



YEAR 6 and 7 WRITING – Part 2

The teaching of the following core knowledge and skills should be done within the context of the following text types;

Imaginative	Information	Argument
tall stories language limericks	a letter requesting information explanations of findings in Maths, Science, Technology and Enterprise newspaper articles	travel brochures
simple play scripts descriptions using figurative language narratives	interview questions reports	

Word Study	Phonics and Vocabulary	Spelling
<p><b>ANTONYMS</b> goodness- evil cries-laughts</p> <p>coming-going loudly-softly</p> <p>always-never shout-whisper</p> <p>written-unwritten bright-dull</p> <p><b>SYNONYMS</b> angry-cross sound-noise</p> <p>over-above wheat-grain</p> <p>below-beneath lace-tie</p> <p>open-ajar team-group</p> <p><b>HOMOPHONES</b> threw-through break plane-plain</p> <p>war-wore right-write-rite</p> <p>our-hour blind-blind</p> <p>brake- aloud-allowed</p> <p><b>COMPOUND WORDS</b> Knockout, showroom, windscreen, gearbox, outdoor, indoor, bedspread, spotlight, screwdriver, horsepower, sheepdog, motorway, greenhouse, overnight,.</p> <p><b>PREFIXES</b> Semi – semicircle Ex – export</p> <p>up – upwards anti - antidote</p> <p>pro – proceed mis – mistake</p> <p><b>SUFFIXES</b> er - reporter able-portable ship – mateship</p> <p>or - sailor ilbe - sensible an – Egyptian</p> <p>ate – fortunate ese - Japanese ic – Nordic</p> <p>ling – earthing ward – toward</p> <p>al - formal ish – greenish</p> <p><b>COLLECTIVE NOUNS</b> audience, team, crew, mob, school, throng, choir, class, crowd, library, bouquet, haul ,litter, herd, school, shoal, swarm, gaggle.</p> <p><b>MASCULINE – FEMININE</b> bride- bridegroom mare ewe-ram witch-wizard-warlock goose-gander grandfather - grandmother</p> <p>lady- gentleman sister-brother princess - prince son-daughter duck-drake</p> <p>fox-vixen mother-father</p> <p><b>ADULT – PROGENY</b> rabbit-kitten giraffe - calf</p> <p>whale - calf goose-gosling</p> <p>bird-nestling deer-fawn</p> <p>swan - cygnet sheep-lamb</p> <p>eagle-eaglet lion - cub</p> <p><b>ABBREVIATIONS</b> USA, UK, NZ, a.m. p.m. Mr, Mrs, MS e.g. ea. Mon. Tues. Wed. Thurs. Fri. Sat. Sun. Jan. Feb. Mar. Apr. Jun. Jul Aug. Sept. Oct. Nov. Dec. Mon. Tues. Wed. Thurs. Fri. Sat. Sun. Jan. Feb. Mar. Apr. Jun. Jul Aug. Sept. Oct. Nov. Dec. No. GP St Rd Cres. Ave Tce mm cm km kl</p> <p><b>ROOT WORDS</b> Monos (Gk) – one Biblio (Gk) – book</p> <p>astro (Gk) – star bios(Gk)- life</p> <p>geo (Gk) – earth hydor (gk) - water</p>	<p><b>PHONICS</b></p> <p>BLEND S and DIGRAPH S</p> <p>tu - future u - bury ay - says eo - people i - ski ti - question ie - friend eo - leopard e - equal te - righteous</p> <p><b>VOCABULARY</b></p> <p><u>IMPROVING OUR VOCABULARY</u></p> <p>USING BETTER WORDS Nice Got Lot Said Went</p> <p>TROUBLESOME WORDS Speech Errors</p> <ul style="list-style-type: none"> <li>Past tense or participle Come – came saw – seen ran – run did – done Went - gone wrote – written sang – sung gave – given Drank – drunk swam – swum rang – rung broke – broken</li> </ul> <p>Incorrect Usage</p> <ul style="list-style-type: none"> <li>May or can</li> <li>Teach or learn</li> <li>Would have could have should have</li> </ul>	<p>In the teaching of Spelling, reference should be made to the following when introducing words;</p> <ul style="list-style-type: none"> <li>Sound patterns (eg knew, fuse, emu, argue)</li> <li>Visual patterns (eg bread, feast)</li> <li>Meaning patterns (eg prefixes, suffixes) to spell multi- syllabic words</li> <li>Generalisations that can be made about the spelling of words (eg when 'g' is followed by 'l', or 'y' it usually sounds like 'j' - giant, general)</li> </ul> <p><b>PROOFS SPELLING</b></p> <ul style="list-style-type: none"> <li>Identifies words requiring checking by: <ul style="list-style-type: none"> <li>o circling</li> <li>o underlining</li> </ul> </li> </ul> <p><b>CORRECTS MISSPELT WORDS BY:</b></p> <ul style="list-style-type: none"> <li>Asking peers</li> <li>Asking teachers</li> <li>Trying alternative spellings</li> <li>Referring to class charts</li> <li>Referring to personal dictionary</li> <li>Referring to commercial dictionary</li> <li>Referring to pocket speller</li> </ul> <p><b><u>SPELLING RULES</u></b></p> <p>"PH" AND "GH"</p> <ul style="list-style-type: none"> <li>Sometimes "ph" and "gh" make an "f" sound.</li> </ul> <p>FINAL "L"</p> <ul style="list-style-type: none"> <li>Usually, words of two or more syllables ending in "L" have only one "L". eg level</li> <li>Usually, if a word ends in a vowel and an "L", the "L" is doubled when a suffix beginning with a vowel is added. Eg levelled</li> </ul> <p>ADDING A SUFFIX</p> <ul style="list-style-type: none"> <li>A suffix is an ending that can be added to a word. When a suffix is added to a word (except a word ending in "e" or "y") the word usually stays the same. See Year 4 rules. ('e' goes away and change 'y' to 'i')</li> </ul> <p>ADDING A PREFIX</p> <ul style="list-style-type: none"> <li>A prefix is a beginning that can be added to a word to change its meaning.</li> <li>When a prefix is added to a word, the word usually stays the same.</li> </ul> <p>ADDING "full"</p> <ul style="list-style-type: none"> <li>If the ending "full" is added to a word, one "l" is dropped. The suffix "ful" means "full of".</li> </ul> <p>ADDING "ly"</p> <ul style="list-style-type: none"> <li>If the suffix "ly" is added to a word (except a word ending in a "y") the word usually stays the same. The suffix "ly" usually changes adjectives to adverbs. If "ly" is added to a word ending in "le", the "le" is dropped. Eg simple - simply</li> </ul>