

# Parent Guide



@twinklparents

We're excited to share this activity with you. If you are interested in finding more exciting, fun and interesting activities for you and your children, then check out these links to different areas of the [Twinkl Parents](#) website.

games



crafts



puzzles



experiments



word searches



## What is this resource and how do I use it?

This booklet includes everything you need to help you practise the spelling, grammar and punctuation skills you will learn in year 6. Simply print it out and complete each activity as and when you want to. You will find the answers to each activity at the end of the booklet.

## What skills does this practise?

Spelling

Grammar

Punctuation

Proofreading

## Further Activity Ideas and Suggestions

For some more fun activities to practise your skills, check out our [Parents Hub](#). As well as practising your spelling, punctuation and grammar, it's important to practise your times tables too. Why not check out our [Beat the Clock Mixed Times Tables Game](#)?

Parents Blog



Twinkl Kids' TV



Homework Help



twinkl

Parents Hub

# Year 6

## SPaG Booklet

This booklet belongs to

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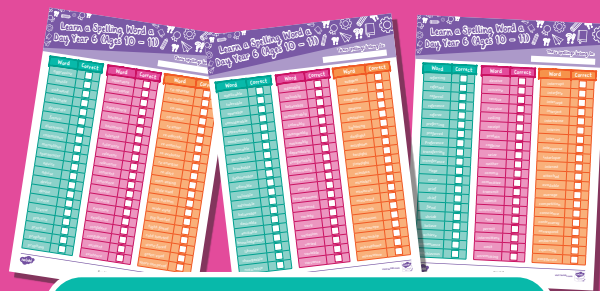
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# Spellings

In year 6 in England, your child will continue to learn the year 5 and 6 statutory spellings as set out by the national curriculum. There will be more focus placed on the accurate use of punctuation, such as apostrophes and the spellings of prefixes and suffixes.

Here are ten fun ideas to help keep spelling practice fun and fresh. Why not print these out, cut them up and choose a different one at random each time you do spelling practice?



[Click here to try this resource](#)

This resource includes a checklist of 360 words that your child can tackle one day at a time.



- Write your spelling words in different handwriting styles.

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- Write your spelling words with your finger in sand or flour.

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- Make your spelling words out of blocks or playdough.

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- Write sentences that include your spelling words.

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- Write your spelling words with your finger in shaving foam.

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- Make your spelling words out of magnetic letters.

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- Write a story using your spelling words.

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- Type your spelling words on a computer or tablet and use a fun typeface.

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- Cut out letters from a magazine or newspaper to make your spelling word.

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- Write your spelling words with vowels in one colour and consonants in another.

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# Synonyms and Antonyms



**Synonyms** are words that have the **same** (or very similar) meaning as another word.

**Antonyms** are words that have the **opposite** meaning of another word.

1. **Colour** the synonyms of these words in **green** and the antonyms in **red**.

|              |       |       |       |        |
|--------------|-------|-------|-------|--------|
| <b>small</b> | fast  | large | tiny  | slow   |
| <b>loud</b>  | noisy | big   | quiet | silent |
| <b>evil</b>  | good  | small | old   | wicked |
| <b>cold</b>  | young | icy   | hot   | chilly |

2. **Complete** the table by thinking of your own synonyms and antonyms for these words.

**Synonym**

**Antonym**

**wrong**

**light**

**start**

**smile**

**glum**

# Informal and Formal Vocabulary



The tone of the words you use can help show whether your writing is formal or informal. Formal vocabulary is usually more technical and uses proper grammar and spelling, whereas informal vocabulary can often include slang or shortened words.

1. **Colour** the formal words in **red** and the informal words in **green**.

|              |         |                     |
|--------------|---------|---------------------|
| acquaintance | goodbye | ASAP                |
| thank you    | see ya  | as soon as possible |
| excellent    | cheers  |                     |
| mate         | gr8     |                     |

2. **Complete** this table by thinking about the formal and informal synonyms for these words and phrases.

## Formal

How are you?

Best of luck

Congratulations

## Informal

Nah

See ya tomoz

Grub

Gross

Sick



The **passive** voice shows us that the subject is **being acted on** by the verb, rather than the other way around.

