



**Parent Guide
To English In
Year 6**



| Reading | |
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| Key Vocabulary | |
| decoding | The physical act of reading, breaking down each word into its phonic sounds to read it and understand its meaning. |
| comprehension | Understanding the content of what has been read and being able to explain this. |
| retrieval | Finding information from a text. |
| prediction | Saying what will happen next or as a result of something. |
| inference | Making assumptions about what is happening in a text from what you know |
| deduction | Using evidence in a text to support an idea |
| sequencing | To arrange information taken from a text into the correct sequence or order. |
| summarising | To read and take the essence of an idea from a text, extract the key points. |
| How to help | Useful links |
| <ul style="list-style-type: none"> • Provide opportunities for your child to read regularly and discuss what they have read with them. • Encourage reading for pleasure, model and discuss reading yourself. • Visit the library and introduce your child to a range of different authors and styles of both fiction and non-fiction. | <ul style="list-style-type: none"> • https://home.oxfordowl.co.uk/reading/ • https://www.bbc.co.uk/cbbc/curations/welove-books • Free E-books: https://www.oxfordowl.co.uk/forhome • Book Finder: https://www.booktrust.org.uk/books-andreading/bookfinder/ |
| Suggested authors for Year 6 | |
| <ul style="list-style-type: none"> • Peter Bunzl • Jamila Gavin • Morris Gleitzman • Fleur Hitchcock • Mitch Johnson • Marcus Sedgwick • Lauren St John • Ross Welford • Lara Williamson | <p>Book Trust list of best books for ages 9-11: https://www.booktrust.org.uk/booklists/1/100-best-books-9-11/ ...and ages 12-14 https://www.booktrust.org.uk/booklists/1/100best-12-14/</p> |

| Spelling | |
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| Key Vocabulary (as previous years plus...) | |
| antonym | A word opposite in meaning to another (e.g. <i>bad/good, hot/cold</i>). |
| compound word | A word that contains two or more root words e.g. <i>news+paper, ice+cream</i> |
| etymology | The study of the origin of words and the way in which their meanings have changed throughout history. |
| homophone | Two different words are homophones if they sound the same when pronounced but have different meanings and spellings e.g. <i>hear/here, pair/pear, night/knight</i> |
| morphology | The study of words and their parts. Morphemes, like prefixes, suffixes and base words, are defined as the smallest meaningful units of meaning. Morphemes are important for phonics in both reading and spelling, as well as in vocabulary and comprehension |

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| prefix | A prefix is added at the beginning of a word in order to turn it into another word e.g. <u>dis</u> appear, <u>un</u> happy |
| root word | This is a basic word with no prefix or suffix added to it e.g. <u>fruit</u> , <u>fruity</u> , <u>fruits</u> , <u>fruitful</u> |
| suffix | A suffix is an 'ending', used at the end of one word to turn it into another word e.g. <u>teacher</u> , <u>helping</u> |
| synonym | A word or phrase that means exactly or nearly the same as another word or phrase in the same language, for example <i>shut</i> is a synonym of <i>close</i> . |
| word family/ word class | Word families are groups of words that have a common feature, pattern or meaning. They usually share a common root word, to which different prefixes or suffixes are added. |
| How to help | |
| <ul style="list-style-type: none"> • Practise spelling words from the Year 6 list. • Encourage your child to spot patterns in their spelling words. • Practise spelling these words in the context of a sentence. • Practise using a dictionary to look up the definitions of words. | Useful links |
| | <ul style="list-style-type: none"> • https://home.oxfordowl.co.uk/english/pri-ary-spelling/ • https://www.bbc.co.uk/bitesize/topics/zhrrd2p |

