



# Brilliant Book List Y6

Essential reading for every Y6 classroom!



## Suggested Books

**Aesop's Fables**  
by Vernon Jones

**Alice's Adventures in Wonderland**  
by Lewis Carroll

**The Secret of Spiggy Holes**  
by Enid Blyton

**Raider's Peril**  
by Twinkl Originals

**Wonder**  
by R J Palacio

**Goodnight Mister Tom**  
by Michelle Magorian

**Away in a Spaceship**  
by Twinkl Originals

**Skellig**  
by David Almond

**Holes**  
by Louis Sachar

**The Story of Easter**  
by Twinkl Originals

**Trash**  
by Andy Mulligan

**Alone on a Wide, Wide Sea**  
by Michael Morpurgo

**Boy**  
by Roald Dahl

**Augie and Me: Three Wonder Stories**  
by RJ Palacio

**300 Minutes of Danger**  
by Jack Heath

**Under the Lights**  
by Twinkl Originals

**Hatchet**  
by Gary Paulsen

**The Boy in the Striped Pyjamas**  
by John Boyne

**Gremlins**  
by Philip Reeve

**A Christmas Carol**  
by Charles Dickens

**Artemis Fowl**  
by Eoin Colfer

**Beowulf**  
by Michael Morpurgo

**Code-Cracking for Beginners**  
by Twinkl Originals

## Continued

**Children of Winter**  
by Berlie Doherty

**The Wyrmostooth Crown**  
by Twinkl Originals

**Coraline**  
by Neil Gaiman

**Diary of a Young Girl: Anne Frank**  
by Anne Frank

**Diggers**  
by Terry Pratchett

**Floodland**  
by Marcus Sedgwick

**I am David**  
by Anne Holm

**I Know What You Did Last Wednesday**  
by Anthony Horowitz

**The Curse of Cogston House**  
by Twinkl Originals

**Jake's Tower**  
by Elizabeth Laird

**Journey to Jo'burg**  
by Beverley Naidoo

**Love That Dog**  
by Sharon Creech

**Northern Lights**  
by Philip Pullman

**Noughts and Crosses**  
by Malorie Blackman

**Twist the Text**  
by Twinkl Originals

**Once**  
by Morris Gleitzman

**Oranges in No Man's Land**  
by Elizabeth Laird

**Over The Line**  
by Tom Palmer

**Pig Heart Boy**  
by Malorie Blackman

**Refugee Boy**  
by Benjamin Zephaniah

**Roll of Thunder, Hear My Cry**  
by Mildred D Taylor

**Room 13**  
by Robert Swindells

**There's a Boy in the Girls' Bathroom**  
by Louis Sacha

Please note: these books are not endorsed by Twinkl, they are simply a list of books that could be used when teaching on this theme.

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Essential reading for every Y6 classroom!



## Suggested Books

**Touching The Void**

by Joe Simpson

**Truckers**

by Terry Pratchett

**Tuesday**

by David Weisner

**War Horse**

by Michael Morpurgo

**When Hitler Stole Pink Rabbit**

by Judith Kerr

**Our Teachers Are Superheroes**

by Twinkl Originals

**Why the Whales Came**

by Michael Morpurgo

**Wolf Brother**

by Michelle Paver

**The Eagle of the Ninth**

by Rosemary Sutcliff

**The Dual World of Anders Arnfield**

by Twinkl Originals

**The Garbage King**

by Elizabeth Laird

**The Graveyard Book**

by Neil Gaiman

**The Houdini Box**

by Brian Selznick

**History Hackers: Roman Rescue**

by Twinkl Originals

**The Machine Gunners**

by Robert Westall

**The Man Who Walked Between the Towers**

by Mordicai Gerstein

**The Savage**

by David Almond

**"That's So Gay!"**

by Twinkl Originals

**Bridge to Terabithia**

by Katherine Patterson

**Carrie's War**

by Nina Bawden

**How to Skin a Bear**

by Twinkl Originals

**Tom's Midnight Garden**

by Philippa Pearce

by Eoin Colfer

by Eoin Colfer

by Twinkl Originals

by Twinkl Originals

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## Year 6 children are expected to:

## To support this, you could say:

apply their knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet

Can you find a word which begins with the prefix dis-?

What does the prefix anti- mean? So what could this new word mean?

maintain positive attitudes to reading and an understanding of what they have read

Did you enjoy that book? Why?

What kind of text would you like to read next?

continue to read and discuss a wide range of fiction, poetry, plays, non-fiction, reference books and textbooks

What did you think about...?

Shall we go and watch a play about...?

Have you ever read a... poem?

read books which are structured in different ways and written for a range of purposes

Can you see any subheadings in this text? Why are they used?

What organisational feature is this?

increase their familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions

What type of story is this?

Have you ever read a...?

Let's go to the library and see if we can find a book from...

