

Autumn 2- Year 6  
Reading & Homework  
Record

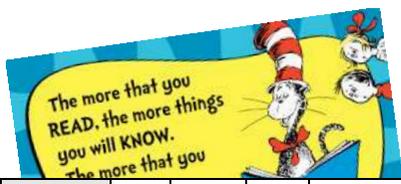


Week	Reading at Home <i>3 times a Week</i>			Additional Reading (optional)	Spellings	Grammar Focus	Grammar	Reading Comp	My Maths	TT Rockstars
2.11.20					<p><b>Year 5/6 Spelling Rule:</b> assistant, assistance, obedient, obedience, independent, independence</p> <p><b>Year 5/6 Keyword/s:</b> suggest, symbol, system</p>	<p><b>Spelling rule:</b> Words ending in -ant, -ance/-ancy, -ent, -ence/-ency. There are many words that do not follow previous spelling rules and guidance taught. These words just have to be learnt.</p> <p><b>Grammar/Punctuation focus:</b> Use of a semi-colon to mark the boundary between two independent clauses that are closely related. Commas are often misused in place of semi-colons. Use of semi-colons within complicated lists.</p>				
9.11.20					<p><b>Year 5/6 Spelling Rule:</b> obedient, obedience, independent, independence</p> <p><b>Year 5/6 Keyword/s:</b> temperature, thorough, twelfth, vegetable, vehicle</p>	<p><b>Spelling rule:</b> Words ending in -ant, -ance/-ancy, -ent, -ence/-ency. There are many words that do not follow previous spelling rules and guidance taught. These words just have to be learnt.</p> <p><b>Grammar/Punctuation focus:</b> 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>				
16.11.20					<p><b>Year 5/6 Spelling Rule:</b> adorable, adorably, adoration, applicable, applicably, application</p> <p><b>Year 5/6 Keyword/s:</b> yacht, accommodate, accompany</p>	<p><b>Spelling rule:</b> Words ending in -able and -ible and 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><b>Grammar/Punctuation focus:</b> Use of a dash to mark the boundary between two independent clauses and to signify interruption in direct speech. Discussing when a dash or a semi-colon would be more effective.</p>				



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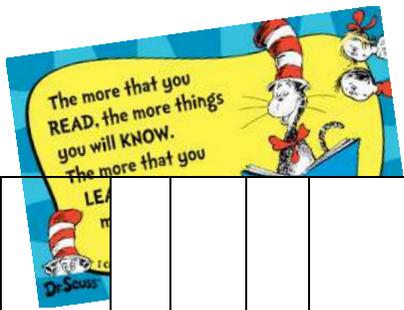


23.11.20					<p><b>Year 5/6 Spelling Rule:</b> considerable, considerably, consideration, tolerable, tolerably, toleration</p> <p><b>Year 5/6 Key word/s:</b> according, aggressive, apparent</p>	<p><b>Spelling rule:</b> Words ending in -able and -ible and words ending in -ably and -ibly i.e. tolerably 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><b>Grammar/Punctuation focus:</b> Use of an ellipsis to show an unfinished or trailed off thought into silence. Use of an ellipsis to create a pause for effect and build suspense.</p>				
30.11.20					<p><b>Year 5/6 Spelling Rule:</b> possible, possibly, horrible, horribly, terrible, terribly, forcible</p> <p><b>Year 5/6 Key word/s:</b> awkward, bargain</p>	<p><b>Spelling rule:</b> Words ending in -able and -ible and 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><b>Grammar/Punctuation focus:</b> 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>				
7.12.20					<p><b>Year 5/6 Spelling Rule:</b> visible, visibly, incredible, incredibly, sensible, sensibly, legible</p> <p><b>Year 5/6 Key word/s:</b> bruise, committee</p>	<p><b>Spelling rule:</b> Words ending in -able and -ible and 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><b>Grammar/Punctuation focus:</b> 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>				
14.12.20					<p><b>Year 5/6 Spelling Rule:</b></p>	<p><b>Spelling rule:</b> Words ending in -able and -ible and 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</p>				



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				<p>dependable, comfortable, understandable, reasonable, enjoyable, reliable</p> <p><b>Year 5/6 Keyword/s:</b> communicate, community, conscience</p>	<p>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><b>Grammar/Punctuation focus:</b> Recognising the difference between a phrase and a clause and using phrases and clauses in writing. Clauses contain a verb and phrases do not.</p>				
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