E.g. Active: The girl ate the ice cream.  
Passive: The ice cream was eaten by the girl.

1. **Underline** the phrases that are in the **passive** voice.

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The tennis player hit the ball.

The piano was played by a professional.

His grandparents were driving him to school.

The slam dunk was scored by Freddie.

Her puppy was being chased by a seagull.

2. **Rewrite** these active voice sentences in the passive voice. The first one has been done for you.

• The new striker scored a brilliant goal.

**A brilliant goal was scored by the new striker.**

• In the supermarket, the boy dropped a jar of jam.

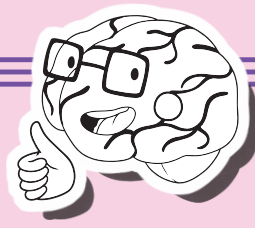
• The dolphins splashed water on the tourists.

• The brave superhero saved the day.

• Despite the storm, the pirates steered the ship expertly.

3. What do you notice about **passive** sentences?

# Brain Break #1



Year 6 SPaG Booklet



You've been working hard! Why not have a quick brain break? Just 5 minutes doing a quick burst of exercise can help re-energise your brain. You can either roll a dice to decide which brain break dance exercise to do or you can have a go at whichever one you like.



**Wiggle your hips.**



**Do a ballerina twirl.**



**Do the floss.**



**Do a slow motion dance.**



**Do a robot dance.**



**Make up your own dance.**



Adverbs and adverbial phrases can be used to modify the meaning of a verb, adverb or adjective. They can explain how, why, when, where or for how long something occurred. For example:

**She looked for the treasure as soon as she could.**

The phrase 'as soon as she could' is an adverbial phrase as it tells us more about her looking for the treasure.

**Underline** the adverbial phrases in these sentences.

- Josh broke his ankle after lunch.
- Mum goes to the shops every Saturday to buy the weekly shopping.
- Behind the tree, the creature lurked.
- Tomorrow morning, we will go to the park.
- She told a joke to make people laugh.
- Very quickly, Hana lifted her sword.
- Poppy went to the park in the afternoon.
- Mr Jones made the class stand up in absolute silence.
- Behind the sofa cushion, Sam spotted an earring.
- After about half an hour, Dad's legs ached.

**Highlight** and **label** the structural features of this non-chronological report. Use the keywords box below to help you.

## Women's World Cup

The Women's World Cup is an international football competition that has been held every four years since it was officially established in 1991.

### Unofficial Beginnings

Women's football has been entertaining crowds for over 100 years, particularly during the World Wars. In 1921, the Football Association announced that football was 'quite unsuitable for females' and women were banned from playing until 1971.



The Women's World Cup

### The First Women's World Cup

In 1988, a trial competition was held in China and was a huge success, leading to the first official Women's World Cup being held in China in 1991. In the final, the United States beat Norway in front of 65 000 spectators.

### Recent Competitions

| Year | Host Country            | Winner |
|------|-------------------------|--------|
| 2011 | Germany                 | Japan  |
| 2015 | Canada                  | USA    |
| 2019 | France                  | USA    |
| 2023 | Australia & New Zealand | ?      |

### Awards and prizes:

- The **Golden Ball** is awarded to the best player.
- The **Golden Boot** is awarded to the top scorer.
- The **Golden Glove** is awarded to the best goalkeeper.

paragraph  
heading  
subheading  
caption  
diagram  
table  
bullet points  
columns

# Dashes, Brackets and Commas for Extra Information



Dashes, brackets and commas can be used in sentences to add extra information in a sentence. For example:

**Sarah was thrilled to win the race.**

We can add in extra information with dashes:

**Sarah - who was a keen swimmer - was thrilled to win the race.**

We could also use brackets:

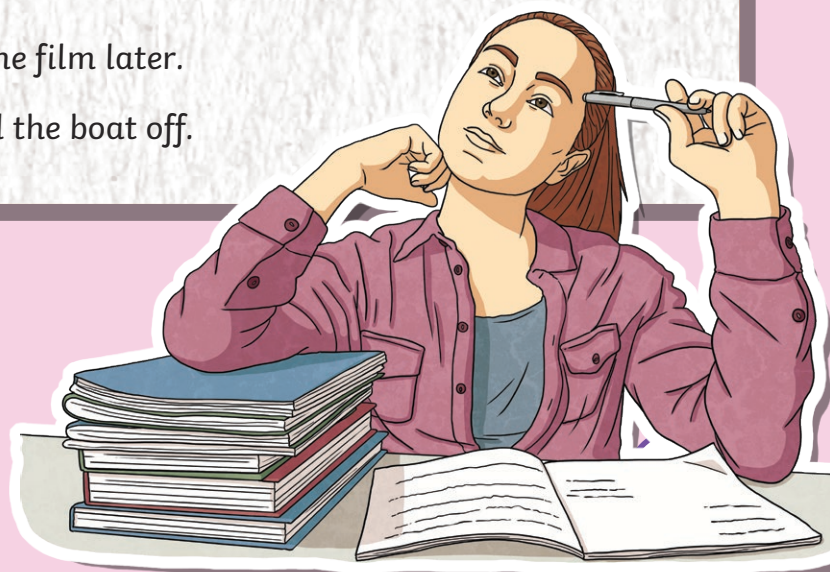
**Sarah (who was a keen swimmer) was thrilled to win the race.**

Or we can use commas:

**Sarah, who was a keen swimmer, was thrilled to win the race.**

## 1. Add dashes, brackets or commas into these sentences.

- The school called Willow Lane Primary was closed for the summer holidays.
- We are going to the fun fair on the park in Plymouth after dinner.
- Sam aged fifteen had been in bed all day.
- We are going I hope to finish watching the film later.
- The soldiers holding their flags up waved the boat off.



# Dashes, Brackets and Commas for Extra Information



2. Now try adding some extra information of your own and separate it with dashes, brackets or commas.

Frankie

was travelling very quickly.

Dad

washed the mud off the car.

The youngest girl

was the best in the competition.

The fastest way

is to take the third exit off the roundabout.

My team

will win the league.





Semi-colons are used to join two independent clauses about a similar subject. They often take the place of a conjunction.

For example:

Sajid put the heating on. He was freezing after a day on the mountain.

**We could use a conjunction to join these independent clauses:**

Sajid put the heating on because he was freezing after a day on the mountain.

**Or we can join them with a semi-colon:**

Sajid put the heating on; he was freezing after a day on the mountain.

1. **Underline** the conjunction in each sentence and then rewrite the sentence with a semi-colon.

I'm hungry because I missed lunch.

The bus is running late but I will be with you as soon as possible.

2. **Write** some sentences using this photo as inspiration. Try to use semi-colons, colons or dashes in some sentences to join two related independent clauses.



She wore a jacket so she would be safe from the cold.

Sanjay boiled the kettle as his mum was coming to visit.

# Brain Break #2



You've been working hard! Why not have a quick brain break? Just 5 minutes doing a quick burst of creative art can help your brain to relax. Use this space to doodle. Take your pencil for a walk and let it swirl around the page until your line overlaps itself and makes a lot of shapes. Then, colour in the shapes.



# Colons and Semi-Colons in Lists

Colons and semi-colons can be used in lists which have more information in them. The colon introduces the list and the semi-colon separates each item.

E.g. At the shops I bought: one apple, from the local farm shop; three large, juicy oranges; two pears, from the supermarket; and a hard, green banana.

1. **Add** colons and semi-colons to these lists.



The jungle is home to many predators vicious, stripy tigers slithery, venomous snakes black, hairy spiders and colourful, scaly lizards.

Four people came on the expedition Dr Davies, the exhibition leader Melanie Smith, head scientist Juan Mijas, the photographer and Fiona Bridges, the coordinator.



Don't forget to do your chores make your bed and put away your clothes in your room wash the dishes and dry them in the kitchen and put the rubbish out and feed the fish in the kitchen.

There are some brilliant characters in the book Bella, the little girl Francis, the giant Becky, the mum Horace, the librarian and Daisy the cow.