What other cultures would you like to read about?

recommend books that they have read to their peers, giving reasons for their choices

Would you recommend it?

Who do you think would like this book?

What makes it so good?

identify and discuss themes (such as loss or heroism) and conventions (such as the use of first person in diary entries) in and across a wide range of writing

Can you see a theme running through this story? What is it? How often is it mentioned?

How does this text differ to a story?

make comparisons within and across books

Is that what... said had happened too?

How is... similar to...? Do they differ?

learn a wider range of poetry by heart

Can you recite...?

prepare and perform poems and plays outloud, showing an understanding through intonation, tone and volume so that meaning is clear to the audience

Would you like to try going to a local drama group?

Think about your voice when you read that; how might the witch speak?

check that the book makes sense to them; discussing their understanding and exploring the meaning of new words in context

Tell me about what you've just read

Were there any words you didn't quite understand?

The word... means... In a sentence it's...

ask questions to improve their understanding	Is there anything you don't understand that you want to ask me about?
draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence	How do you think... is feeling? What makes you say that? Show me in the text. Why do you think... acted in that way?
predict what might happen from details stated and implied	What might....? What makes you think that? Show me in the text.
summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas	What theme can we see across these paragraphs? Is anything mentioned more than once?
identify how language, structure and presentation contribute to meaning	Why is this text set out this way? How does that help you as a reader?
discuss and evaluate how authors use language, including figurative language, and consider the impact on the reader	Can you find an example of figurative language on this page? Why might the author write in this way?
distinguish between statements of fact and opinion	Do you think... is a statement of fact or an opinion? How do you know?
retrieve, record and present information from non-fiction texts	Find the part of the text about... What does... mean?
participate in discussions about books that are read to them and those they can read themselves, building on their own and others' ideas and challenging views courteously	I think that.... do you agree? Why do you agree / why not? Tell me your opinion about... I don't agree. I think that... In my opinion...
explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	Over the holidays, I would like you to plan a presentation for me on... Can you explain to me why... is the best snack? I think... is. Let's debate it. Can you think of three reasons why...?
provide reasoned justification for their views	Why do you think that? provide reasoned justification for their views What evidence supports that idea?

## Characters

- Compare two characters in this book. What are their similarities and differences?
- Compare the main character in this book with the main character in another book you have read. What are the similarities and differences?
- Choose a part of the story and focus on the main character. Say what their thoughts and feelings are at this point and give evidence for your choices.



## Language

- Find an example of figurative language used by the author and give reasons why they have used this language.
- Find a word of which you weren't sure of the meaning but worked it out. How did you use context to work it out? Talk me through your strategy.



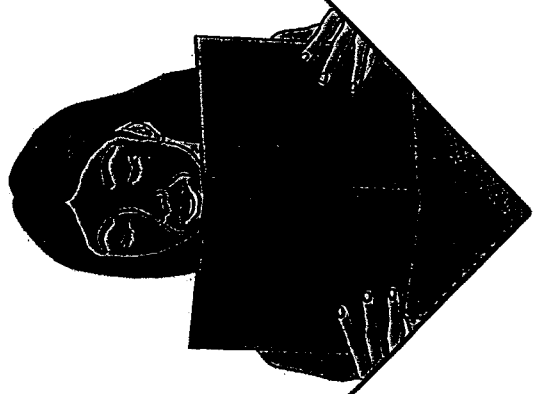
## Reaction

- Tell me about a book you have enjoyed and give reasons for your opinion.
- Ask a question to help you understand the text better.
- Can you say anything to disagree with the author in a sensible and thoughtful way?
- What would you say politely to someone who disagreed with you about enjoying this text?



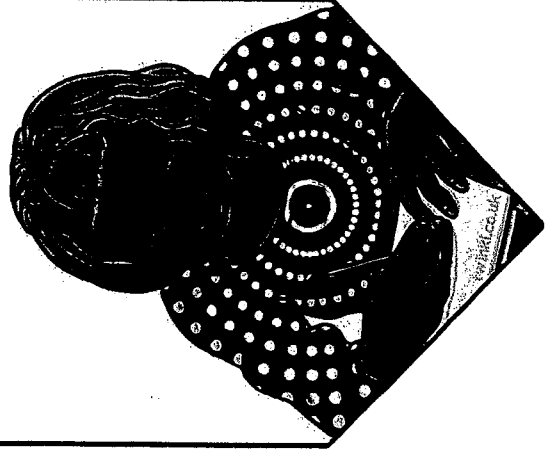
## Content

- Find 3 examples of facts in the text.
- Find three examples of opinion in the text.
- What might happen next? Give reasons and evidence for your thoughts.
- Give a brief summary of the whole book.
- Give a brief summary of this page.
- Give a brief summary of this chapter/section.



