

# Years 5 and 6 Grammar Workshop



adverb apostrophe clause  
determiner fronted adverbial  
modal verb noun phrase prefix  
present perfect pronoun root  
word sentence subjunctive  
suffix superlative tense verb



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# Preparing for SATS...

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If your child is currently in Year 6, they will sit the Spelling, Grammar and Punctuation (SPAG) exam in May 2019.

- Grammar paper (50 marks)
- Spelling paper (20 marks)

They will also sit a reading comprehension exam.

- Reading Comprehension paper is made up of three texts (50 marks)

If your child is currently in Year 5, they will sit the same exams as above. However, these things change all of the time!

# Spelling

- ❑ Each week, children will be taught a range of words which are all linked to the spelling rules, patterns and common exception words identified in the KS2 National Curriculum.
- ❑ Children receive two/three spelling lessons each week. It is important that children practise and learn their spellings at home each week.

Qu.	Spelling	Mark	Content domain reference
1	thumb	1	S60— words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
2	trouble	1	S40— the /ʌ/ sound spelt <i>ou</i>
3	mixture	1	S44— words with endings sounding like /ʒə/ or /tʃə/
4	portable	1	S56— words ending in <i>-able</i> and <i>-ible</i> words ending in <i>-ably</i> and <i>-ibly</i>
5	dough	1	S59— words containing the letter string <i>ough</i>
6	science	1	S55— words ending in <i>-ant</i> , <i>-ance</i> , <i>-ancy</i> , <i>-ent</i> , <i>-ence</i> , <i>-ency</i> S51— words with the /s/ sound spelt <i>sc</i>
7	attention	1	S47— endings that sound like /ʃən/, spelt <i>-tion</i> , <i>-sion</i> , <i>-ssion</i> , <i>-cian</i>
8	obtained	1	S38— adding suffixes beginning with vowel letters to words of more than one syllable
9	weightless	1	S52— words with the /eɪ/ sound spelt <i>ei</i> , <i>eigh</i> , or <i>ey</i>
10	council	1	S61— homophones and near homophones (Years 3 and 4) homophones and other words that are often confused (Years 5 and 6)
11	suffered	1	S38— adding suffixes beginning with vowel letters to words of more than one syllable
12	typical	1	S39— the /i/ sound spelt <i>y</i> other than at the end of words
13	usually	1	S43— the suffix <i>-ly</i>
14	cautious	1	S53— endings which sound like /ʃəs/ spelt <i>-cious</i> or <i>-tious</i>
15	essential	1	S54— endings which sound like /ʃəl/
16	vague	1	S50— words ending with the /g/ sound spelt <i>-gue</i> and the /k/ sound spelt <i>-que</i>
17	adventurous	1	S46— the suffix <i>-ous</i> S38— adding suffixes beginning with vowel letters to words of more than one syllable
18	architect	1	S48— words with the /k/ sound spelt <i>ch</i>
19	descendant	1	S51— words with the /s/ sound spelt <i>sc</i> S60— words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
20	inconceivable	1	S58— words with the /i:/ sound spelt <i>ei</i> after <i>c</i>

# Spelling Rockets

- ❑ Spelling Rocket Cards have been created to cover the spelling objectives from years 1-6.
- ❑ It follows a similar structure to the Maths Rockets.

## Spelling Rocket Card Year 4

### LIFT OFF!

#### Captain Mixed steps 1-9

Chief Navigator Mixed steps 1-3

Pilot Mixed steps 4-6

First Mate Mixed steps 7-9

#### Step 9

- Words ending **-que** and **-gue** (i.e. league, tonque, cheque)
- sion** suffix (i.e. expansion, diversion, confusion)
- il-** prefix (i.e. illegal, illuminate, illegible)
- Homophones (saw, sore, soar, stationary, stationery, sweet, suite, which, witch, desert, dessert, compliment, complement, practise, practice)

Review year 4 key words\* (mixed test of words revised throughout the year)

