



Khalsa Primary School













Supporting your child at home

Parents' Meetings Year 6









**Teacher: Mrs Sidhu
Teaching Assistant: Miss Ladha**

**Teacher: Mrs Jatana
Teaching Assistant: Mrs Marway**







Khalsa Primary School
Excellence through integrity
Year 6 Timetable
Mrs Sidhu

	8:50 – 9:10	9:15 – 10:10	10:10- 11:10	11:10- 11:25	11.25-12.25 Guided Reading	12.25-1.15	1.15-2.15	2.15-3.20pm			
Monday	A S S E M B L Y						Extended writing	Art			
Tuesday	B R E A K						ICT	RE			
Wednesday					Literacy	Numeracy			Science	History	
Thursday					Literacy	Numeracy			Sikh studies 1.15-2pm	Punjabi 2-2.25pm	SPAG
					Literacy	Numeracy			PE	SATs Revision	
Friday					B R E A K						PE

Khalsa Primary School
Excellence through integrity
Year 6 Timetable
Mrs Jatana

	8:50 – 9:10	9:15 – 10:10	10:10- 11:10	11:10- 11:25	11:25-12:25 Guided Reading	12:25-1.15	1.15-2.15	2.15-3.20pm	
Monday	A S S E M B L Y				Literacy	Numeracy	B R E A K		
Tuesday	A S S E M B L Y				Literacy	Numeracy		Extended writing	Art
					Literacy	Numeracy		Science	RE
Wednesday	A S S E M B L Y				Literacy	Numeracy		Punjabi 2-2.25pm	Sikh studies 1.15-2pm
					Literacy	Numeracy		SATs Revision	PE
Thursday	A S S E M B L Y				Literacy	Numeracy		SATs Revision	PE
					Literacy	Numeracy		SATs Revision	PE
Friday	A S S E M B L Y				Literacy	Numeracy		SATs Revision	PE
					Literacy	Numeracy		SATs Revision	PE

Khalsa Primary School
Excellence through Integrity
Key Stage Two- Year 6

Daily 	Reading  (30 minutes)	English  (30 minutes)	Mathematics & Times tables  (15 minutes)	Spellings & Handwriting  (20 minutes)	I.C.T./Computing  (30 minutes max)
Monday	Independent Reading Complete Reading Journal Activity	Look at my.uso.im Complete a grammar game	Practice times tables to 12 What is the inverse?	Spellings/Handwriting Practice Look, Say, Cover, Write, Check	Research Maths question of the week Ask an adult for permission first
Tuesday	Independent Reading Are you reading with punctuation?	Find ten new words in the dictionary Write sentences with different openers.	Practice times tables to 12 Recite multiplication	Spellings/Handwriting Practice Look, Say, Cover, Write, Check	Can you find additional information on a topic learnt this week?
Wednesday	Read with an adult How does the character feel? Why?	Complete SPAG activity	Practice times tables to 12 Complete Mathsbase via my.uso.im	Spellings (test tomorrow) Look, Say, Cover, Write, Check	Research Sikh question of the week Ask an adult for permission first
Thursday	Independent Reading Have you read with expression?	Complete Literacy Task 30 minutes minimum	Complete Numeracy Task 30 minutes minimum	Spellings/Handwriting Practice Look, Say, Cover, Write, Check	Can you find additional information on a topic learnt this week?
Friday	Independent Reading Complete Reading Journal Activity	Write ten sentences, using spelling words	Practice times tables to 12 Complete Mathsbase via my.uso.im	Spellings/Handwriting Practice Look, Say, Cover, Write, Check	Research English question of the week Ask an adult for permission first

Please note home-learning will be given out every Thursday. The recommended activities above should be completed independently. Time-taken to complete home-learning will differ per subject and should be completed aside of this.

Biography

Have you included all these parts in your text?

Title



Introduction

Who, what, when and where?
Make the reader want to read about this person.



Paragraphs

In the order that events happened and starting with a sentence about your topic. Add visual elements reinforcing what you have written.



Conclusion

Reflect on what has happened and what might happen next.

Quote what others think about this person.

Formal or informal

Detailed descriptions

Words showing the passing of time

Varied sentence structure

Emotive words

Past tense

First person if it's about you.
Third person if it's about someone else.

Newspaper

Have you included all these parts in your text?

Masthead, date and headline



Flash

Briefly describe your article.



Introduction

Interest the reader.
Summarise the whole story.



Main body

Use columns, sub-headings, detail and illustrations.



Conclusion

What is your point of view about this story?

Quotes from witnesses

Formal or informal

Detailed descriptions

Past tense

Words showing the passing of time

Varied sentence structure

Third person

An eye-catching headline

Instructions

Have you included all these parts in your instructions?

Title



Equipment List



Instructions

Use bullet points or numbers to separate each step.



Diagrams and charts

Time connecting words or phrases

Present tense

Detailed descriptions

Topic words

Varied sentence structure

Second person

Imperative verbs at the start of each step.
Sometimes, consider using an adverb.

Explanations

Have you included all these parts in your explanation?

Title



Introduction

Set the scene.



Paragraphs

In time order. Start each one with a sentence about your topic.



Diagrams and charts



Conclusion

Time connecting words or phrases

Present tense

Detailed descriptions

Varied sentence structure

Formal

Topic words

Third person

Reasons to explain how or why

Letters

Have you included all these parts in your letter?

Formal

Use a formal greeting

Explain who you are and why you are writing

State what you want to happen once the letter has been read

All letters

Address and date in the top-right corner

Start the letter top left below the address

Use paragraphs

Use a new line to sign off

Use good detail and varied sentences

Informal

Use an informal greeting

Start by explaining your reason for writing

Date



Paragraphs

In the order things happened and to show how you feel and what you are thinking about the events of that day.

Diary

Have you included all these parts in your text?

Informal

First person

Words showing the passing of time

Varied sentence structure

Past and present tense

Detailed descriptions

Emotive words

Grammatical Terms/Word Classes/Features of Sentences

Nouns	
Term	Definition
Noun	A noun is a 'naming' word: a word used for naming an animal, a person, a place or a thing.
Proper noun	This is a noun used to name particular people and places: <i>Jim, Betty, London...</i> – and some 'times': <i>Monday, April, Easter...</i> It always begins with a capital letter.
Common noun	A common noun is a noun that is used to name everyday things: <i>cars, toothbrushes, trees,...</i> – and kinds of people: <i>man, woman, child ...</i>
Collective noun	This is a noun that describes a group or collection of people or things: <i>army, bunch, team, swarm...</i>
Abstract noun	An abstract noun describes things that cannot actually be seen, heard, smelt, felt or tasted: <i>sleep, honesty, boredom, freedom, power ...</i>
Adjectives	
Term	Definition
Adjective	<p>An adjective is a 'describing' word: it is a word used to describe (or tell you more about) a noun.</p> <p><u>Example:</u> The burglar was wearing a black jacket, a furry hat and a large mask over his face. (The words in bold tell us more about the noun that follows)</p> <p>An adjective usually comes before a noun but sometimes it can be separated from its noun and come afterwards (e.g.: Ben looked frightened; the dog was very fierce)</p>
Interrogative ('asking') adjectives	<p>e.g.: What? Which? ... They are used to ask questions about a noun.</p> <p><u>Example:</u> Which hat do you prefer?</p>
Possessive adjectives	<p>e.g.: my, our, their, his, your ... Possessive adjectives show ownership.</p> <p><u>Example.:</u> Sue never brushes her hair.</p>

Pronouns	
Term	Definition
Pronoun	<p>Sometimes you refer to a person or a thing not by its actual name, but by another word which stands for it. The word you use to stand for a noun is called a pronoun (which means 'for a noun')</p> <p>We use pronouns so that we do not have to repeat the same nouns over again.</p> <p>Have a look at the following sentence: When Barnaby stroked the cat and listened to the cat purring softly, Barnaby felt calm and peaceful.</p> <p>Compare it with the same sentence where some of the nouns have been replaced by pronouns: When Barnaby stroked the cat and listened to it purring softly, he felt calm and peaceful.</p>
Singular pronouns	<p>Singular pronouns are used to refer to one person or thing.</p> <p>E.g.: <i>I, you, me, he, she, it, you, him, her, mine, yours, his, hers, its</i></p>
Plural pronouns	<p>Plural pronouns are used to refer to more than one person or thing.</p> <p>E.g.: <i>we, they, us, them, ours, yours, theirs</i></p>
Other word classes and grammatical terms	
Term	Definition
Prepositions	<p>Prepositions are words which show the relationship of one thing to another.</p> <p>Examples: Tom jumped over the cat. The monkey is in the tree.</p> <p>These words tell you where one thing is in relation to something else.</p> <p>Other examples of prepositions include: <i>up, across, into, past, under, below, above ...</i></p>
Connectives (conjunctions)	<p>Connectives (conjunctions) join together words, phrases, clauses and sentences. They help us to create compound sentences by joining two main clauses together.</p> <p>E.g.: <u>She went to the shops. She bought a box of chocolates.</u></p> <p>We can use a conjunction to join these sentences together: <u>She went to the shops and bought a box of chocolates.</u></p> <p>Other connectives (conjunctions) include: <i>but, as, so, or ...</i></p>
Subordinating connectives	<p>Subordinating connectives link a main (independent) clause with a subordinate (dependent) clause (a clause which does not make sense on its own).</p> <p>Example: <i>When</i> we got home, we were hungry. We were hungry <i>because</i> we hadn't eaten all day.</p> <p>Other subordinating connectives include: <i>if, while, after, until, before, although...</i></p>