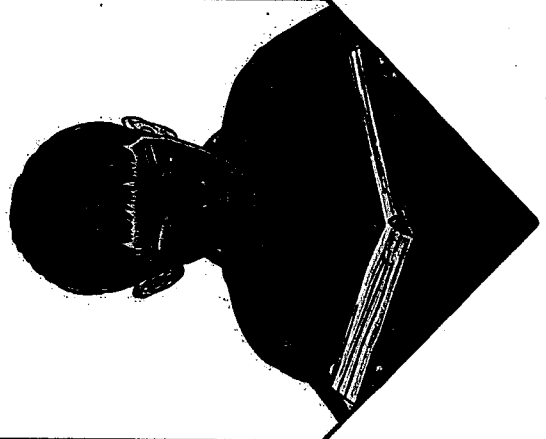
## Style

- What themes run through this book?
- Does the author have a style of writing? If so, can you identify some characteristics of this style?
- How is the text structured? Why? (Think about beginning, middle and end.)

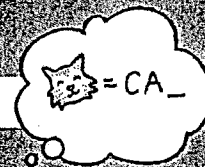


## Performance

- Which parts of the performance poetry or text will you say louder and why?
- Where will you use different tones of voice and why?
- Which parts of the text might be less clear to the audience and what are you doing to make them clearer?
- What tones of voice will you use for which parts and why?



# Further Guidance and Spelling Rules Which May Be Covered In Years 5 or 6



## 'cious' and 'trious'

Either during year 5 or 6, children will learn the spelling patterns using the above endings. If the root word ends in 'ce' then 'cious' is added, e.g. grace – gracious.

We use 'dge' after a short vowel sound but 'ge' after any other sound.

At other points within the word, a letter 'g' is used before letters y, i or e, such as gem and magic. A 'j' is used before u, o or a, such as join and adjust.

## 'cial' or 'tial'

Other spelling patterns such as 'cial' and 'tial' may be introduced. The 'tial' ending comes after a consonant letter whereas 'cial' is common after a vowel, e.g. special and partial.

Exceptions include: financial, provincial and commercial.

## words ending in 'ant', 'ance', 'ation', 'ancy', 'ent', 'ence' and 'ency'

These common spelling patterns may be learned in either year 5 or 6, e.g. pendant, appearance, toleration and hesitancy.

## adding suffixes to words ending in 'fer'

This rule applies if the suffix begins with vowel letters. The 'r' is doubled if the 'fer' is still stressed when the suffix is added, e.g. preferred. The 'r' isn't doubled if the 'fer' isn't stressed anymore e.g. reference.

## the 'i' before 'e' except after 'c' rule

Children may be taught that this rule applies to words such as ceiling and receive. They might also look into any possible exceptions.

Other spelling patterns which may be taught include words containing 'ough' and words with silent letters such as knight and thistle.



# New Curriculum Spelling List Years 5 and 6

accommodate

accompany

according

achieve

aggressive

amateur

ancient

apparent

appreciate

attached

available

average

awkward

bargain

bruise

category

cemetery

committee

communicate

community

competition

conscience

conscious

controversy

convenience

correspond

criticise

curiosity

definite

desperate

determined

develop

dictionary

disastrous

embarrass

environment

equip

equipped

equipment

especially

exaggerate

excellent

muscle

necessary

neighbour

nuisance

occupy

occur

opportunity

parliament

persuade

physical

prejudice

privilege

profession

programme

pronunciation

queue

recognise

recommend

relevant

restaurant

rhyme

existence

explanation

familiar

foreign

forty

frequently

government

guarantee

harass

hindrance

identity

immediate

immediately

individual

interfere

interrupt

language

leisure

lightning

marvellous

mischievous

rhythm

sacrifice

secretary

shoulder

signature

sincere

sincerely

soldier

stomach

sufficient

suggest

symbol

system

temperature

thorough

twelfth

variety

vegetable

vehicle

yacht



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# Glossary of Terms Used in Spelling, Punctuation and Grammar