# Colons and Semi-Colons in Lists



2. Write out these lists in full sentences using colons and semi-colons.

## Shopping list

A4 paper, from the stationery shop  
hairspray, from the chemist  
broccoli, from the supermarket  
sausages, from the butcher

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## Top Spellers in Year 6

Kaiden, who scored 94%  
Mustafa, who scored 93%  
Jalal, who scored the highest - 98%  
Vanessa, whose score was much better than last week - 87%  
Keegan, who scored 91%

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Colons can be used in a sentence to introduce an explanation or description.

For example:

**Ellie loved her dad's cooking: tasty roasts, spicy curries and amazing fluffy cakes.**

Put the colons into correct places to introduce an explanation or description.

Liam knew what was coming a big telling off.

Fleur loved gymnastics the feeling of flying through the air felt fantastic.

He felt awful his nose was running, his throat was sore and he had a headache.

The teacher knew what was waiting for her after school a pile of marking.



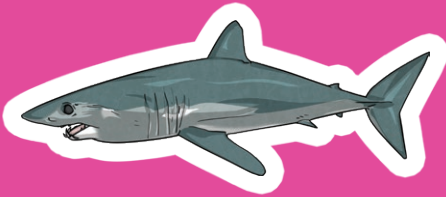
Hyphens can be used to provide clarity to a sentence and avoid ambiguity or misunderstandings.

**E.g. Dad ate a hard boiled egg for breakfast.**

This could mean that Dad ate an egg which was hard and boiled.

Adding a hyphen between hard and boiled makes hard-boiled - it shows how the egg has been cooked and clears up the misunderstanding.

1. **Add** hyphens to these sentences to provide clarity.



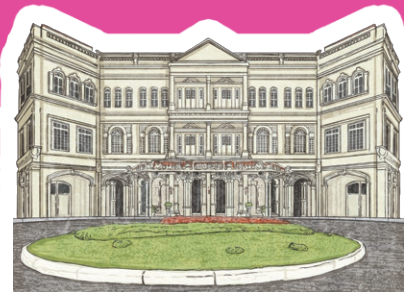
**Watch out! There is a man eating shark in the water.**



**The passer by noticed a strange looking dog hiding in the bushes.**



**She wore a short sleeved shirt to school.**



**The five star hotel was situated in a beautiful forest.**

Hyphens can also be used to help with clarity when numbering.

E.g. My two-year-old brother loves cookies.

2. Add hyphens to these sentences to provide clarity.

Rob's dad didn't start singing properly until he was twenty nine.

Sobhan is my three year old nephew.

This recipe has been in the family for forty five years.

Six month old kittens love to drink milk.

One hundred and ninety nine points were scored in the game.



Proofreading is the process of reading through and **checking** your work once you have finished. You can look out for **spelling** mistakes, **punctuation** errors and make sure that it all makes **sense**.

## Capital letters **ABC**

Full stops .

Commas ,

Apostrophes '

Question marks ?

Exclamation marks !

## Inverted commas " "

brackets ( )

colons :

semi-colons ;

commas after fronted  
adverbials ,



1. Read through this text and **colour** all the errors in **red**.

the captin ordered for berger's one with cheeze One with onyon one with extra Tomatoe and one plane. "Eat up he Sed two his cru. They were starving (They hadnt' eated since sun rise? And the burgers di'dnt last long. after they where finished; they started too get reddy to set sail. hoist the sale the captan yells.

2. Rewrite the passage without the mistakes.

**\*Disclaimer:** We hope you find the information on our website and resources useful. As far as possible, the contents of this resource are reflective of current professional research. However, please be aware that every child is different and information can quickly become out of date. The information given here is intended for general guidance purposes only and may not apply to your specific situation.

**Synonyms** are words that have the **same** (or very similar) meaning as another word.

**Antonyms** are words that have the **opposite** meaning of another word.

1. **Colour** the synonyms of these words in **green** and the antonyms in **red**

|       |       |       |       |        |
|-------|-------|-------|-------|--------|
| small | fast  | large | tiny  | slow   |
| loud  | noisy | big   | quiet | silent |
| evil  | good  | small | old   | wicked |
| cold  | young | icy   | hot   | chilly |

2. **Complete** the table by thinking of your own synonyms and antonyms for these words.

|       | Synonym            | Antonym        |
|-------|--------------------|----------------|
| wrong | incorrect, mistake | right, correct |
| light | bright             | dark, heavy    |
| start | begin              | end, finish    |
| smile | grin, smirk, beam  | frown          |
| glum  | sad, gloomy, down  | happy, joyful  |

# Informal and Formal Vocabulary

## Answers

The tone of the words you use can help show whether your writing is formal or informal. Formal vocabulary is usually more technical and uses proper grammar and spelling, whereas informal vocabulary can often include slang or shortened words.