Vocabulary/language strategies

Definition	Example
<p>Synonyms</p> <p>These are words that have a similar meaning to another word. We use synonyms to make our writing more interesting.</p>	<p>Synonyms for:</p> <p>Bad - awful, terrible, horrible Happy - content, joyful, pleased Look - watch, stare, glaze Walk - stroll, crawl, tread</p>
<p>Antonyms</p> <p>These are words with the opposite meaning to another word.</p>	<p>The antonym of <u>up</u> is <u>down</u> The antonym of <u>tall</u> is <u>short</u> The antonym of <u>add</u> is <u>subtract</u></p>
<p>Word groups/ families</p> <p>These are groups of words that have a common feature or pattern - they have some of the same combinations of letters in them and a similar sound.</p>	<p>at, cat, hat, and fat are a family of words with the "at" sound and letter combination in common.</p> <p>bike, hike, like, spike and strike are a family of words with the "ike" sound and letter combination in common.</p> <p>blame, came, fame, flame and game are a family of words with the "ame" sound and letter combination in common.</p>
<p>Prefix</p> <p>Prefixes are added to the beginning of an existing word in order to create a new word with a different meaning.</p>	<p>Adding 'un' to happy – unhappy Adding 'dis' to appear – disappear Adding 're' to try – retry</p>
<p>Suffix</p> <p>Suffixes are added to the end of an existing word to create a new word with a different meaning.</p>	<p>Adding 'ish' to child – childish Adding 'able' to like – likeable Adding 'ion' to act – action</p>
<p>Root words</p> <p>Root words are words that have a meaning of their own but can be added to either with a prefix (before the root) or a</p>	<p><u>help</u> is a root word</p> <p>It can grow into:</p> <p style="text-align: right;"><u>helps</u></p>

Punctuation

Definition	Example
<p>Capital letter</p> <p>Used to denote the beginning of a sentence or a proper noun (names of particular places, things and people).</p>	<p><u>J</u>oel has karate training ever <u>M</u>onday afternoon at <u>W</u>ells <u>P</u>rimary <u>S</u>chool.</p> <p><u>I</u>n <u>J</u>anuary, the children will be visiting <u>L</u>ondon <u>Z</u>oo.</p>
<p>Full stop</p> <p>Placed at the end of a sentence that is not a question or statement.</p>	<p>Terry Pratchett's latest book is not yet out in paperback.</p> <p>I asked her whether she could tell me the way to Brighton.</p>
<p>Question mark</p> <p>Indicates a question/disbelief.</p>	<p>Who else will be there? Is this really little Thomas?</p>
<p>Exclamation mark</p> <p>Indicates an interjection/surprise/strong emotion</p>	<p>What a triumph! I've just about had enough! Wonderful!</p>
<p>Inverted commas</p> <p>Punctuation marks used in pairs (" ") to indicate:</p> <ul style="list-style-type: none"> • quotes (evidence). • direct speech • words that are defined, that follow certain phrases or that have special meaning. 	<p><i>For direct speech:</i> Janet asked, "Why can't we go today?"</p> <p><i>For quotes:</i> The man claimed that he was "shocked to hear the news".</p> <p><i>For words that are defined, that follow certain phrases or that have special meaning:</i> 'Buch' is German for book. The book was signed 'Terry Pratchett'. The 'free gift' actually cost us forty pounds.</p>
<p>Apostrophes</p> <p>Used to show that letters have been left out (contractions) or to show possession (i.e. 'belonging to')</p>	<p><i>Contractions:</i> <i>Is not = isn't Could not = couldn't</i></p> <p><i>Showing Possession:</i> <i>With nouns (plural and singular) not ending in an s add 's:</i> <i>the girl's jacket, the children's books</i></p> <p><i>With plural nouns ending in an s, add only the apostrophe:</i> <i>the guards' duties, the Jones' house</i></p>

<p>Dash</p> <p>Used to show interruption (often in dialogue) or to show repetition.</p>	<p><i>To show interruption:</i> <i>"The girl is my – "</i> <i>"Sister," interrupted Miles, "She looks just like you."</i></p> <p><i>To show repetition:</i> <i>"You-you monster!" cried the frightened woman.</i> <i>"St-st-stop!" stammered the boy.</i></p>
<p>Colons</p> <p>a) Used before a list, summary or quote</p> <p>b) Used to complete a statement of fact</p>	<p><i>Before a list:</i> I could only find three of the ingredients: sugar, flour and coconut.</p> <p><i>Before a summary:</i> To summarise: we found the camp, set up our tent and then the bears attacked.</p> <p><i>Before a line of speech:</i> Tom asked: "May I have another cupcake?"</p> <p><i>Before a statement of fact:</i> There are only three kinds of people: the good, the bad and the ugly.</p>
<p>Semi-colons</p> <p>Used in place of a connective (conjunction). Shows thoughts on either side of it are balanced and connected. It can also separate words or items within a list.</p>	<p><i>To link two separate sentences that are closely related:</i> The children came home today; they had been away for a week.</p> <p><i>In a list:</i> Star Trek, created by Gene Roddenberry; Babylon 5, by JMS; Buffy, by Joss Whedon; and Farscape, from the Henson Company.</p>

Word list – years 5 and 6

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (–ped, –ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	
disastrous	parliament	

Khalsa Primary School

Key Stage Two



Behaviour philosophy:

- We believe that Khalsa Primary school should be a place where everybody's behaviour is kind, considerate and respectful.
- We believe that good behaviour shows that we care about ourselves, each other and the environment.
- We encourage children to think about their behaviour so that everyone can work well in a comfortable and happy atmosphere.
- Our overall aim is that our pupils develop a good understanding of positive behaviour and recognising that our behaviour has a consequence and ultimately move towards self-discipline as promoted by the Sikh faith.

Please take a look at how we categorise negative behaviour in Key Stage Two:

1 Not serious	2 Moderately serious	3 Serious
Talking during register	Distracting on carpet	Encouraging fights
Changing places in line	Talking in assembly	Defiance
Daydreaming	Not sitting properly in assembly	Verbal abuse
Swinging on chairs	Disturbing others	Bullying
Bringing sweets to school	Laughing at people's work	Being sexist
Walking around classroom	Not listening to instructions	Throwing things at people
Not staying on task	Disrespectful attitude	Racial abuse
Shouting out	Being racist – unintentional	Spitting, answering
Not listening to peers	Not working	Mild swearing
	Running in class	Lying
	Taking school equipment home	Running in class after being told
	Pushing in line	Repeated nudging, slapping,
	Chewing	Intentionally damaging
	Not sharing / cooperating	property
	Misuse of resources	Malicious lying
	Talking when others are talking	Repeated serious swearing
	Scribbling on own work	Assaulting an adult
	Irresponsible behaviour	Persistent negative behaviour
		Physical violence (including scratching, slapping, punching, kicking)
		Intimidation
		Destroying others' work
		Answering back
		Threatening each other
		Throwing things – rubbers, pencils
		Repeated chewing
		Repeatedly bringing sweets

Please take a look at how we sanction negative behaviour in Key Stage Two:

**1
Not serious**

- Sit on 'time out chair'
- Sit separately

**2
Moderately serious**

- Sit in Darbar hall to reflect on own behaviour
- Time out of class
- Miss lunch time play
- Miss playtime
- See Deputy / Head teacher
- Sitting at the bench during playtimes

**3
Serious**

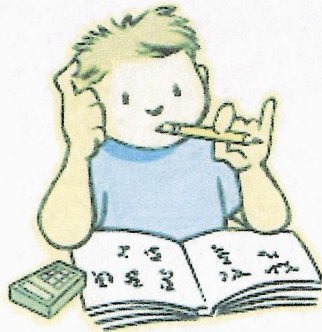
- Time out of class
- Internal exclusion
- See Deputy / Head teacher
- External exclusion
- Call parents
- Missing an outing
- Sit in Darbar hall to reflect on behaviour

Khalsa Primary School
Key Stage Two



Tips for good home learning habits:

- Find a quiet place at home to use as a homework area.
- It needs a flat surface, a good light source and the right equipment e.g. pens, pencils, ruler, scissors, glue.
- Be aware of modern teaching methods, e.g. in long division.
- Plan a home learning timetable and agree on when your child will do their home learning.
- Allow your child to have something nutritional to eat before starting on home learning.
- Discuss any home learning tasks with your child and how it connects with what they are studying at school
- Turn off the TV - but you could have music on if they find it helpful.
- Don't give your child the answer in order to get a task finished. Instead, explain how to look up information or find a word in a dictionary.
- Don't let homework become a chore. Keep it fun and make it a special time that you both look forward to. Please encourage your children when completing home learning tasks.