#### Step 8

- Words ending **-tion** – part two (i.e. intention, deception, imitation)
- Words ending **-tion** – part three (i.e. admiration, subtraction, application)
- Ch making a k sound (i.e. psychologist, technique, scheme)
- Sc making a s sound (i.e. scenery, science, fascinate)

Review year 4 key words\* (mixed test of words revised throughout the year)

#### Step 7

- Words ending **-sion** (i.e. mission, expression, possession)
- Words ending **-ous** (i.e. devious, hideous, tremendous)
- Homophones (faint, feint, freeze, frieze, horse, hoarse, key, quay, muscle, mussel, vain, vein, vane, row, roe)
- Words ending **-tion** (i.e. friction, duration, rotation)

Review year 4 key words\* (accidentally, actual, actually, reign, remember, naughty, sentence, natural, notice, height, history, imagine, exercise, experience, experiment)

#### Step 6

- er** suffix for words ending in **ch** (i.e. searcher, preacher, teacher)
- Words ending **-ture** (i.e. structure, temperature, expenditure)
- Changing the end of a root word ending in **eide** to add **-sion** (i.e. revise - revision, decide - decision, provide - provision)

Review year 4 key words\* (guide, heard, heart, certain, circle, complete, extreme, famous, often, surprise, therefore, though, occasion, occasionally, favourite)

#### Step 5

- ation** suffix (i.e. frustration, application, evaporation)
- ly** suffix (i.e. hungry, cheekily, extraordinarily)
- In- prefix (i.e. invalid, incredible, inappropriate)

Review year 4 key words\* (possession, centre, century, caught, strange, length, possible, decide, position, material, continue, consider, suppose, strength, library)

#### Step 4

- Super-, anti- and auto- prefixes (i.e. anticlockwise, autograph, supermarket)
- Homophones and near homophones (accessory, accessary, bald, bawled, bizarre, bazaar, bough, bow, ceiling, sealing, sight, site, cite, cymbal, symbol)
- ally** suffix (i.e. frantically, specifically, traditionally)

Review year 4 key words\* (busy, earth, early, disappear, calendar, woman, interest, various, business, opposite, particular, increase, important, ordinary, weight)

#### Step 3

- ir-** prefix (i.e. irresponsible, irregular, irrelevant)
- Dis- prefix (i.e. disappear, disadvantage, dishonest)
- Re- prefix (i.e. refresh, redirect, recreate)

Review year 4 key words\* (mediche, minute, breathe, breath, special, build, describe, different, difficult, mention, pressure, probably, potatoes, separate, straight)

#### Step 2

- ou** making a u sound (i.e. enough, encourage, country)
- Un- prefix (i.e. unbelievable, unknown, unacceptable)
- im-** prefix (i.e. impolite, impatient, immature)

Review year 4 key words\* (peculiar, perhaps, popular, arrive, believe, bicycle, learn, question, knowledge, island, regular, enough, eight, eighth, recent)

#### Step 1

- Double consonants when adding **-ed**, **-ing** and **-er** suffixes (i.e. preferred, forgetting, grinned)
- Single consonants when adding **-ed**, **-ing** and **-er** (i.e. speaking, visited, gardener)
- Y as an **i** sound (i.e. dynamic, gymnastic, rhyme)



# Helpful Spelling Websites

<https://spellingframe.co.uk>

**Spelling Rule 1 - Adding suffixes beginning with vowel letters to words of more than one syllable**

[view words](#)

**Practice**

You will be shown the spelling of a word and then given various activities to help you to memorise that spelling. You will then be asked to type that word. If you can do so correctly you will move on to the next word.

**Test**

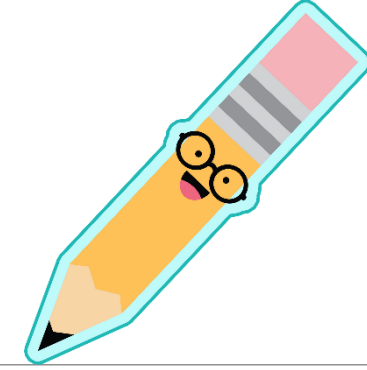
You will be asked to type a word that is spoken to you. If you are correct you will move on to the next word. If not, you will be given some activities to help you remember the spelling of that word and then retested. You will be able to see your score at the end of the test and can download and print your results to share with your teacher.