1. **Colour** the formal words in **red** and the informal words in **green**.

acquaintance

goodbye

ASAP

thank you

see ya

as soon as possible

excellent

cheers

mate

gr8

2. **Complete** this table by thinking about the formal and informal synonyms for these words and phrases.

### Formal

How are you?

No

See you tomorrow

Best of luck

Food

Congratulations

Disgusting

Amazing or unwell

### Informal

'Sup? or Alright?

Nah

See ya tomoz

Good luck

Grub

Congrats

Gross

Sick

# Passive Voice

## Answers



The **passive** voice shows us that the subject is **being acted on** by the verb, rather than the other way around.

**E.g. Active: The girl ate the ice cream.**  
**Passive: The ice cream was eaten by the girl.**

1. **Underline** the phrases that are in the **passive** voice.

1. **Underline** the phrases that are in the **passive** voice.

The tennis player hit the ball.

The piano was played by a professional.

His grandparents were driving him to school.

The slam dunk was scored by Freddie.

Her puppy was being chased by a seagull.

2. **Rewrite** these active voice sentences in the passive voice. The first one has been done for you.

• The new striker scored a brilliant goal.

**A brilliant goal was scored by the new striker.**

• In the supermarket, the boy dropped a jar of jam.

**The jar of jam was dropped by the boy in the supermarket.**

• The dolphins splashed water on the tourists.

**The water was splashed on the tourists by the dolphins.**

• The brave superhero saved the day.

**The day was saved by the brave superhero.**

• Despite the storm, the pirates steered the ship expertly.

**Despite the storm, the ship was steered expertly by the pirates.**

3. What do you notice about **passive** sentences?

**Any appropriate answer, e.g. Passive sentences move the object to the start and often include the word 'by'.**



Adverbs and adverbial phrases can be used to modify the meaning of a verb, adverb or adjective. They can explain how, why, when, where or for how long something occurred. For example:

**She looked for the treasure as soon as she could.**

The phrase 'as soon as she could' is an adverbial phrase as it tells us more about her looking for the treasure.

**Underline** the adverbial phrases in these sentences.

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- Behind the tree, the creature lurked.
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- She told a joke to make people laugh.
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## Women's World Cup

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### Unofficial Beginnings

Women's football has been entertaining crowds for over 100 years, particularly during the World Wars. In 1921, the Football Association announced that football was 'quite unsuitable for females' and women were banned from playing until 1971.

### The First Women's World Cup

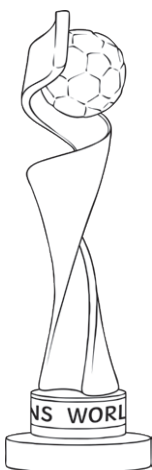
In 1988, a trial competition was held in China and was a huge success, leading to the first official Women's World Cup being held in China in 1991. In the final, the United States beat Norway in front of 65 000 spectators.

### Recent Competitions

| Year | Host Country            | Winner |
|------|-------------------------|--------|
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| 2015 | Canada                  | USA    |
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### Awards and prizes:

- The **Golden Ball** is awarded to the best player.
- The **Golden Boot** is awarded to the top scorer.
- The **Golden Glove** is awarded to the best goalkeeper.