kids WHO
READ
succeed



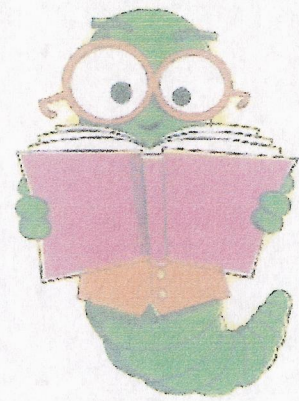
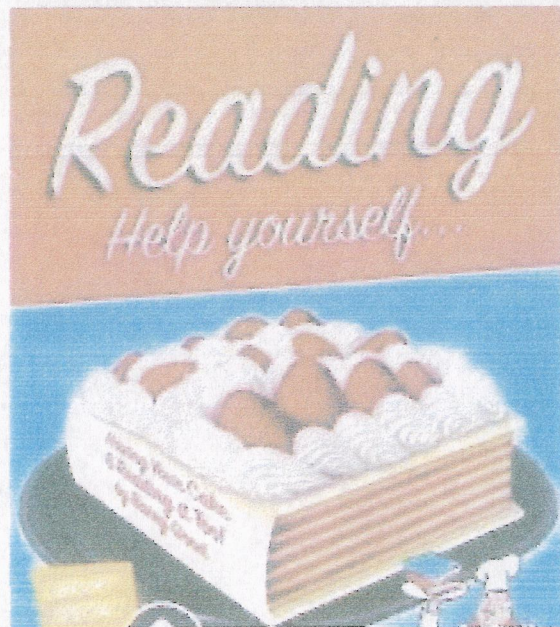
Reading at Home

Fiction

- ❖ Where does the story take place?
- ❖ When did the story take place?
- ❖ What did the character look like?
- ❖ Where did the character live?
- ❖ Who are the key characters in the book?
- ❖ What happened in the story?
- ❖ Which is your favourite part? Why?
- ❖ Predict what you think is going to happen next.
- ❖ What was the most exciting part of the story?
- ❖ Why did the author choose this title?
- ❖ How did the book make you feel? Explain.

Fun Activities

- ❖ Draw a poster advertising the book. Make sure you write on the poster why people should read it!
- ❖ Make up three questions you would ask to check someone had read the book carefully.
- ❖ Write a letter to someone telling them about the book and your opinion of the book.
- ❖ Draw a Cartoon strip of the main events.
- ❖ Draw and label a character or a setting from a description in the book.



Non-Fiction

- ❖ What is the text about ?
- ❖ What kind of things would you expect to see in this book?
- ❖ What is a glossary used for?
- ❖ When would you use the contents page in the book?
- ❖ When would you use the Index page in the book?
- ❖ What are the subheadings for?
- ❖ Why have some of the words been written in bold?
- ❖ Can you suggest ideas for other sections or chapters to go into the book?
- ❖ Find something that interests you from the text. Explain why you chose that part.
- ❖ Are there any features that it hasn't got? Why do you think it doesn't have them?

Fun Activities

- ❖ Write a glossary of technical vocabulary specific to a topic.
- ❖ Draw an annotated diagram using factual information.
- ❖ Make a list of facts learned from a non-fiction book.
- ❖ Create your own non-fiction book.

2

$1 \times 2 = 2$
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 $3 \times 2 = 6$
 $4 \times 2 = 8$
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11

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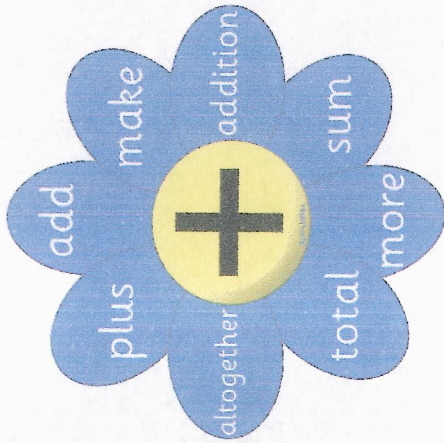
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12

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 $3 \times 12 = 36$
 $4 \times 12 = 48$
 $5 \times 12 = 60$
 $6 \times 12 = 72$
 $7 \times 12 = 84$
 $8 \times 12 = 96$
 $9 \times 12 = 108$
 $10 \times 12 = 120$
 $11 \times 12 = 132$
 $12 \times 12 = 144$

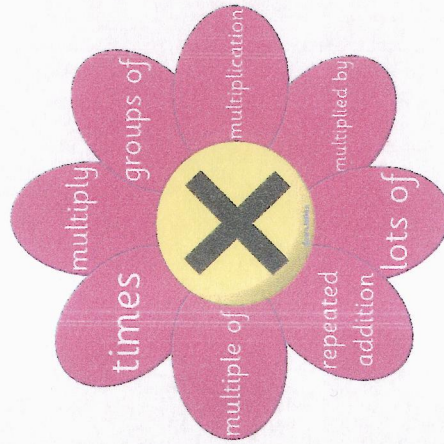
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Maths vocabulary flowers



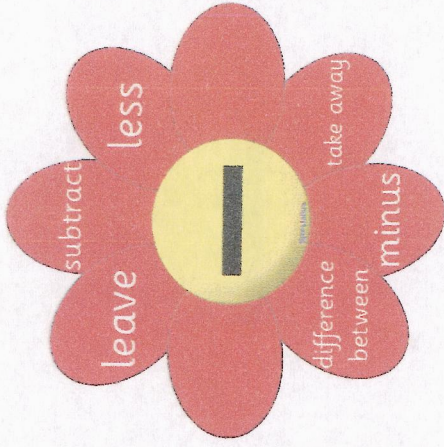
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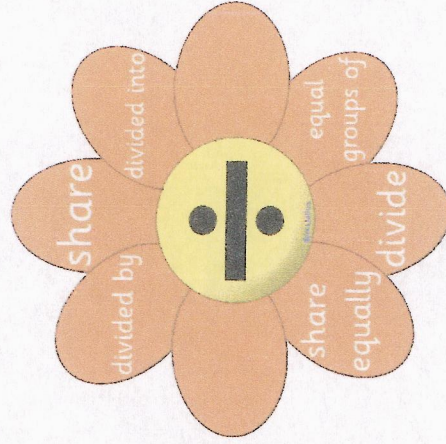
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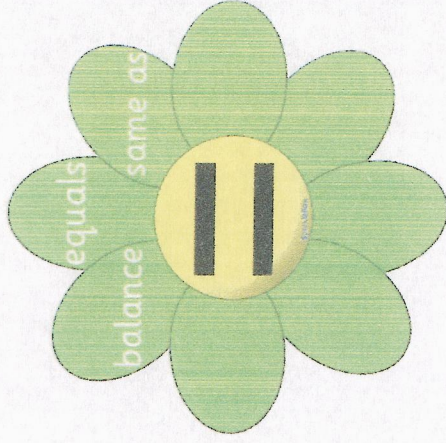
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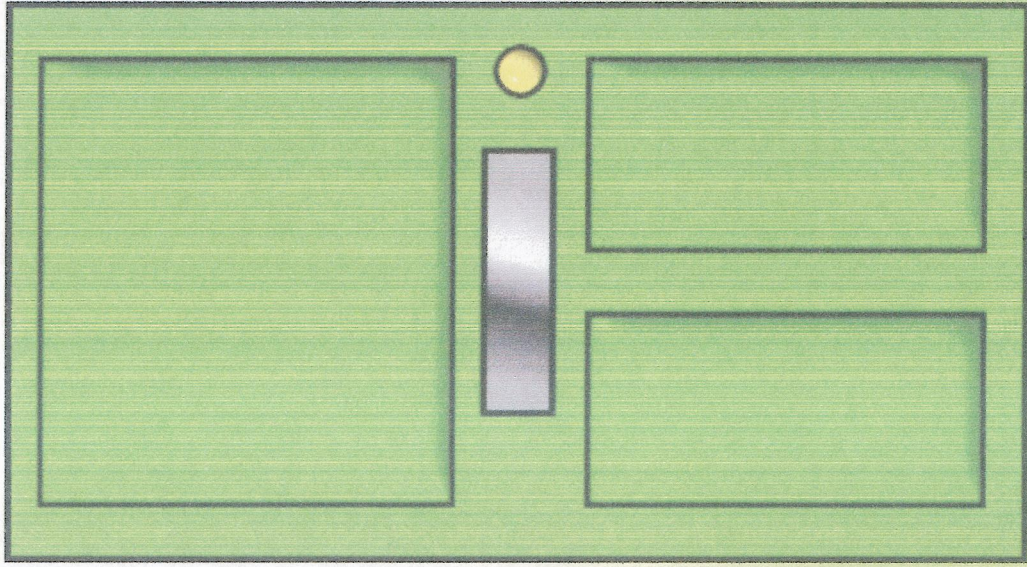
Maths vocabulary flowers



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Sentence Openers

openers are words to begin a sentence



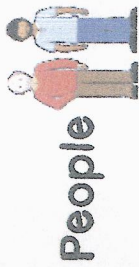
The...
Next...
Then...
When...
After...
I...
We...
They...
It...
First...
Secondly...