<https://www.bbc.com/bitesize/topics/zhrrd2p>

<http://www.ictgames.com/mobilePage/lcwc/index.html>

# Handwriting

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## National Curriculum

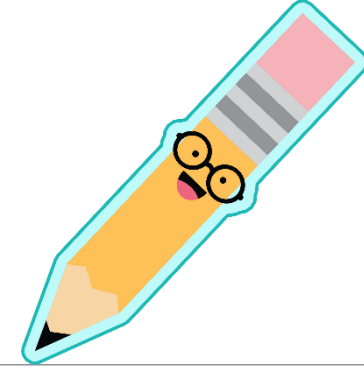
Pupils should be taught to:

write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task

# Handwriting

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- ❑ Children are taught handwriting 3 times a week.
- ❑ Children are required to use cursive handwriting.
- ❑ It is important that children continue to practice their handwriting at home.
  
- ❑ A useful website: <https://www.letterjoin.co.uk/>

# The Grammar Paper...What does it look like?

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- ❑ Children will be tested on their knowledge of spelling, grammar and punctuation.
- ❑ There are a range of question types including:
  - Short answers
  - Multiple choice

2017 national curriculum tests

## Key stage 2

English grammar,  
punctuation and spelling

Paper 1: questions

First name				
Middle name				
Last name				
Date of birth	Day		Month	Year
School name				
DfE number				



Tick one box in each row to show whether the apostrophe is used for a **contracted form** or **possession**.

Sentence	Apostrophe for a contracted form	Apostrophe for possession
Where is Karen's pen?		
Joshua's hungry.		
Please get the dog's dinner.		
The cat's outside.		

1 mark

Which sentence contains a **relative clause**?

Tick **one**.

The boy who I met at the park is in my class.

The team is going to play a match tomorrow.

Sue said that she wanted to learn to play the drums.

Whenever they have time, they like to go cycling.

1 mark

Rewrite the sentence below in the **active**.  
Remember to punctuate your answer correctly.

The vital clues were discovered by the detective.

\_\_\_\_\_

1 mark

Rewrite the underlined verbs in the sentence below so that they are in the **present progressive** form.

Jim learns French at school. He plans to ski in the Alps in the spring.

↓  
\_\_\_\_\_

↓  
\_\_\_\_\_

1 mark

What is the **subject** of the sentence below?

On Tuesday, Mary plans to meet Aidan in Liverpool.

Tick **one**.

Tuesday

Mary

Aidan

Liverpool

1 mark

Insert a **comma** and a **dash** in the correct places in the sentence below.

Before we leave school our class wants to start a vegetable garden the first in our school's history.

1 mark

Which **verb form** completes the sentence?

After Disha \_\_\_\_\_ her medal, she gave a television interview.

Tick **one**.

is collecting

had collected

has collected

was collecting

1 mark

Circle the correct **verb form** in each underlined pair to complete the sentences below.

The last place I saw Jack and Gwen was / were in the playground.

At the museum, there was / were many interesting exhibits.

The bikes was / were lined up for the start of the race.

1 mark

# Reading



Reading



- ❑ Children are expected to read everyday and write in their home reading journal.
- ❑ Children are expected to change their books at least once a week or when they have completed a book.
- ❑ It is important that children read to an adult at least twice a week and that questions are asked to check children's understanding of a text.
- ❑ Reading paper- Some of the reading skills children will be required to use to test their reading comprehension are:
  - Fact retrieval
  - Inference
  - Word meaning

# Useful resources and websites

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<https://www.letterjoin.co.uk/> (Handwriting)

<https://spellingframe.co.uk> (Spelling)

<http://www.ictgames.com/mobilePage/lcwc/index.html> (Spelling)

<https://www.bbc.com/bitesize/topics/zhrrd2p> (Grammar)

[www.satspapers.org.uk/Page.aspx?TId=5](http://www.satspapers.org.uk/Page.aspx?TId=5) (Past SATS tests)