment</td> </tr> <tr> <td>equipment</td> <td>determined</td> <td>application</td> </tr> <tr> <td>explanation</td> <td>persuasive</td> <td>enclose</td> </tr> </table>		disastrous	leisure	agressive	discover	queue	obey	foreign	temperature	qualification	yoyage	according	punctual	environmental	marvellous	relevance	suggest	individual	enrichment	equipment	determined	application	explanation	persuasive	enclose	<b>Sentence</b> <ul style="list-style-type: none"> <li>Use of the <b>passive</b> to affect the presentation of information in a sentence e.g. the window was broken.</li> <li>The difference between structures typical of <b>informal</b> and <b>formal</b> speech e.g. the use of question tags (He's your friend, isn't he?) or the use of <b>subjunctive</b> forms e.g. if I were in some very formal writing and speech.</li> </ul>	
disastrous	leisure	agressive																											
discover	queue	obey																											
foreign	temperature	qualification																											
yoyage	according	punctual																											
environmental	marvellous	relevance																											
suggest	individual	enrichment																											
equipment	determined	application																											
explanation	persuasive	enclose																											
				<b>Text</b> <ul style="list-style-type: none"> <li>Linking ideas across paragraphs using a range of <b>cohesive</b> devices e.g. repetition, adverbials and <b>ellipsis</b>.</li> </ul>																									
				<b>Punctuation</b> <ul style="list-style-type: none"> <li>Use of the <b>semi-colon</b>, <b>colon</b> and <b>dash</b> between <b>independent clauses</b> e.g. It's raining; I'm fed up.</li> <li>Use of the <b>colon</b> to introduce a list, and use of <b>semi-colons</b> within lists.</li> <li>Punctuation of <b>bullet points</b> to list information</li> <li>How <b>hyphens</b> can be used to avoid <b>ambiguity</b> in words such as recover/re-cover</li> </ul>																									
				<b>Key vocabulary:</b> <table border="1"> <tr> <td>colon</td> <td>used to start lists or other dependent clause after a sentence finishes, often interpreted as meaning 'and here they are / it is...'</td> </tr> <tr> <td>progressive tenses</td> <td>using the verb 'to be' with the -ing form of the verb in the present or past tense</td> </tr> <tr> <td>pronoun</td> <td>a word such as 'he', 'it', 'they' that are used instead of a noun.</td> </tr> <tr> <td>semi-colon</td> <td>can be used to separate longer items in a descriptive list, or to mark the boundary between independent clauses.</td> </tr> <tr> <td>synonym</td> <td>a word that has a similar meaning to another word</td> </tr> </table>		colon	used to start lists or other dependent clause after a sentence finishes, often interpreted as meaning 'and here they are / it is...'	progressive tenses	using the verb 'to be' with the -ing form of the verb in the present or past tense	pronoun	a word such as 'he', 'it', 'they' that are used instead of a noun.	semi-colon	can be used to separate longer items in a descriptive list, or to mark the boundary between independent clauses.	synonym	a word that has a similar meaning to another word														
colon	used to start lists or other dependent clause after a sentence finishes, often interpreted as meaning 'and here they are / it is...'																												
progressive tenses	using the verb 'to be' with the -ing form of the verb in the present or past tense																												
pronoun	a word such as 'he', 'it', 'they' that are used instead of a noun.																												
semi-colon	can be used to separate longer items in a descriptive list, or to mark the boundary between independent clauses.																												
synonym	a word that has a similar meaning to another word																												
<b>Ideas for reading this half-term:</b> <p>Our class text is 'Peril on the Atlantic', by A.M Howell. We will also be looking at 'A River Speaks' by Joshua Seigal.</p>		 																											
<b>Examples of sentences taught this half-term, including 'Alan Peat' sentences:</b>		<b>1<sup>st</sup> Sentence type:</b> When _; when _; when _; then _ . Sentences <i>When tumultuous thunder shakes the ground; when blinding lightning tears the sky; when storm clouds block every ray of hopeful light, then you know the Kraken is approaching.</i>																											
		<b>2<sup>nd</sup> Sentence type:</b> Imagine 3 examples: sentences <i>Imagine a time when people may not be afraid, when life might be much simpler, when everyone could help each other: this is the story of that time.</i>																											
		<b>3<sup>rd</sup> Sentence type:</b> Some; others sentences <i>Some people love football; others just can't stand it.</i>																											

# 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.