Once...
On...
During...
Soon...
My...
So...
If...
Despite...
Meanwhile...
However...
Although...

Before...
As time...
Eventually...
Regardless of...
Fortunately...
Unfortunately...
Afterwards...
The last time...
Even though...
Having decided...
I felt as...

Amazing Adjectives!

adjectives are words which describe



People

adorable
adventurous
aggressive
annoying
beautiful
clumsy
confident
considerate
excitable
grumpy
handsome
helpful
important
obnoxious
odd
talented
thoughtless
timid
ugly



Objects

beautiful
bright
colourful
dark
distinct
dull
fancy
filthy
gleaming
gorgeous
light
long
magnificent
old-fashioned
plain
precious
shiny
sparkling
strange
ugly



Good feelings

brave
calm
cheerful
comfortable
courageous
determined
eager
elated
encouraged
energetic
enthusiastic
excited
fantastic
fine
healthy
joyful
pleasant
pleased
relieved
silly



Bad feelings

angry
annoyed
anxious
ashamed
awful
bewildered
bored
clumsy
confused
defeated
defiant
depressed
disgusted
disturbed
dizzy
embarrassed
envious
frightened
hungry
lonely



Size

big
colossal
enormous
gigantic
great
huge
immense
large
little
long
mammoth
massive
mini
minuscule
puny
short
tall
teeny
tiny



Time

ancient
brief
early
fast
late
modern
old
quick
rapid
short
slow
swift
young

Great adverbs!

adverbs are words which describe actions

How?

angrily
anxiously
cautiously
cheerfully
courageously
crossly
cruelly
defiantly
doubtfully
elegantly
enthusiastically
foolishly
frantically
gently
gladly
gracefully
happily
hungrily
inquisitively
irritably

When?

afterwards
again
before
beforehand
early
lately
never
now
often
punctually
recently
soon
then
today
tomorrow
yesterday

Where? How much?

always
annually
constantly
daily
hourly
monthly
never
occasionally
often
once
regularly
repeatedly
sometimes
usually
yearly

above
around
away
below
down
downstairs
everywhere
here
inside
outside
there
up
wherever

almost
completely
entirely
little
much
rather
totally
very

Other useful adverbs...

additionally
appropriately
consequently

fittingly
hence
however

insufficiently
suitably
therefore

Cool connectives!

connectives link clauses or sentences together

When?

afterwards
as
at that moment
finally
first
just then
last
later
meanwhile
soon
subsequently
then
until
when
while

Why?

as a result
because
consequently
for this reason
in the end
so
therefore

Opinion

fortunately
happily
luckily
sadly
unfortunately

But...

alternatively
although
anyway
aside from
besides
but
despite
however
in spite of
nevertheless
on the other hand
since
whereas
yet

And...

also
and
as well as
furthermore
in addition
moreover
with

Using the right connectives...

Opposition

- however
- nevertheless
- on the other hand
- but
- instead
- in contrast
- looking at it another way
- although
- the main reasons
- against
- some people do not believe
- for instance
- the evidence for this suggests
- disagree
- whereas
- as long as

but...

Reinforcing/ in addition

- besides
- anyway
- after all
- many people believe
- this is an important issue because
- one reason is
- furthermore
- also
- moreover
- in addition
- a further point
- claim that...

and...

Explaining/ listing

- for example
- in other words
- for instance
- first of all
- finally
- in conclusion
- after much thought
- the main reason for this
- in the end we decided
- I believe that

so...

Cause and effect

- therefore
- consequently
- as a result
- thanks to this
- because of this
- this causes
- so
- the reason that
- this results in
- when

because...

Time

Prior (at the beginning):

- at first
- before
- in the beginning
- until then
- up to that time
- firstly

Following (afterwards):

- just then
- next
- in due course
- in the end
- after that
- later
- finally
- eventually
- a month later

Parallel (at same time):

- in the mean time
- simultaneously
- concurrently
- meanwhile

then...

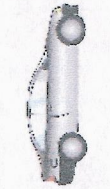
Wonderful nouns!

nouns are words which name things

Everyday Objects



People Locations



lamp
clock
chest
chair
table
picture
door
window
clothes
light
money
paper
wallet
football
television
computer
kettle
drawers
camera

father
mother
son
brother
sister
uncle
aunt
grandfather
grandmother
friend
baby
crowd
audience
policeman
policewoman
astronaut
firefighter
clown

city
town
village
house
home
church
school
playground
swimming pool
station
castle
fairground
library
forest
coast
hotel
office
circus
theatre
London

car
lorry
coach
wagon
trailer
speedboat
minibus
chariot
submarine
flying saucer
wheel
traffic
off-road



Food

fruit
vegetables
cake
potato
carrots
sandwich
orange
pear
pineapple
cheese
yogurt
dessert
breakfast
lunch
dinner

jacket
coat
trousers
jeans
t-shirt
blouse
shorts
skirt
socks
shoes
trainers
bonnet

Clothes

Words instead of said

answered

argued

asked

babbled

begged

called

complained

confessed

cried

declared

demanded

exclaimed

explained

groaned

grumbled

joked

lied

moaned

mumbled

muttered

nagged

ranted

remarked

replied

screamed

shouted

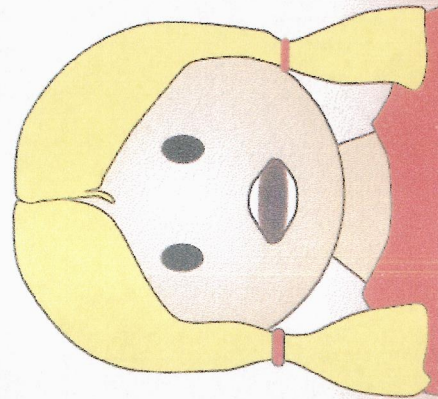
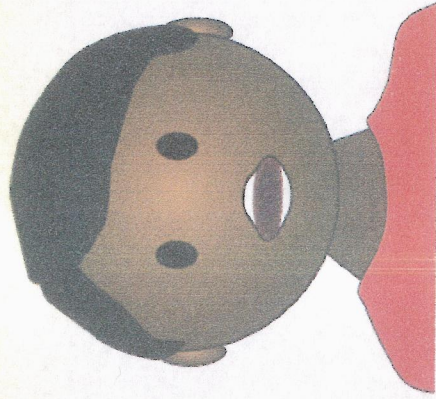
suggested

teased

told

whined

whispered



Khalsa Primary School

Key Stage 2

Recommended Website List:

Numeracy:

www.woodlands-junior.kent.sch.uk

www.topmarks.co.uk

www.teachingtables.co.uk

my.uso.im

www.mathsframe.co.uk

Literacy:

www.bbc.co.uk/schools/ks2bitesize

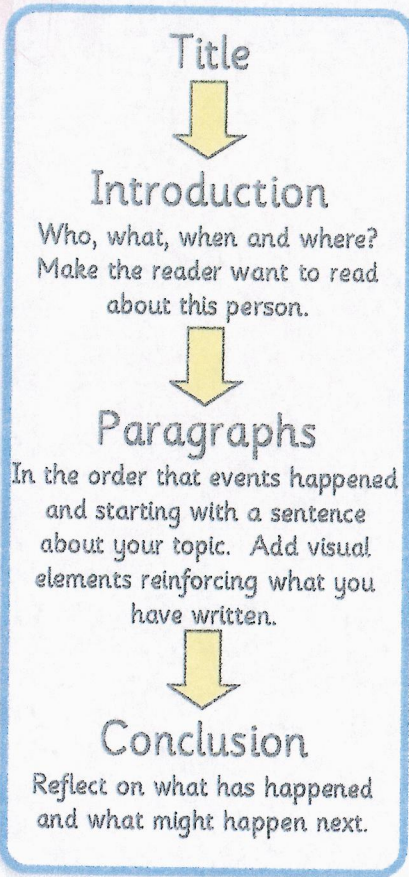
www.ictgames.com

www.freepastpapers.co.uk

kises.com/animation/swfs

PUNJABI
100 High Frequency Words

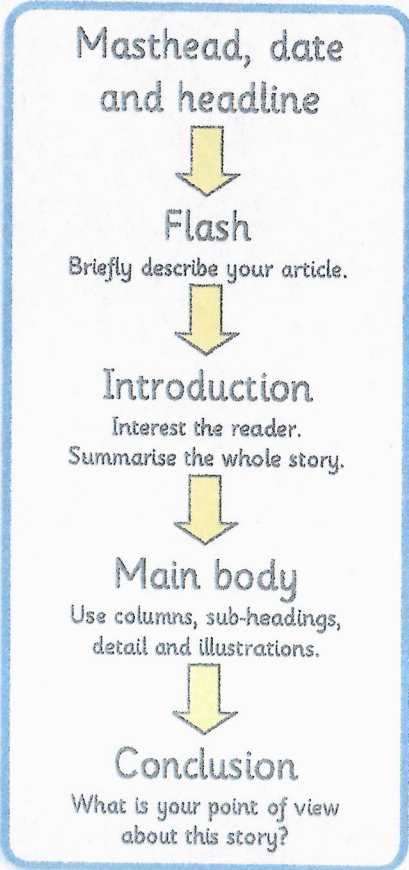
੧.	ਏ	੨੭.	ਕਰ	੫੩.	ਕਰ	੭੯.	ਏ
੨.	ਏ	੨੮.	ਕਾ	੫੪.	ਜਾਂਦਾ	੮੦.	ਜਾਂ
੩.	ਈ	੨੯.	ਸੈਂ	੫੫.	ਰਾਂ	੮੧.	ਮੇਰੇ
੪.	ਹੂੰ	੩੦.	ਗਿਆ	੫੬.	ਰਹੇ	੮੨.	ਮੈਰੂੰ
੫.	ਲਾ	੩੧.	ਉਨ੍ਹਾਂ	੫੭.	ਇਹਾ	੮੩.	ਕਈ
੬.	ਏ	੩੨.	ਪਰ	੫੮.	ਤਰ੍ਹਾਂ	੮੪.	ਦਿਨ
੭.	ਇਹ	੩੩.	ਕਰਨ	੫੯.	ਕਰਦੇ	੮੫.	ਹੋਈ
੮.	ਅਠੇ	੩੪.	ਅਪਣੇ	੬੦.	ਹੋਣ	੮੬.	ਸਕਦਾ
੯.	ਏ	੩੫.	ਦੀਆਂ	੬੧.	ਬਹੁਤ	੮੭.	ਜਾਣ
੧੦.	ਸੀ	੩੬.	ਕੋਈ	੬੨.	ਕੀ	੮੮.	ਪੰਜਾਬ
੧੧.	ਕੀ	੩੭.	ਸਨ	੬੩.	ਵਾਲੇ	੮੯.	ਪਹਿਲਾਂ
੧੨.	ਇਸ	੩੮.	ਕੀਤਾ	੬੪.	ਆਪਣੀ	੯੦.	ਫੋਕਾਂ
੧੩.	ਕਿ	੩੯.	ਜਾਂ	੬੫.	ਹੁੰਦਾ	੯੧.	ਜਿਹੋਂ
੧੪.	ਨਾਹ	੪੦.	ਕਰਨਾ	੬੬.	ਆ	੯੨.	ਹੋਵੇ
੧੫.	ਕਰ	੪੧.	ਕਿਸੇ	੬੭.	ਹੋਇਆ	੯੩.	ਆਈਂ
੧੬.	ਕੀ	੪੨.	ਕੁਝ	੬੮.	ਇੰਤਾ	੯੪.	ਇਹ
੧੭.	ਕਈਂ	੪੩.	ਜਾ	੬੯.	ਇਨ੍ਹਾਂ	੯੫.	ਠੀਕ
੧੮.	ਇਹ	੪੪.	ਏ	੭੦.	ਜਦੋਂ	੯੬.	ਰਹ
੧੯.	ਭਾਂ	੪੫.	ਜੇ	੭੧.	ਕਾਲਾ	੯੭.	ਸਫ
੨੦.	ਕਈ	੪੬.	ਕਈ	੭੨.	ਘਰ	੯੮.	ਸਾਹਿਬ
੨੧.	ਉਹ	੪੭.	ਜੀ	੭੩.	ਕੁਠ	੯੯.	ਜਾਵੇ
੨੨.	ਉਸ	੪੮.	ਇਹਾ	੭੪.	ਕੁਝ	੧੦੦.	ਅੱਜ
੨੩.	ਜਿੰਦ	੪੯.	ਜਿਸ	੭੫.	ਕੰਮ	੧੦੧.	ਕਰਦੇ
੨੪.	ਜਿਹੋਂ	੫੦.	ਹੋਰ	੭੬.	ਕਈ		
੨੫.	ਇਕ	੫੧.	ਕੀਈ	੭੭.	ਹੋਏ		
੨੬.	ਏ	੫੨.	ਕਦੇ	੭੮.	ਠੀ		



Biography

Have you included all these parts in your text?

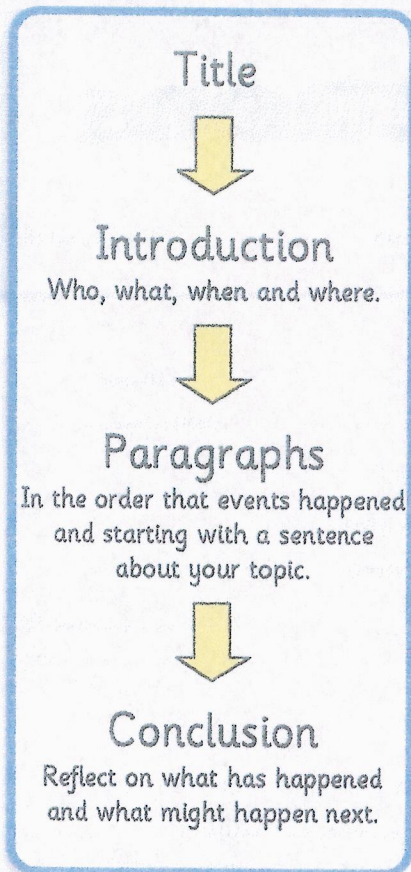
- Quote what others think about this person.
- Formal or informal
- Detailed descriptions
- Words showing the passing of time
- Varied sentence structure
- Emotive words
- Past tense
- First person if it's about you.
- Third person if it's about someone else.



Newspaper

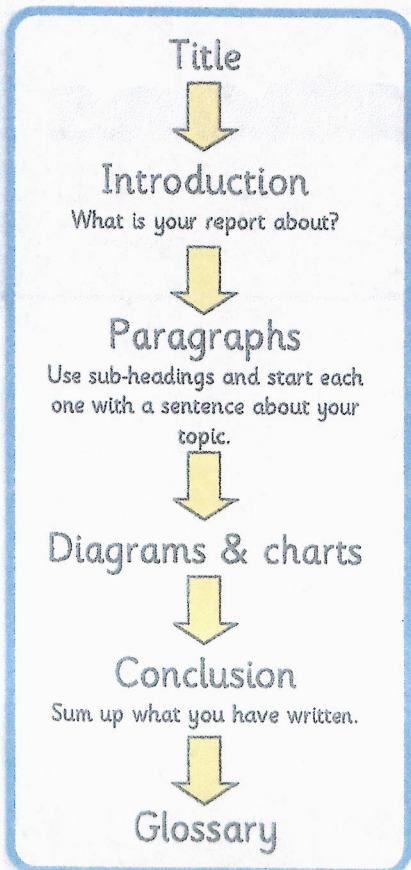
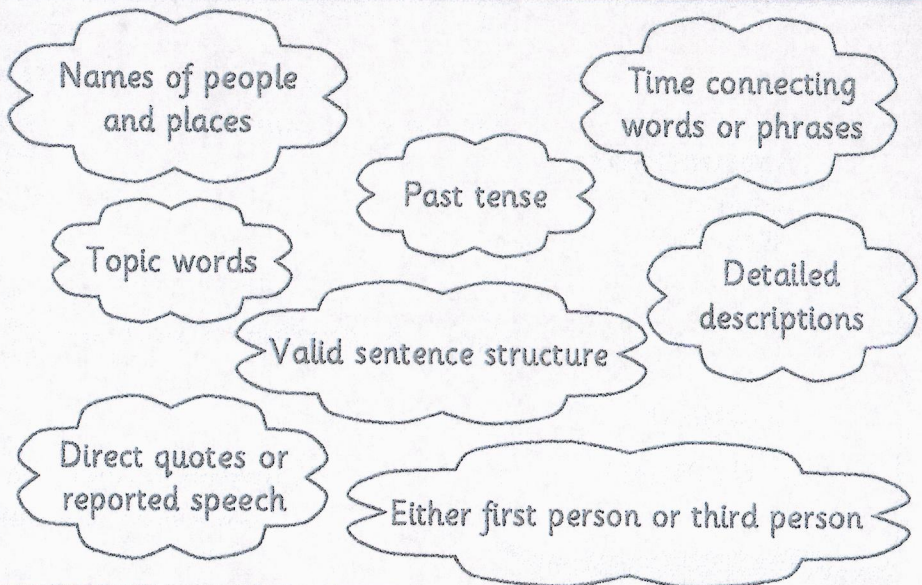
Have you included all these parts in your text?

