Year 6 Revision

SPAG intervention Focus

Spelling

-ture

-tial

-ily

Double consonants,

Silent – judge

Content domain coverage for Paper 1: questions Grammar

G1 G2 G3 G4 G5 G6 G7

1. Grammatical terms / word classes
2. Functions of sentences
3. Combining words, phrases and clauses
4. Verb forms, tenses and consistency
5. Punctuation
6. Vocabulary
7. Standard English and formality

Grammar

1. Plurals, connectives, end punctuation
2. Synonyms and antonyms
3. Comma pairs, uses of comma, comma in sentence
4. Write a sentence using the given parts.
5. Contractions.
6. Word classes & functions in sentences.
7. Turn statement into question and vice versa.
8. **Uses** of capital letters.
9. Identify a word class within the sentence.
10. Prefixes and Suffixes.
11. Add to change meaning of word.
12. How different suffixes change the word class.
13. Rearrange words in statement to turn into question.
14. Rearrange words in question to turn into statement.
15. Find connectives, articles, adjectives in sentences.
16. Add inverted commas to a sentence.
17. Use given phrases to form sentences, add:

* Brackets, dash, commas, apostrophes, parentheses, colon, semi-colon.

1. Same word different meanings used with suffixes.

– **Measure**d, measure**ment**, measur**able**)

1. Write out words to make a sentence i.e. sentence composition
2. Is/are was/ were I / me
3. Circle the pronouns, articles in the word.

SPAG Revision focus from February

**Know, identify and use**

Word classes

* Identify function of a word in the sentence (verb, noun, adjective, adverb, preposition, noun, conjunction, determiners)
* Identify determiners in a sentence

Verbs

* Present, past, future verb tenses
* Subject, verbs and objects in sentences
* Active and passive verb forms (change)
* Active passive voice in sentence
* Add noun phrase to a sentence
* Begin sentences with adverbial phrase

Pronouns

* Pronoun – use a pronoun in sentence
* Identify relative pronoun

Clause

* Add a subordinate clause to a sentence
* Identify the relative clause
* Identify main and subordinate clauses in sentences

Sentence composition

Statement, command, question

* Use correct end punctuation
* Use of correct punctuation in the sentence
* Use of inverted commas correctly
* Turn statements into questions punctuating your sentence correctly
* Combine parts of a sentence correctly using advanced punctuation ( ; , : () -)
* Insert comma and pair pairs into sentences

Vocabulary

* Synonyms and antonyms
* Use prefix to change meaning of a word
* Add suffix to word to change meaning and function (ment, ness, -ion)

**Year 6 Revision**

Reading intervention focus

**Content domain**

1. Give / explain the meaning of words in context.
2. Retrieve and record information / identify key details from fiction and non-fiction.
3. Summarise main ideas from more than one paragraph.
4. Make inferences from the text / explain and justify inferences with evidence from the text.
5. Predict what might happen from details stated and implied.
6. Identify / explain how information / narrative content is related and contributes to meaning as a whole.
7. Identify / explain how meaning is enhanced through choice of words and phrases.
8. Make comparisons within the text.

**Answering 2 and 3 points questions**

* Content domain: 2b - Retrieve and record information
* Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text

**Right there questions** e.g. find and copy

**Think and search** – e.g. How did Amy arrive at that conclusion?

**Authorial intentions** e.g. based on what you have read, what does the last paragraph suggest might happen next? **PEE**

**PEE ( Point – Evidence – Explanation)**

Teach children to use **PEE** to show **textual** evidence in answering 2 or 3 points comprehension questions.

Use the simple method below to guide them to show that they understand and can write about what they have read.

**Example**

**Secrets Benin Expedition by Fidelia Nimmons**

**Page 80**

Point: Sam is kind, caring and helpful.

Evidence: This is true because on page 80 he says, ‘Hey you, over here, you will get yourself killed.’

Explanation: This shows that he is the type of person who would to try help others when they are in danger even though he does not know them. He does not like people getting injured or killed.