## Teaching in Primary Schools

Abstract noun	A feeling or concept which cannot be touched, such as love, happiness, education.
Active voice	A <b>sentence</b> written in the active voice has the <b>subject</b> of the sentence carrying out the main action.
Adjectival phrase	A <b>phrase</b> built around an adjective – for example 'bright red', 'frighteningly bad'.
Adjective	A word which describes a <b>noun</b> .
Adverb	An adverb can modify a <b>verb</b> , an <b>adjective</b> , another adverb or even a whole <b>clause</b> .
Adverbial phrase	A <b>phrase</b> built around an <b>adverb</b> – for example 'as quickly as possible', 'very rudely'.
Ambiguity	A sentence contains ambiguity if it could be open to more than one meaning. Pupils are taught to use <b>hyphens</b> to avoid ambiguity; for example, the sentence 'Jaws is about a man eating shark' could be ambiguous, but with the insertion of a hyphen becomes much clearer: 'Jaws is about a <u>man-eating</u> shark'.
Antonym	A word with the opposite meaning to another, e.g. good/bad, wise/foolish, long/ short.
Apostrophe ,	A punctuation mark used to show possession or to represent missing letters in a <b>contracted form</b> . See also <b>possessive apostrophe</b> .
Article	Words which tell us if a <b>noun</b> is general or specific. 'The' is called the 'definite article' and refers to specific nouns: 'The man's hat is blue'. The 'indefinite articles' are 'a' and 'an', referring to general nouns: 'A cow eats grass'.
Auxiliary verb	A verb which forms the tense, mood and voice of other verbs. The auxiliary verbs are 'be', 'do' and 'have' plus the <b>modal verbs</b> . For example, 'be' is used in the <b>progressive</b> tense verbs such as 'I <u>am</u> running', 'he <u>was</u> eating'.
Brackets ( )	A <b>punctuation mark</b> used to set a non-essential section of a sentence apart. Also known as parenthesis. For example, 'My friend Chloe (who is three months older than me) is coming to my house tonight'.
Bullet points	A way of setting information out in a list of points, which may be <b>phrases</b> , words or short <b>sentences</b> .
Capital letter	A letter used at the beginning of a <b>sentence</b> and for <b>proper nouns</b> . They may also be used at the beginning of the important words in a title or sign, for example, 'Keep Off the Grass'.
Clause	Clauses are the building blocks of a <b>sentence</b> . They are groups of words that contain a <b>subject</b> and a <b>verb</b> . They can be 'main' or 'subordinate'.
Cohesion	A <b>sentence</b> will have cohesion if all its parts fit together, for example if <b>tenses</b> and <b>pronouns</b> are consistent and <b>determiners</b> refer to the correct noun.
Collective noun	A <b>noun</b> which refers to a group of people, animals or things; for example, 'a <u>class</u> of children', 'a <u>herd</u> of elephants', 'a <u>pride</u> of lions'.
Colon :	A <b>punctuation mark</b> used in a <b>sentence</b> to indicate that something is about to follow, such as a quotation, an example or a list. For example, 'I need three things from the shop: milk, eggs and bread'.
Comma ,	A <b>punctuation mark</b> used in a <b>sentence</b> to mark a slight break between different parts of a sentence, or to separate clauses in order to reduce <b>ambiguity</b> and increase <b>cohesion</b> . Primary pupils are taught to use commas to separate items in a list, to demarcate clauses and before introducing direct speech.

# Glossary of Terms Used in Spelling, Punctuation and Grammar

## Teaching in Primary Schools

Command	A type of <b>sentence</b> which instructs or orders an action to take place. Contains an <b>imperative verb</b> which does not need a <b>subject</b> . Often a command will begin with this imperative verb or with a <b>time connective</b> . For example, 'Eat your dinner. <u>Next</u> add the eggs to the mixture'.
Common exception word	A word which does not follow the common phonetic spelling rules of the language, or where the usual rules act in an unusual way. Children have a list of these words which they are expected to learn by the end of each year in primary school.
Common noun	Describes a class of objects (e.g. dog, man, day) which do not have a <b>capital letter</b> (e.g. Rover, John, Tuesday). See also <b>proper nouns</b> .
Comparative	The comparative form of an adjective compares one thing with another. For example, 'My cake is big but hers is bigger'. Usually formed by adding the <b>suffix</b> '-er' (smaller, higher, happier) or the word 'more' (more beautiful). See also <b>superlative</b> .
Complex sentence	Formed by joining a <b>main clause</b> with a <b>subordinate clause</b> using a <b>subordinating conjunction</b> . They can also be called <b>multi-clause sentences</b> . The main clause can stand alone but the subordinate or dependent clause cannot. For example, 'I burned dinner when I was on the phone'.
Compound sentence	Formed by joining two <b>main clauses</b> with a <b>connective</b> . The two clauses can stand on their own as <b>sentences</b> . For example, 'I like dogs but my friend likes cats'.
Compound word	A combination of two or more individual words that have a single meaning. For example, 'football', 'carwash', 'sunflower'.
Concrete noun	Something you can touch. For example, 'bed', 'pencil', 'cat'. Can be <b>common nouns</b> , or <b>proper nouns</b> that need a <b>capital letter</b> . For example, 'Mr Jones', 'Blackpool Tower'.
Conjunction	A type of <b>connective</b> that joins <b>clauses</b> . <b>Co-ordinating conjunctions</b> include 'and', 'but' and 'so'. <b>Subordinating conjunctions</b> include 'because', 'if' and 'until'. See also <b>subordinating clause</b> .
Connective	Any word which joins two bits of text.
Consonant	Any letter of the alphabet other than the vowels (a, e, i, o, u).
Contracted form	Short words made by putting two words together and omitting some letters, which are replaced by an <b>apostrophe</b> . For example, 'did not' is contacted to 'didn't'.
Co-ordinating conjunction	A conjunction which joins two <b>main clauses</b> to create a <b>compound sentence</b> (for, and, nor, but, or, yet, so).
Co-ordination	The joining of <b>clauses</b> in a way that gives each one equal importance. For example, 'I am seven and my friend is eight'.
Dash	Used in a similar way to <b>brackets</b> or <b>parentheses</b> to set information apart in a <b>sentence</b> . For example, 'My three friends – Jack, Sam and Callum – are coming to my house for tea'.
Definite article	See <b>article</b> .
Determiner	A word that introduces a <b>noun</b> and identifies it in detail. This may be a <b>definite</b> or <b>indefinite article</b> (a, an, the), a demonstrative (this, that), possessive (your, my), a quantifier (some, many) or a number (six, ten, half).
Digraph	A sound represented by two letters – for example 'ee' or 'th'.