The Women's World Cup

paragraph  
heading  
subheading  
caption  
diagram  
table  
bullet points  
columns

heading

subheading

table

bullet points

column

diagram

caption

# Dashes, Brackets and Commas for Extra Information

## Answers

Dashes, brackets and commas can be used in sentences to add extra information in a sentence. For example:

**Sarah was thrilled to win the race.**

We can add in extra information with dashes:

**Sarah - who was a keen swimmer - was thrilled to win the race.**

We could also use brackets:

**Sarah (who was a keen swimmer) was thrilled to win the race.**

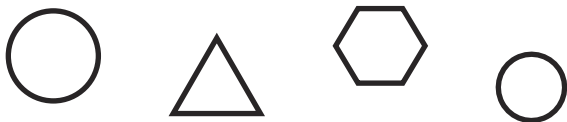
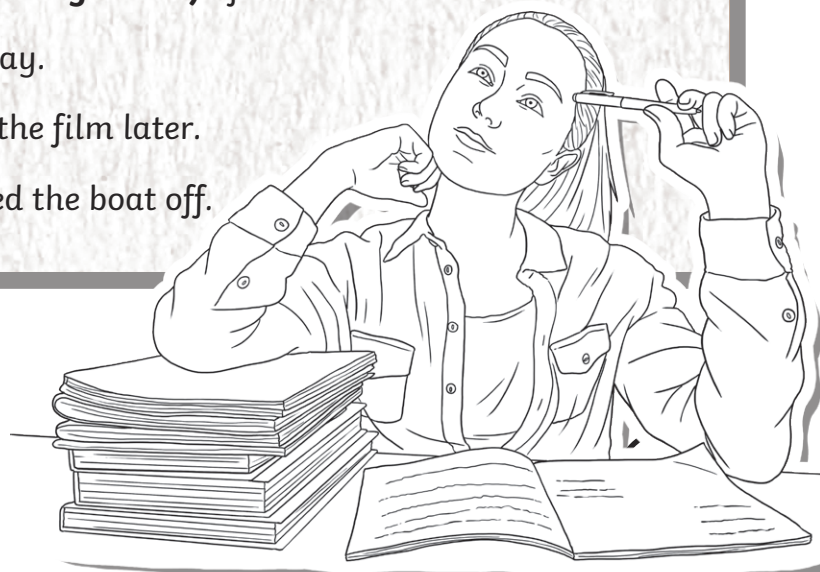
Or we can use commas:

**Sarah, who was a keen swimmer, was thrilled to win the race.**

### 1. Add dashes, brackets or commas into these sentences.

Commas, brackets or dashes can be used:

- The school, **called Willow Lane Primary**, was closed for the summer holidays.
- We are going to the fun fair **(on the park in Plymouth)** after dinner.
- Sam - **aged fifteen** - had been in bed all day.
- We are going **(I hope)** to finish watching the film later.
- The soldiers, **holding their flags up**, waved the boat off.



# Dashes, Brackets and Commas for Extra Information

## Answers

2. Now try adding some extra information of your own and separate it with dashes, brackets or commas.

Any extra information added, for example:

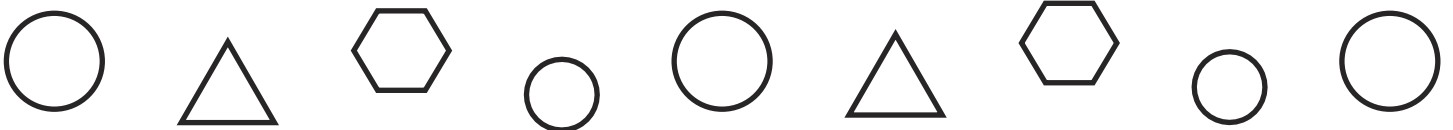
Frankie , who was on her new bike, was travelling very quickly.

Dad (with his hot soapy water) washed the mud off the car.

The youngest girl - who was from the nearby city - was the best in the competition.

The fastest way , I believe, is to take the third exit off the roundabout.

My team (Ipswich Town) will win the league.





Semi-colons are used to join two independent clauses about a similar subject. They often take the place of a conjunction.

For example:

Sajid put the heating on. He was freezing after a day on the mountain.

**We could use a conjunction to join these independent clauses:**

Sajid put the heating on because he was freezing after a day on the mountain.

**Or we can join them with a semi-colon:**

Sajid put the heating on; he was freezing after a day on the mountain.

1. **Underline** the conjunction in each sentence and then rewrite the sentence with a semi-colon.