| Grammar | |
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| Key Vocabulary (as previous years plus...) | |
| active/passive voice | To affect the presentation of information in a sentence e.g. ACTIVE: I broke the window in the greenhouse. PASSIVE: The window in the greenhouse was broken (by me). |
| ambiguity | Is when the meaning of a word phrase or sentence is uncertain and can be altered dependent upon how the sentence is punctuated e.g. writing, clearly isn't easy or writing clearly, isn't easy |
| bullet points | Bullet points break up blocks of text into tidy chunks so the reader can take in what you are saying. They present lists in a clear format so people can see it is a list. |
| caption | A short piece of text under a picture that describes the picture or explains what the people in it are doing or saying |
| cohesion | Term used to describe the grammatical means by which sentences and paragraphs are linked and relationships between them established. |
| colon | Used to indicate the start of a list and to separate two independent clauses when the second explains or illustrates the first. |
| comma | These are used to separate items in a list, to indicate parenthesis within a sentence with an embedded clause, to separate direct speech from a reporting clause and to separate main and subordinate clauses. |
| coordinating conjunction | A conjunction placed between words, phrases, clauses, or sentences of equal rank, e.g. <i>and</i> , <i>but</i> , <i>or</i> . |
| dash | Used to add extra information or build suspense - |
| determiner | A modifying word that determines the kind of reference a noun or noun group has e.g. <i>a</i> , <i>the</i> , <i>every</i> , <i>three</i> |
| formal language | Formal language is used for more official and serious purposes. The correct grammar should always be used. |
| hyphen | The symbol -, used to join two words together or to show that a word has been divided into two parts at the end of one line and the beginning of the next e.g. well-to-do |
| modal verb | A verb used with another verb to express an idea such as possibility or certainty that is not expressed by the main verb e.g. <i>can</i> , <i>could</i> , <i>may</i> , <i>might</i> , <i>will</i> , <i>would</i> . |
| parenthesis (brackets, dashes or commas) | A remark that is added to a sentence, often to provide an explanation or extra information, that is separated from the main part of the sentence by commas, brackets or dashes. e.g. <i>Her youngest sister - the one who lives in Australia - is coming over next summer.</i> |

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| past and present progressive | Used when describing actions that continue for a period of time in the present or in the past. To form the present/ past progressive we use the present/past tense of the verb to be and the present participle of the main verb (I am walking / I was walking). |
| preposition | A word which shows the relationship (or position) between two nouns in a sentence <i>e.g. The book <u>under</u> the table.</i> |
| relative clause | Clauses that add information to sentences by using a relative pronoun such as who, that or which |
| relative pronoun | A relative pronoun is one which is used to refer to nouns mentioned previously, whether they are people, places, things, animals or ideas. The most common pronouns are which, that, whose, whoever, whomever, who and whom. |
| semi-colon | Used to separate items within a list and to link (in a single sentence) two independent clauses that are closely related in thought |
| subject, object | The subject is the person or thing doing something, and the object is having something done to it |
| subjunctive form | Used in formal writing and speech e.g. If I were, or, We were to come |
| subordinate clause | Typically introduced by a conjunction, that forms part of and is dependent on a main clause <i>e.g. 'when it rang' in 'she answered the phone when it rang'.</i> |
| subordinating conjunction | A conjunction that introduces a subordinating clause, e.g. <i>although, because.</i> |
| How to help | |
| Useful links | |
| <ul style="list-style-type: none"> Remind your child to speak in grammatically accurate sentences. Discuss the grammatical terminology with them and ensure they understand and can correctly use the terms to describe their own and other's writing. | <ul style="list-style-type: none"> https://www.bbc.co.uk/bitesize/topics/zhrd2p https://home.oxfordowl.co.uk/english/primarygrammar/ |

| Writing | |
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| <u>Key Vocabulary</u> | |
| autobiography | This is a text written about one's own life. |
| biography | A biography is a text written about someone else's life |
| diary | This is a narrative record of events where an individual records their experiences, feelings and thoughts. |
| discussion/ discursive | A discussion text is a text that presents both sides of an argument |
| explanation | This is a non-fiction text which describes a process e.g The water cycle, how bees make honey |
| instructions | These explain to someone how to do something in a methodical and accurate manner, e.g. bake a cake |
| letters | Letter writing is the exchange of written or typed messages. They can be informal [sent between friends, family or acquaintances] or formal [formal exchanges with businesses or other official organisations]. |
| narrative | A narrative is a story that you write or tell to someone. |
| newspaper | Newspaper reports are found in newspapers and their purpose is to inform readers of what is happening in the world around them. |
| non-chronological report | This is a non-fiction report which is not written in time order and includes various facts about a given topic e.g. an animal, a religion, planet or sport. |
| persuasive | Persuasive writing intends to convince readers to believe in an idea or opinion. |
| play script | This is a piece of writing written to be performed aloud or on a stage. |
| poetry | Poetry is a form of artistic writing that is a collection of spoken or written words that expresses ideas or emotions in a powerfully vivid and imaginative way by using rhyme and meter. |

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| recount | A recount text is a piece of writing that gives details of an event that has happened, written in chronological order and in past tense e.g. a diary |
| report | Reports are documents that presents information in an organised format for a specific audience and purpose. |
| How to help | |
| <ul style="list-style-type: none"> • Practise a neat and joined handwriting style in line with the school policy. • Practise using a thesaurus to find synonyms for words. • Encourage children to read a variety of genres and discuss the features of these genres. • Encourage your child to write for pleasure at home, a diary, letter, story etc. | Useful links |
| | <ul style="list-style-type: none"> • www.letterjoin.co.uk • https://home.oxfordowl.co.uk/english/primary-writing/ |