# Glossary of Terms Used in Spelling, Punctuation and Grammar

## Teaching in Primary Schools

Direct speech	A sentence where the exact words spoken are represented, and shown in <b>speech marks</b> (also known as <b>inverted commas</b> ). ("Tidy your room, please," said Mum).
Ellipsis ...	Three dots which are used to show missing words or to create a pause for effect. For example, 'So...tell me what happened'.
Embedded clause	A <b>clause</b> used in the middle of another <b>clause</b> . It is usually marked by <b>commas</b> . For example, 'The man, <u>walking along with his dog</u> , whistled a tune to himself'.
Etymology	The origin of words and how they have changed over time. Knowing the etymology of some words can help children to spell them, for example knowing that words with 'ch' pronounced 'sh' are often of French origin (e.g. machine, chef, brochure).
Exclamation	A <b>sentence</b> which expresses surprise or wonder, and ends with an <b>exclamation mark</b> in place of a <b>full stop</b> . Begins with the words 'how' or 'what' and must also contain a <b>verb</b> . For example, 'What big eyes you have, Grandma!' or 'How cold it is today!'
Exclamation mark !	A <b>punctuation mark</b> used at the end of an exclamation – for example, 'What a fantastic day we have had!' It can also be used at the end of a <b>statement</b> or <b>command</b> to show something has been said with feeling or emotion, for example, 'That was a really scary film!' or 'Stop hitting your brother!'
Exclamative statement	See <b>exclamation</b> .
First person	A <b>sentence</b> is written in the first person if it is written from the point of view of the subject – in other words, using the <b>pronouns</b> 'I' or 'we'.
Formal speech	A type of speech or writing used in formal, 'serious' texts and situations. Children in primary school start to be taught the difference between the language we use when speaking informally (for example, to our friends) and the language we may use for a formal text, such as a letter of complaint.
Fronted adverbial	Words or phrases used at the beginning of a <b>sentence</b> , used like <b>adverbs</b> to describe the action that follows. For example, ' <u>With a happy smile</u> , she skipped into the room'.
Full stop	A <b>punctuation mark</b> used to demarcate the end of a <b>statement</b> or <b>command</b> .
Future tense	A verb tense which describes actions that are going to take place in the future. Often uses the <b>modal auxiliary</b> verb 'will'. For example, 'Tomorrow I will do the shopping'.
GPC	Stands for grapheme-phoneme correspondence, and refers to the way that sounds heard in words are written down.
Grammar	The rules that cover spoken and written language.
Grapheme	A letter or string of letters that represents a spoken sound.
Homophone	Words that sound the same but have different meanings. Some have different spellings and meanings but sound the same – for example, 'there/their/they're'; some are spelt the same but have different meanings – for example, 'fair' ('Let's go to the fair!'/ 'That's not fair').
Hyphen —	A punctuation mark used to link and join words, and often used to reduce <b>ambiguity</b> in sentences: for example twenty-seven, brother-in-law, man-eating, long-legged.
Imperative verb	A <b>verb</b> that stands alone without a <b>subject noun</b> or <b>pronoun</b> in a <b>command</b> .
Indefinite article	See <b>article</b> .