- Quotes from witnesses
- Formal or informal
- Detailed descriptions
- Past tense
- Words showing the passing of time
- Varied sentence structure
- Third person
- An eye-catching headline



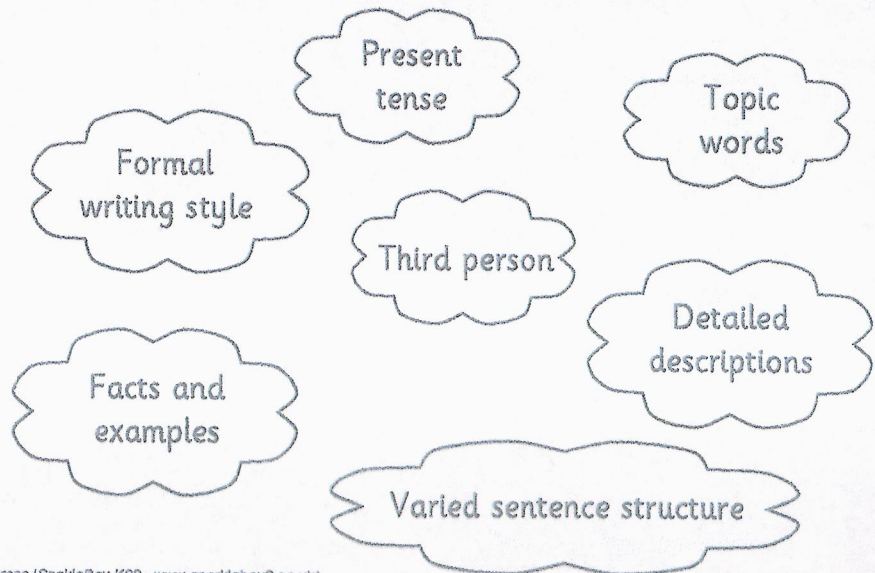
Recount

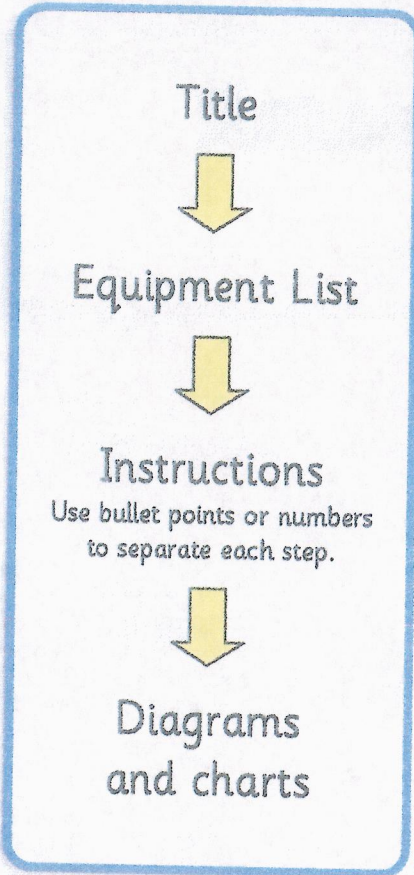
Have you included all these parts in your recount?



Non-Chronological Reports

Have you included all these parts in your report?

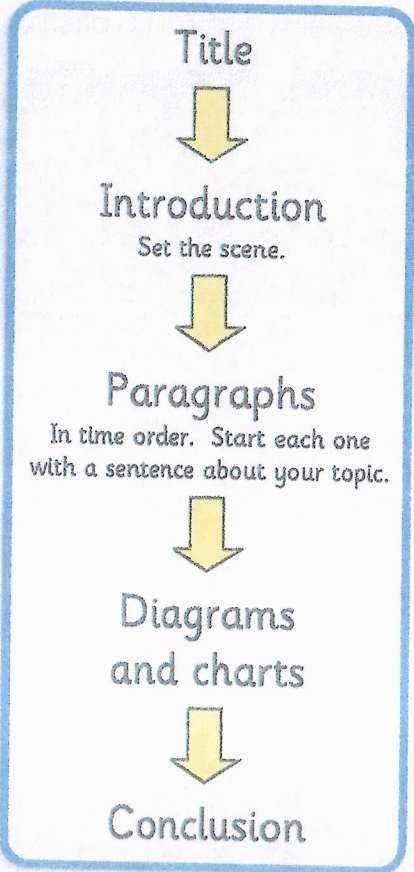




Instructions

Have you included all these parts in your instructions?

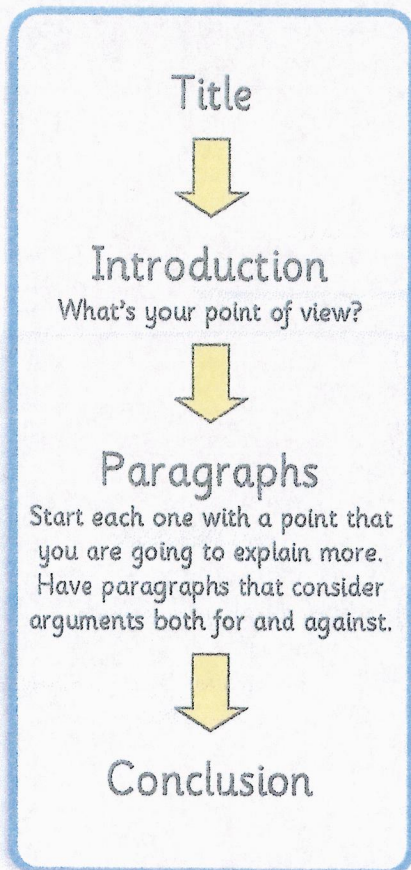
- Time connecting words or phrases
- Present tense
- Detailed descriptions
- Topic words
- Second person
- Varied sentence structure
- Imperative verbs at the start of each step. Sometimes, consider using an adverb.



Explanations

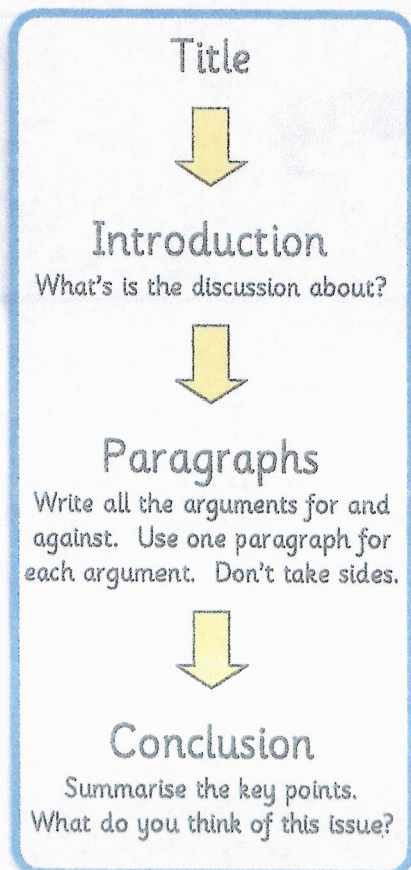
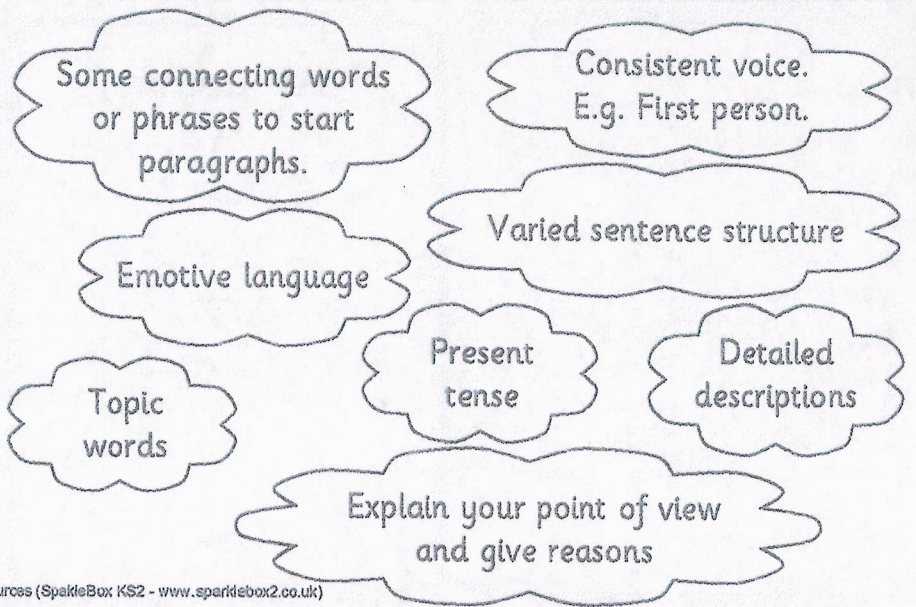
Have you included all these parts in your explanation?