**Exercise 1**

Identify the point, evidence and explanation in the text below:

*‘Hey you, over here, you will get yourself killed.’’* *Even though Sam does not know Emily and has never seen her before, he does not want her to get killed by his own side soldiers. He does not even want her seen by them because she could be in danger. He gets her to be quiet by putting his hand to his lips and saying, ‘Shhh.’ So the soldiers don’t see her.*

(Point) Sam wants to protect Emily from danger.

(Evidence) ‘Hey you, over here, you will get yourself killed.’

(Explanation) Even though Sam does not know Emily and has never seen her before, he does not want her to get killed by his own side soldiers. He does not even want her seen by them because she could be in danger. He gets her to be quiet by putting his hand to his lips and saying, ‘Shhh,’ so the soldiers don’t see her.

* Point – What does this quote prove or show?
* Evidence – This is the ‘quote’ from the text which supports or proves the point you are making.
* Explanation – Explain and expand on your point in more detail and include your personal opinion or your view (your reason for saying so).

**Using evidence in the text to support your answer steps:**

* Use key words in the question to locate the evidence in the text.
* Quote this evidence (as in Sam above).
* Think carefully about this evidence (your quote).
* How can you explain it in your own words?
* Have you an opinion on the point, include it.

**Exercise 2**

Page 63

Identify the point, evidence and explanation in the text below:

Miss Ama likes to involve different children in her activities during the workshop. ‘I would like some volunteers for the next part of our session’, she chose six other children from across the auditorium and also, she ‘She picked a child from another school to answer,’ This shows that Miss Ama wants all the children to take part in the workshop.

**Exercise 3**

Page 164

Identify the point the text below shows about Emily’s mum. Support your point with an explanation.

Emily’s mum says, ‘*It’s okay* *baby, I believe you. Just rest for now and you can tell me all about it later.*’

You may add further evidence from this page to support your point.

Year 6 Revision

**Maths intervention Focus**

1. < > by 1000, 10 000
2. Rounding numbers to nearest 100, 1 000, 10 000
3. Ordering decimals by size.
4. Negative numbers (+ and – across 0)
5. Dividing by 100 (15% = 15 ÷100 = 0.15)
6. Multiplying decimals: u.th X U
7. HTU ÷ TU
8. Adding fractions with different numerators
9. Adding fractions to mixed numbers
10. ThHTU X TU
11. Fractions and percentages equivalents (if 14 is 25%, what is 42 as % of the quantity?).
12. % of quantity: 5% X 760 (1÷100 x 760 = 7.6 x 5 = 38)
13. % of quantity: 95% X 760 (760 – 38 = 722)
14. MULTIPLYING MIXED NUMBERS - 1⅜ X 7
15. Subtracting mixed numbers 2⅓ - 1⅖
16. BODMAS – 24 ÷ (6-3) x 2
17. Subtracting numbers across zero : 3 – 9
18. Subtracting decimals: HTU.th – TU.t
19. Take 5 digits from 6 digit number: 596 782 – 38 426
20. MULTIPLYING DECIMALS: U.th X U : 2.63 x 4
21. Compare sizes using ratio
22. Compare quantities using ratio (for every…).
23. Algebra
24. Standard units
25. Application of measures (time, mass, distance, volume) in real life (if 250g chicken takes 15mins to cook, how long will it take to cook 1kg chicken?).
26. Perimeter, area, volume of shapes
27. Calculate, estimate and compare volume
28. Draw shapes given dimensions and angles
29. Use compass to draw circle
30. Find angles: at a point, vertically opposite

* Vertical angles
* Corresponding
* Alternate angles: https://www.mathsisfun.com/geometry/parallel-lines.html
* Parallel and perpendicular lines

**Geometry**

1. Recognise and describe properties of 3D shapes (vertices, faces, nets).
2. Identify 2D shapes with types of angles (acute, RTL, obtuse)
3. Translate, reflect and rotate shapes in all four quadrants
4. Plot paired coordinates to complete 2D shape

**Statistics**

Interpret and construct tables and graphs (bar chart, pie charts, line graph, tables).