# Glossary of Terms Used in Spelling, Punctuation and Grammar

## Teaching in Primary Schools

Indirect speech	A <b>sentence</b> where the main points of what someone has said are reported without actually writing the speech out in full. <b>Speech marks</b> are not used. For example, 'Mum told us to tidy our rooms'.
Informal speech	See <b>formal speech</b> .
Inverted commas	Punctuation marks used to demarcate <b>direct speech</b> in a sentence. Also known as speech marks, but in the 2014 National Curriculum children are taught the term inverted commas instead.
Main clause	The leading <b>clause</b> in a <b>sentence</b> which indicates the main <b>subject</b> and action of the sentence. It stands alone without any additional <b>clauses</b> . For example, 'Even though the weather is bad, <u>I will still go for a walk</u> '.
Modal verb	A special <b>verb</b> which affects the other verbs in the <b>sentence</b> by showing obligation (e.g. 'You <u>should</u> do your homework'), possibility (e.g. 'I <u>might</u> have pizza for tea'), ability (e.g. 'You <u>can</u> ride a bike now') or permission (e.g. 'You <u>may</u> go out now').
Morphology	The study of words, how they are formed and their relationship to other words in the same language. It analyses the structure of words and parts of words, such as stems, <b>root words</b> , <b>prefixes</b> , and <b>suffixes</b> . An understanding of morphology can help children with spelling strategies, e.g. knowing that 'medicine', 'medical' and 'paramedic' all share a common root.
Noun	A naming word for things, animals, people, places and feelings. Can be <b>common</b> , <b>proper</b> , <b>concrete</b> , <b>abstract</b> or <b>collective</b> .
Noun phrase	A small group of words that does not contain a <b>verb</b> . A noun phrase contains a noun plus words to describe it - for example, 'the spotty, black dog'.
Object	The object of a <b>sentence</b> is involved in the action but does not carry it out. For example, 'I dropped <u>my cup</u> on the floor'.
Paragraph	A distinct section of a piece of writing, which usually has a single theme. It is indicated by starting a new line or indenting the start of the first sentence.
Parenthesis	See <b>brackets</b> .
Passive voice	A sentence is written in the passive voice when the <b>subject</b> is having something done to it. For example, 'The mouse was chased by the cat'.
Past continuous tense	See <b>past progressive tense</b> .
Past perfect tense	A tense used to describe actions that were completed by a certain time in the past. For example, 'Yesterday I was late because I <u>had walked</u> to school'.
Past progressive tense	Also known as past continuous tense, a form of the <b>past tense</b> where something goes on for a period of time in the past - for example, 'I was walking in the park'. Usually formed by adding the suffix '-ing' to a verb.
Past tense	Any one of a set of verb tenses which describe action that took place in the past. See also <b>progressive tense</b> , <b>past perfect tense</b> .
Phonics	A way of teaching reading and writing which focusses on hearing and learning the sounds in words, and how these are written down. Children are taught to blend sounds together to read words and to segment sounds in words they hear, in order to write down the correct <b>GPCs</b> .

# Glossary of Terms Used in Spelling, Punctuation and Grammar

## Teaching in Primary Schools

Phrase	A small group of words that does not contain a <b>verb</b> .
Plural	More than one. Using plurals can affect the <b>nouns</b> and <b>verbs</b> in a <b>sentence</b> .
Phoneme	A sound which makes up all or part of a word. For example, the word 'light' is made up of the phonemes: 'l', 'igh' and 't'.
Personal pronoun	A <b>pronoun</b> which replaces a person, place or thing. For example, 'I', 'you', 'he', 'she', 'we', 'they', 'it', 'me', 'him', 'her', 'us', 'them'.
Possessive apostrophe	An <b>apostrophe</b> used before the letter s to show ownership. For example, 'This is Sally's coat'.
Possessive pronoun	A <b>pronoun</b> which is used to show ownership. Some can be used on their own ('mine', 'yours', 'his', 'hers', 'ours', 'theirs'), whilst others need to be attached to a noun ('my', 'your', 'her', 'our', 'their', 'whose').
Prefix	Letters that go in front of a <b>root word</b> and change its meaning, for example, 'un-' (happy/unhappy), 'dis-' (appear/disappear), 're-' (act/react)
Preposition	A linking word in a sentence, used to show where things are in time or space. For example, 'under', 'after', 'next', 'behind'.
Prepositional phrase	A <b>phrase</b> which contains a <b>preposition</b> . For example, 'under the carpet', 'behind the door', 'after school'.
Present perfect tense	The tense which describes actions that are completed at an unspecified time before this moment. For example, 'I <u>have cycled</u> two miles already.'
Present progressive tense	A tense which describes an action which began in the past and is still going on now. For example, 'I am <u>learning</u> to speak French'.
Present tense	Any one of a set of tenses that describe actions which are happening now. See also <b>present perfect tense</b> and <b>present progressive tense</b> .
Pronoun	Any word which can be used to replace a noun. See <b>personal pronoun</b> , <b>possessive pronoun</b> .
Proper noun	A <b>noun</b> which names a particular person, place or thing. For example, 'John', 'London', 'France', 'Monday', 'December'.
Punctuation mark	A symbol used to create and support meaning within a <b>sentence</b> or within a word, for example <b>full stop</b> , <b>comma</b> , <b>question mark</b> , <b>colon</b> , <b>speech marks</b> .
Relative clause	A <b>relative clause</b> is a type of <b>subordinate clause</b> that <b>adapts, describes or modifies a noun by using a relative pronoun</b> (who, that or which). For example, 'He ate too many cakes, <u>which</u> made him feel ill'.
Relative pronoun	A pronoun used in a <b>relative clause</b> (who, that, which).
Reported speech	See <b>indirect speech</b> .
Root word	A basic word with no <b>prefix</b> or <b>suffix</b> added to it. Adding prefixes and suffixes can change the meaning of a root word.
Question	A type of <b>sentence</b> which asks a question. It either begins with one of the question words (who, what, where, when, how, why) or reverses the <b>(pro)noun/verb</b> order in a <b>statement</b> - for example, 'Sarah is washing the dishes' becomes 'Is Sarah washing the dishes?'