- Time connecting words or phrases
- Present tense
- Detailed descriptions
- Formal
- Varied sentence structure
- Topic words
- Reasons to explain how or why
- Third person



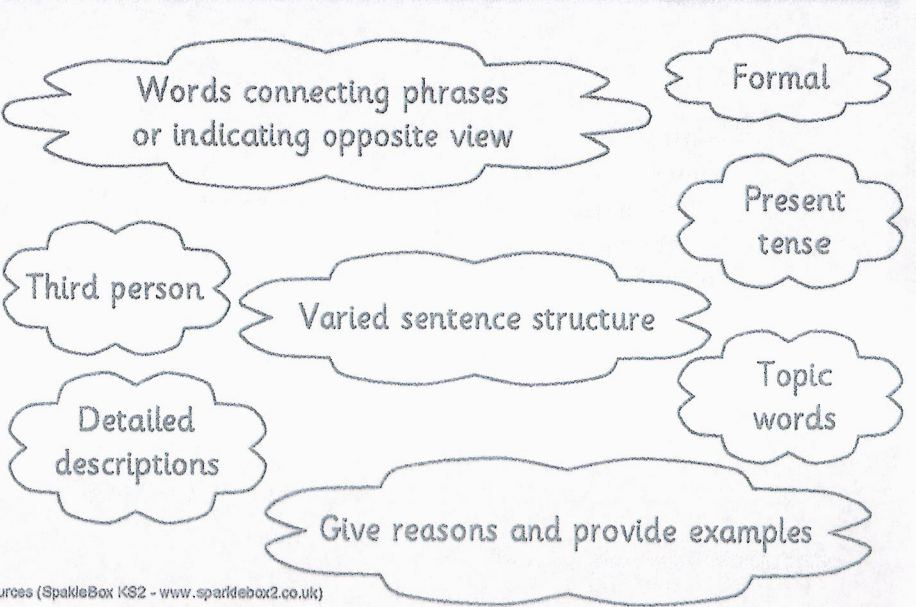
Persuasive

Have you included all these parts in your text?



Discussion

Have you included all these parts in your text?



Letters

Have you included all these parts in your letter?

Formal

Use a formal greeting

Explain who you are and why you are writing

State what you want to happen once the letter has been read

All letters

Address and date in the top-right corner

Start the letter top left below the address

Use paragraphs

Use a new line to sign off

Use good detail and varied sentences

Informal

Use an informal greeting

Start by explaining your reason for writing

Date



Paragraphs

In the order things happened and to show how you feel and what you are thinking about the events of that day.

Diary

Have you included all these parts in your text?

Informal

First person

Words showing the passing of time

Varied sentence structure

Past and present tense

Detailed descriptions

Emotive words

Grammatical Terms/Word Classes/Features of Sentences

Nouns	
Term	Definition
Noun	A noun is a 'naming' word: a word used for naming an animal, a person, a place or a thing.
Proper noun	This is a noun used to name particular people and places: <i>Jim, Betty, London</i> ... – and some 'times': <i>Monday, April, Easter</i> ... It always begins with a capital letter.
Common noun	A common noun is a noun that is used to name everyday things: <i>cars, toothbrushes, trees</i> ,... – and kinds of people: <i>man, woman, child</i> ...
Collective noun	This is a noun that describes a group or collection of people or things: <i>army, bunch, team, swarm</i> ...
Abstract noun	An abstract noun describes things that cannot actually be seen, heard, smelt, felt or tasted: <i>sleep, honesty, boredom, freedom, power</i> ...
Adjectives	
Term	Definition
Adjective	<p>An adjective is a 'describing' word: it is a word used to describe (or tell you more about) a noun.</p> <p><u>Example</u>: The burglar was wearing a black jacket, a furry hat and a large mask over his face. (The words in bold tell us more about the noun that follows)</p> <p>An adjective usually comes before a noun but sometimes it can be separated from its noun and come afterwards (e.g.: Ben looked frightened; the dog was very fierce)</p>
Interrogative ('asking') adjectives	<p>e.g.: What? Which? ... They are used to ask questions about a noun.</p> <p><u>Example</u>: Which hat do you prefer?</p>
Possessive adjectives	<p>e.g.: my, our, their, his, your ... Possessive adjectives show ownership.</p> <p><u>Example</u>.: Sue never brushes her hair.</p>

Adjectives of number or quantity	e.g. much, more, most, little, some, any, enough ... These answer the question: How much? <u>Example:</u> She invited five friends for breakfast; she did not have any food left
Demonstrative ('pointing-out') adjectives	e.g.: this, that, these, those... Demonstrative adjectives answer the question: Which? <u>Example:</u> Those apples and these pears are bad; That man stole this handbag.
Verbs	
Term	Definition
Verb	A verb is a word, or a group of words, that tells you what a person or thing is being or doing. It is often called a 'doing' word: e.g. <i>running, eating, sitting</i> . All sentences have a subject and a verb. The subject is the person or thing doing the action: <u>Example:</u> Cats purr (Cats is the subject and purr is the verb)
Auxiliary verb	A verb is often made up of more than one word. The actual verb-word is helped out by parts of the special verbs: the verb to be and the verb to have . These 'helping' verbs are called auxiliary verbs and can help us to form tenses. Auxiliary verbs for 'to be' include: am, are, is, was, were, Auxiliary verbs for 'to have' include: have, had, hasn't, has, will have, will not have. <u>Examples:</u> I <i>have</i> arrived ('arrived' is the main verb and 'have' is the auxiliary verb) We <i>are</i> waiting ('waiting' is the main verb and 'are' is the auxiliary verb)
Adverbs	
Term	Definition
Adverb	An adverb tells you more about the verb (it 'adds' to the verb). It nearly always answers the questions: How? When? Where? or Why? Most adverbs in English end in -ly and come from adjectives: <u>E.g.</u> <i>soft – softly; slow – slowly</i> .
Adverb or Adjective?	Some words can be either adverbs or adjectives depending on what they do in a sentence, e.g. <i>fast, hard, late</i> . If they answer the questions: How? When? Where? or Why? – they are adverbs. If they answer the question: "What is it like?" - they are adjectives, and will be telling you more about a specific noun. <u>Examples:</u> <i>Life is hard. (adjective)</i> <i>Kim works hard. (adverb)</i> <i>The train arrived early. (adverb)</i> <i>I took an early train. (adjective)</i>

Pronouns	
Term	Definition
Pronoun	<p>Sometimes you refer to a person or a thing not by its actual name, but by another word which stands for it. The word you use to stand for a noun is called a pronoun (which means 'for a noun')</p> <p>We use pronouns so that we do not have to repeat the same nouns over again.</p> <p>Have a look at the following sentence: When Barnaby stroked the cat and listened to the cat purring softly, Barnaby felt calm and peaceful.</p> <p>Compare it with the same sentence where some of the nouns have been replaced by pronouns: When Barnaby stroked the cat and listened to it purring softly, he felt calm and peaceful.</p>
Singular pronouns	<p>Singular pronouns are used to refer to one person or thing.</p> <p>E.g.: <i>I, you, me, he, she, it, you, him, her, mine, yours, his, hers, its</i></p>
Plural pronouns	<p>Plural pronouns are used to refer to more than one person or thing.</p> <p>E.g.: <i>we, they, us, them, ours, yours, theirs</i></p>
Other word classes and grammatical terms	
Term	Definition
Prepositions	<p>Prepositions are words which show the relationship of one thing to another.</p> <p><u>Examples:</u> Tom jumped over the cat. The monkey is in the tree.</p> <p>These words tell you where one thing is in relation to something else.</p> <p>Other examples of prepositions include: <i>up, across, into, past, under, below, above ...</i></p>
Connectives (conjunctions)	<p>Connectives (conjunctions) join together words, phrases, clauses and sentences. They help us to create compound sentences by joining two main clauses together.</p> <p>E.g.: <u>She went to the shops. She bought a box of chocolates.</u></p> <p>We can use a conjunction to join these sentences together: <u>She went to the shops and bought a box of chocolates.</u></p> <p>Other connectives (conjunctions) include: <i>but, as, so, or ...</i></p>
Subordinating connectives	<p>Subordinating connectives link a main (independent) clause with a subordinate (dependent) clause (a clause which does not make sense on its own).</p> <p>Example: When we got home, we were hungry. We were hungry because we hadn't eaten all day.</p> <p>Other subordinating connectives include: <i>if, while, after, until, before, although...</i></p>

<p>Article</p>	<p>An article is always used with and gives some information about a noun. There are three articles: a, an and the</p> <p>Examples: the chair; a table; an elephant</p> <p>*There is sometimes confusion about whether to use a or an. The sound of a word's first letter helps us to know which to use: If a word begins with a vowel sound, you should use an; if a word begins with a consonant sound, you should use a.</p>
<p>Features of sentences/Types of sentences</p>	
<p>Term</p>	<p>Definition</p>
<p>Declarative sentence (statement)</p>	<p>These are sentences which state facts. <u>e.g.</u>: It is hot. The butter is in the fridge.</p>
<p>Interrogative sentence (question)</p>	<p>Interrogative sentences (questions) are sentences which ask for an answer. <u>e.g.</u>: Are you hot? Where is the butter?</p>
<p>Imperative sentence (command)</p>	<p>These are sentences which give orders or requests. <u>e.g.</u>: Play the movie. Give me a dinosaur for my birthday.</p>
<p>Exclamatory sentence (exclamation)</p>	<p>Exclamatory sentences (exclamations) are sentences which express a strong feeling of emotion. <u>e.g.</u>: My goodness, it's hot! I absolutely love this movie!</p>
<p>Clause</p>	<p>A clause is a group of words which does contain a verb; it is part of a sentence. There are two kinds of clauses:</p> <ol style="list-style-type: none"> 1. A main clause (makes sense on its own) e.g.: Sue bought a new dress. 2. A subordinate clause (does not make sense on its own; it depends on the main clause for its meaning) <p>E.g.: Sue bought a new dress when she went shopping. *'when she went shopping' is the subordinate clause as it would not make sense without the main clause.</p>
<p>Phrase</p>	<p>A phrase is a group of words which does not make complete sense on its own and does not contain a verb; it is not a complete sentence: e.g.: up the mountain</p>

