

Summer 2 - Year 6

Reading and Homework Record

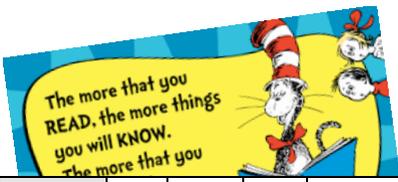


Week	Reading at Home 3 times a Week			Additional Reading (optional)	Spellings	Grammar Focus	Spelling Shed	Reading Comp	My Maths	TT Rockstars
1.6.20					<p>Year 5/6 Spelling Rule: past, passed, proceed, precede, principal, principle, profit, prophet</p> <p>Year 5/6 Keyword/s: appreciate</p>	<p>Spelling rule: Homophones and other words that are often confused</p> <p>Grammar/Punctuation focus: Use of a semicolon to mark the boundary between two independent clauses that are closely related. Commas are often misused in place of semi-colons. Semi-colons within complicated lists.</p>				
8.6.20					<p>Year 5/6 Spelling Rule: adorable, adorably, (adoration), applicable, applicably, (application)</p> <p>Year 5/6 Keyword/s: attached, available, average</p>	<p>Spelling rule: Words ending in -able and -ible. Words ending in -ably and -ibly. i.e. tolerably and possibly - both sound like 'ubly' at the end. The -able/-ably endings are far more common than the -ible/-ibly endings. As with -ant and -ance/-ancy, the -able ending is used if there is a related word ending in -ation.</p> <p>Grammar/Punctuation focus: Use of a colon to introduce a list or to introduce an idea or continuation. A main clause must be used before a colon. If the sentence makes sense without the colon then it has probably been used incorrectly.</p>				
15.6.20					<p>Year 5/6 Spelling Rule: considerable, considerably, (consideration), tolerable, tolerably, (toleration)</p> <p>Year 5/6 Keyword/s: category, cemetery, competition</p>	<p>Spelling rule: Words ending in -able and -ible. Words ending in -ably and -ibly. i.e. tolerably and possibly - both sound like 'ubly' at the end. The -able/-ably endings are far more common than the -ible/-ibly endings. As with -ant and -ance/-ancy, the -able ending is used if there is a related word ending in -ation.</p> <p>Grammar/Punctuation focus: Use of a dash to mark the boundary between two independent clauses (identifying when a dash or a semi-colon would be more suitable) and to signify interruption in direct speech.</p>				



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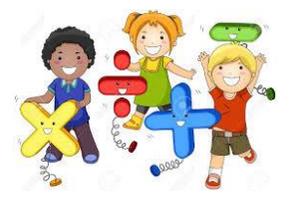


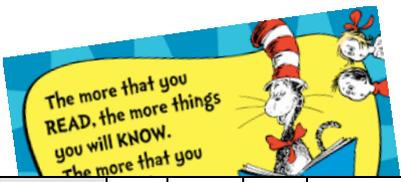


22.6.20					<p>Year 5/6 Spelling Rule: possible, possibly, horrible, horribly, terrible, terribly, forcible</p> <p>Year 5/6 Keyword/s: achieve, amateur</p>	<p>Spelling rule: Words ending in -able and -ible. Words ending in -ably and -ibly. i.e. tolerably and possibly - both sound like 'ubly' at the end. The -ible ending is common if a complete root word can't be heard before it. But there are exceptions and it sometimes occurs when a complete word can be heard (e.g. sensible).</p> <p>Grammar/Punctuation focus: Parenthesis is additional information within a sentence. If it has been used and punctuated correctly, the sentence should make sense without the parenthesis. Punctuating parenthesis with brackets, commas and dashes and the importance that each punctuation mark places on the additional information.</p>				
29.6.20					<p>Year 5/6 Spelling Rule: visible, visibly, incredible, incredibly, sensible, sensibly, legible</p> <p>Year 5/6 Keyword/s: ancient, appreciate</p>	<p>Spelling rule: Words ending in -able and -ible. Words ending in -ably and -ibly. i.e. tolerably and possibly - both sound like 'ubly' at the end. The -ible ending is common if a complete root word can't be heard before it. But there are exceptions and it sometimes occurs when a complete word can be heard (e.g. sensible).</p> <p>Grammar/Punctuation focus: Relative clauses are a form of parenthesis that provide additional information about a noun. They are also known as adjective clauses. Identifying and using relative clauses in writing.</p>				
6.7.20					<p>Year 5/6 Spelling Rule: dependable, comfortable, understandable, reasonable, enjoyable, reliable</p> <p>Year 5/6 Keyword/s: competition, develop, identity</p>	<p>Spelling rule: Words ending in -able and -ible. Words ending in -ably and -ibly. i.e. tolerably and possibly - both sound like 'ubly' at the end. The -able ending is usually, but not always, used if a complete root word can be heard before it - even if there is no related word ending in -ation. The first five examples opposite are obvious; in reliable, the complete word rely is heard, but the 'y' changes to 'i' in accordance with the rule.</p> <p>Grammar/Punctuation focus: Past and present progressive tense Recognising that the verb dictates the tense and altering the verb to change simple tense. Identifying and using the past progressive and present progressive tenses.</p>				



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13.7.20					<p style="text-align: center;">Year 5/6 Spelling Rule: changeable, noticeable</p> <p style="text-align: center;">Year 5/6 Keyword/s: equip, equipped, equipment, immediate, immediately, lightning, occupy</p>	<p style="text-align: center;">Spelling rule: Words ending in -able and -ible. Words ending in -ably and -ibly. i.e. tolerably and possibly - both sound like 'ubly' at the end. If the -able ending is added to a word ending in -ce or -ge, they must be kept as those letters before adding the -able ending; otherwise, they would have their 'hard' sounds (as in cap and gap). Grammar/Punctuation focus: Past and present perfect tense. Recognising that the verb dictates the tense and altering the verb to change simple tense. Identifying and using the past perfect and present perfect tenses.</p>				
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