# Glossary of Terms Used in Spelling, Punctuation and Grammar

## Teaching in Primary Schools

Question mark ?	A <b>punctuation mark</b> which indicates a <b>question</b> and comes at the end of the <b>sentence</b> in place of the <b>full stop</b> .
Second person	A <b>sentence</b> is written in the second person if it is written from the point of view of a person being spoken to - in other words, using the <b>pronoun</b> 'you'.
Semi-colon ;	A <b>punctuation mark</b> used in a <b>sentence</b> to separate major sentence elements. A <b>semicolon</b> can be used between two closely related independent <b>clauses</b> , provided they are not already joined by a <b>coordinating conjunction</b> . For example, 'My car is red; my friend's car is blue'.
Sentence	One word or a group of words that makes sense by itself (a grammatical unit). Begins with a <b>capital letter</b> and ends with a <b>full stop</b> , <b>question mark</b> or <b>exclamation mark</b> . Usually contains a <b>subject</b> and always contains a <b>verb</b> .
Simple sentence	Has a <b>subject</b> and one <b>verb</b> . See also <b>compound sentence</b> and <b>complex sentence</b> .
Singular	Referring to only one. Use of the singular may affect the <b>nouns</b> , <b>pronouns</b> and <b>verbs</b> in a <b>sentence</b> .
Speech marks " "	Punctuation marks used to demarcate <b>direct speech</b> in a sentence.
Split digraph	A <b>digraph</b> that is split by a consonant. Usually represent long vowel sounds 'a-e' (for example, 'cake'), 'i-e' (five), 'o-e' (code) and 'u-e' (rule).
Statement	A <b>sentence</b> that conveys a simple piece of information. For example, 'It is a sunny day today'.
Subject	The subject of a <b>sentence</b> is the thing or person carrying out the main action. For example, ' <u>The cow</u> ate the grass'.
Subordinate clause	A <b>clause</b> that cannot stand alone as a complete sentence, but is linked to a main clause using a <b>subordinating conjunction</b> . It does not express a complete thought, and if read on its own it requires additional information. For example, 'I take my dog to the park every day, even though <u>sometimes it is raining</u> '. Subordinate clauses contain a subject noun and a verb.
Subordinating conjunction	A <b>conjunction</b> that connects a main <b>clause</b> to a <b>subordinating clause</b> . Examples include 'because', 'until', 'when', 'as', 'since', 'whereas', 'even though'.
Subordination	The joining of clauses and phrases in a way that links a main clause to a subordinate clause that does not stand alone.
Suffix	A string of letters that go at the end of a <b>root word</b> , changing or adding to its meaning. Suffixes can also show if a word is a <b>noun</b> , <b>verb</b> , <b>adjective</b> or <b>adverb</b> .
Superlative	A form of an adjective used to compare one object to all others in its class. Usually formed by adding the <b>suffix</b> '-est' or the word 'most'. For example, 'Mia ran <u>fastest</u> on Sports Day'. 'I am hungry, you are hungrier than me, but he is the <u>hungriest</u> of all'. See also <b>comparative</b> .
Syllable	A sequence of speech sounds in a word. The number of syllables in a word sounds like the 'beats' in the word, and breaking a word into syllables can help with spelling. One-syllable words include words such as, 'dog', 'cat', 'walk' and 'bath'; two-syllable words include, 'teacher' and 'Christmas'; three-syllable words include, 'beautiful', 'manager'.
Synonym	A word which has exactly or nearly the same meaning as another word.

# Glossary of Terms Used in Spelling, Punctuation and Grammar

## Teaching in Primary Schools

Third person	A <b>sentence</b> is written in the third person if it is written from the point of view of a person being spoken about – in other words, using the pronouns 'he', 'she', 'it' or 'they'.
Time connective	Words or phrases which tell the reader when something is happening. For example, 'After dinner you must do your homework. <u>Then</u> you can read your book'.
Trigraph	A string of three letters which make a single sound, for example 'igh'.
Verb	A word used to describe an action, occurrence or state. An essential part of a <b>sentence</b> .
Vowel	The letters a, e, i, o and u.
Word family	A group of words which may share a common <b>root word</b> or <b>morphology</b> . For example, 'happy', 'unhappy', 'happiness', 'happily', 'unhappiness', 'unhappily'.