Vocabulary/language strategies

Definition	Example
<p>Synonyms</p> <p>These are words that have a similar meaning to another word. We use synonyms to make our writing more interesting.</p>	<p>Synonyms for:</p> <p>Bad - awful, terrible, horrible Happy - content, joyful, pleased Look - watch, stare, glaze Walk - stroll, crawl, tread</p>
<p>Antonyms</p> <p>These are words with the opposite meaning to another word.</p>	<p>The antonym of <u>up</u> is <u>down</u> The antonym of <u>tall</u> is <u>short</u> The antonym of <u>add</u> is <u>subtract</u></p>
<p>Word groups/ families</p> <p>These are groups of words that have a common feature or pattern - they have some of the same combinations of letters in them and a similar sound.</p>	<p>at, cat, hat, and fat are a family of words with the "at" sound and letter combination in common.</p> <p>bike, hike, like, spike and strike are a family of words with the "ike" sound and letter combination in common.</p> <p>blame, came, fame, flame and game are a family of words with the "ame" sound and letter combination in common.</p>
<p>Prefix</p> <p>Prefixes are added to the beginning of an existing word in order to create a new word with a different meaning.</p>	<p>Adding 'un' to happy – unhappy Adding 'dis' to appear – disappear Adding 're' to try – retry</p>
<p>Suffix</p> <p>Suffixes are added to the end of an existing word to create a new word with a different meaning.</p>	<p>Adding 'ish' to child – childish Adding 'able' to like – likeable Adding 'ion' to act – action</p>
<p>Root words</p> <p>Root words are words that have a meaning of their own but can be added to either with a prefix (before the root) or a</p>	<p><u>help</u> is a root word</p> <p>It can grow into:</p> <p style="text-align: right;">help<u>s</u></p>

<p>suffix (after the root) to change the meaning of the word. Root words can often be helpful in finding out what a word means or where it is 'derived' from.</p>	<p>help<u>ful</u> help<u>ed</u> help<u>ing</u> help<u>less</u> <u>un</u>help<u>ful</u></p>
<p>Singular</p> <p>A singular noun names one person, place or thing (a single item).</p>	<p>One bike One mango One dress One fly One turkey One half</p>
<p>Plural</p> <p>More than one person, place or thing.</p>	<p><i>Most nouns are made into plurals by adding -s:</i> Three bike<u>s</u></p> <p><i>Some nouns ending in -o are made into plurals by adding -es:</i> Two mango<u>es</u></p> <p><i>Most nouns ending in hissing, shushing or buzzing sounds are made into plurals by adding -es:</i> Ten dress<u>es</u></p> <p><i>For words ending in a vowel and then -y, just add -s:</i> Eight turkey<u>s</u></p> <p><i>For words ending in a consonant and then -y, change -y to -i and add -es:</i> Five flie<u>s</u></p> <p><i>Most nouns ending in -f or -fe change to -ves in the plural:</i> Six halve<u>s</u></p>

Punctuation

Definition	Example
<p>Capital letter</p> <p>Used to denote the beginning of a sentence or a proper noun (names of particular places, things and people).</p>	<p>Joel has karate training ever <u>M</u>onday afternoon at <u>W</u>ells <u>P</u>rietary <u>S</u>chool.</p> <p><u>I</u>n <u>J</u>anuary, the children will be visiting <u>L</u>ondon <u>Z</u>oo.</p>
<p>Full stop</p> <p>Placed at the end of a sentence that is not a question or statement.</p>	<p>Terry Pratchett's latest book is not yet out in paperback.</p> <p>I asked her whether she could tell me the way to Brighton.</p>
<p>Question mark</p> <p>Indicates a question/disbelief.</p>	<p>Who else will be there? Is this really little Thomas?</p>
<p>Exclamation mark</p> <p>Indicates an interjection/surprise/strong emotion</p>	<p>What a triumph! I've just about had enough! Wonderful!</p>
<p>Inverted commas</p> <p>Punctuation marks used in pairs (" ") to indicate:</p> <ul style="list-style-type: none"> • quotes (evidence). • direct speech • words that are defined, that follow certain phrases or that have special meaning. 	<p><i>For direct speech:</i> Janet asked, "Why can't we go today?"</p> <p><i>For quotes:</i> The man claimed that he was "shocked to hear the news".</p> <p><i>For words that are defined, that follow certain phrases or that have special meaning:</i> 'Buch' is German for book. The book was signed 'Terry Pratchett'. The 'free gift' actually cost us forty pounds.</p>
<p>Apostrophes</p> <p>Used to show that letters have been left out (contractions) or to show possession (i.e. 'belonging to')</p>	<p><i>Contractions:</i> <i>Is not = isn't Could not = couldn't</i></p> <p><i>Showing Possession:</i> <i>With nouns (plural and singular) not ending in an s add 's:</i> the girl's jacket, the children's books</p> <p><i>With plural nouns ending in an s, add only the apostrophe:</i> the guards' duties, the Jones' house</p>

	<p><i>With singular nouns ending in an s, you can add either 's or an apostrophe alone:</i> the witness's lie or the witness' lie (be consistent)</p>
<p>Commas in a list</p> <p>Used between a list of three or more words to replace the word <i>and</i> for all but the last instance.</p>	<p>Jenny's favourite subjects are maths, literacy and art. Joe, Evan and Mike were chosen to sing at the service. The giant had a large head, hairy ears and two big, beady eyes.</p>
<p>Commas to mark phrases or clauses</p>	<p><i>To indicate contrast:</i> The snake was brown, not green, and it was quite small.</p> <p><i>Where the phrase (embedded clause) could be in brackets:</i> The recipe, which we hadn't tried before, is very easy to follow.</p> <p><i>Where the phrase adds relevant information:</i> Mr Hardy, aged 68, ran his first marathon five years ago.</p> <p><i>To mark a subordinate clause:</i> If at first you don't succeed, try again. Though the snake was small, I still feared for my life.</p> <p><i>Introductory or opening phrases:</i> In general, sixty-eight is quite old to run a marathon. On the whole, snakes only attack when riled.</p> <p><i>Conjunctive verbs:</i> Unfortunately, the bear was already in a bad mood and, furthermore, pink wasn't its colour.</p>
<p>Brackets (also known as parentheses)</p> <p>Used for additional information or explanation.</p>	<p><i>To clarify information:</i> Jamie's bike was red (bright red) with a yellow stripe.</p> <p><i>For asides and comments:</i> The bear was pink (I kid you not).</p> <p><i>To give extra details:</i> His first book (The Colour Of Magic) was written in 1989.</p>
<p>Ellipsis</p> <p>Used to indicate a pause in speech or at the very end of a sentence so that words trail off into silence (this helps to create suspense).</p>	<p><i>A pause in speech:</i> "The sight was awesome... truly amazing."</p> <p><i>At end of a sentence to create suspense:</i> Mr Daily gritted his teeth, gripped the scalpel tightly in his right hand and slowly advanced...</p>

<p>Dash</p> <p>Used to show interruption (often in dialogue) or to show repetition.</p>	<p><i>To show interruption:</i> <i>"The girl is my – "</i> <i>"Sister," interrupted Miles, "She looks just like you."</i></p> <p><i>To show repetition:</i> <i>"You-you monster!" cried the frightened woman.</i> <i>"St-st-stop!" stammered the boy.</i></p>
<p>Colons</p> <p>a) Used before a list, summary or quote</p> <p>b) Used to complete a statement of fact</p>	<p><i>Before a list:</i> I could only find three of the ingredients: sugar, flour and coconut.</p> <p><i>Before a summary:</i> To summarise: we found the camp, set up our tent and then the bears attacked.</p> <p><i>Before a line of speech:</i> Tom asked: "May I have another cupcake?"</p> <p><i>Before a statement of fact:</i> There are only three kinds of people: the good, the bad and the ugly.</p>
<p>Semi-colons</p> <p>Used in place of a connective (conjunction). Shows thoughts on either side of it are balanced and connected. It can also separate words or items within a list.</p>	<p><i>To link two separate sentences that are closely related:</i> The children came home today; they had been away for a week.</p> <p><i>In a list:</i> Star Trek, created by Gene Roddenberry; Babylon 5, by JMS; Buffy, by Joss Whedon; and Farscape, from the Henson Company.</p>