## Number Facts: Year 6

### Ratio and proportion

Pupils should be taught to:

- solve problems involving the calculation of percentages of quantities such as 15% of 360 and then use their solutions for comparison
- represent fractions sums such as  $\frac{1}{4} + \frac{3}{4}$  in ratio form (a:b) as 1:3
- simplify ratios such as 2:6 to their simplest form (1:3 in this case) using common factors

### Fractions, decimals, and percentages

Pupils should be taught to:

- associate a fraction with division and calculate decimal fraction equivalents for a vulgar fraction (e.g.  $0.375 = \frac{3}{8}$ )
- recall and use equivalences between vulgar fractions, decimals, and percentages
- use common factors to simplify fractions
- add and subtract fractions with different denominators and mixed numbers
- multiply simple pair of proper fractions
- multiply one-digit numbers with up to two decimals places by whole numbers (e.g.  $1.37 \times 5$ )
- divide numbers where the quotient has up to two decimal places (e.g.  $145 \div 4 = 3.75$ )

### Measurement

Pupils should be taught to:

- convert between common imperial and metric units of measure. (e.g. miles and kilometres)
- recognise when it is possible to use formulae for the area and volume of shapes.
- know and use formulae for the area of a triangle, the area of a rectangle, the area of a parallelogram, the volume of a cuboid and the diameter of a circle (diameter = 2 x radius)

### Geometry

Pupils should be taught to:

- illustrate and name parts of circles, including the radius, diameter, and circumference.
- know and use the relationship between the diameter and the radius (diameter = 2 x radius)
- know that vertically opposite angles are equal and use this to calculate missing angles around a point

### Number facts: Ratio and proportion

- Derive new % facts from known facts:  
For example:  
1% doubled will give 2% of a quantity  
10% halved will give 5% of a quantity  
100% is the whole amount, so twice as much is the same as 200%
- Fluency with multiplication and division facts up to 12 x 12 and derive others beyond known facts.
- For example:  
24 : 48 simplifies to 1:2 with a common factor of 24  
(24 x 1 and 24 x 2)

### Number Facts: Fractions

- $12.5\% = 0.125 = \frac{1}{8}$   
 $37.5\% = 0.375 = \frac{3}{8}$   
 $62.5\% = 0.625 = \frac{5}{8}$   
 $82.5\% = 0.825 = \frac{7}{8}$   
 $112.5\% = 1.125 = \frac{9}{8}$
- $25\% = 0.25 = \frac{2}{8} = \frac{1}{4}$   
 $50\% = 0.5 = \frac{4}{8} = \frac{1}{2}$   
 $75\% = 0.75 = \frac{6}{8} = \frac{3}{4}$   
 $100\% = 1.0 = \frac{8}{8}$   
 $125\% = 1.25 = \frac{10}{8}$

- $33.\dot{3}\% = 0.333... = \frac{1}{3}$   
 $66.\dot{6}\% = 0.666... = \frac{2}{3}$   
 $100\% = 1.0 = \frac{3}{3}$   
 $133.\dot{3}\% = 1.333... = \frac{4}{3}$   
 $266.\dot{6}\% = 2.666... = \frac{8}{3}$

$0.\dot{3} = 0.3333333... ..$  a recurring decimal continually repeats and does not terminate

### Number Facts: Measure

- $1 \text{ km} \approx \frac{5}{8} \text{ mile}$
  - $1 \text{ mile} \approx \frac{8}{5} \text{ km}$  (or 1.6 km)
  - Area of a triangle =  $\frac{1}{2} \times \text{base} \times \text{height}$
  - Area of a rectangle = length x width
  - Area of a parallelogram = length x perpendicular height
  - Volume of a cuboid = length x width x height
- $\approx$  means 'approximately equal to'

### Number Facts: Geometry

- Diameter = 2 x radius
- Radius =  $\frac{1}{2} \times \text{diameter}$

### **Extended Tables Sheet**

1.  $7 \times 70 =$

2.  $0.7 \times 9 =$

3.  $600 \times 3 =$

4.  $0.3 \times 6 =$

5.  $0.5 \times 40 =$

6.  $20 \times 50 =$

7.  $800 \times 40 =$

8.  $1/2$  of  $90 =$

9.  $35 \div 7 =$

10.  $420 \div 6 =$

11.  $1/4$  of  $36 =$

12.  $64 \div 0.8 =$

13.  $2/7$  of  $840 =$

14.  $0.9 \times 900 =$

15.  $3/8$  of  $4 =$

16.  $0.45 \div 5 =$

17.  $0.07 \times 300 =$

18.  $2 \times 50 \times 0.4 =$

These questions extend the times tables facts but can all be solved using basic times tables