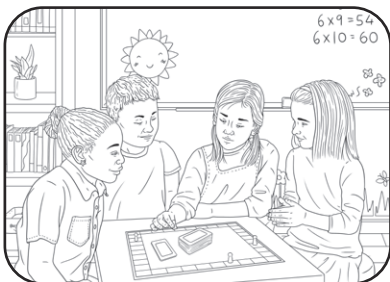
I'm hungry because I missed lunch.

I'm hungry; I missed lunch.

The bus is running late but I will be with you as soon as possible.

The bus is running late; I will be with you as soon as possible.

2. **Write** some sentences using this photo as inspiration. Try to use semi-colons, colons or dashes in some sentences to join two related independent clauses.



She wore a jacket so she would be safe from the cold.

She wore a jacket; she would be safe from the cold.

Sanjay boiled the kettle as his mum was coming to visit.

Sanjay boiled the kettle; his mum was coming to visit.

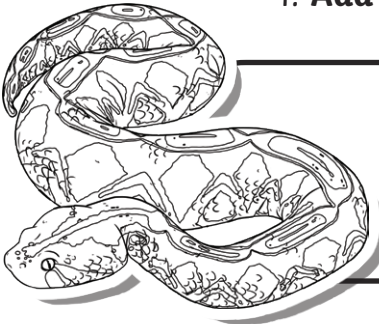
# Colons and Semi-Colons in Lists

## Answers

Colons and semi-colons can be used in lists which have more information in them. The colon introduces the list and the semi-colon separates each item.

**E.g. At the shops I bought: one apple, from the local farm shop; three large, juicy oranges; two pears, from the supermarket; and a hard, green banana.**

1. **Add** colons and semi-colons to these lists.



The jungle is home to many predators: vicious, stripy tigers; slithery, venomous snakes; black, hairy spiders; and colourful, scaly lizards.



Four people came on the expedition: Dr Davies, the exhibition leader; Melanie Smith, head scientist; Juan Mijas, the photographer; and Fiona Bridges, the coordinator.



Don't forget to do your chores: make your bed and put away your clothes in your room; wash the dishes and dry them in the kitchen; and put the rubbish out and feed the fish in the kitchen.



There are some brilliant characters in the book: Bella, the little girl; Francis, the giant; Becky, the mum; Horace, the librarian; and Daisy the cow.

# Colons and Semi-Colons in Lists

## Answers

2. Write out these lists in full sentences using colons and semi-colons.

### Shopping list

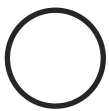
A4 paper, from the stationery shop  
hairspray, from the chemist  
broccoli, from the supermarket  
sausages, from the butcher

**I need a few things from the shops today: A4 paper, from the stationery shop; hairspray, from the chemist; broccoli, from the supermarket; and sausages, from the butcher.**

### Top Spellers in Year 6

Kaiden, who scored 94%  
Mustafa, who scored 93%  
Jalal, who scored the highest - 98%  
Vanessa, whose score was much better than last week - 87%  
Keegan, who scored 91%

**There are some fantastic spellers in year 6: Kaiden, who scored 94%; Mustafa, who scored 93%; Jalal, who scored the highest - 98%; Vanessa, whose score was much better than last week - 87%; and Keegan, who scored 91%.**





Colons can be used in a sentence to introduce an explanation or description.

For example:

**Ellie loved her dad's cooking: tasty roasts, spicy curries and amazing fluffy cakes.**

Put the colons into correct places to introduce an explanation or description.

Liam knew what was coming: a big telling off.

Fleur loved gymnastics: the feeling of flying through the air felt fantastic.

He felt awful: his nose was running, his throat was sore and he had a headache.

The teacher knew what was waiting for her after school: a pile of marking.



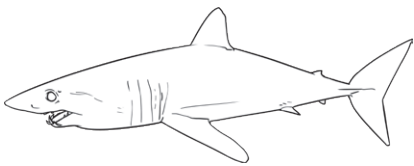
Hyphens can be used to provide clarity to a sentence and avoid ambiguity or misunderstandings.

**E.g. Dad ate a hard boiled egg for breakfast.**

This could mean that Dad ate an egg which was hard and boiled.

Adding a hyphen between hard and boiled makes hard-boiled - it shows how the egg has been cooked and clears up the misunderstanding.

1. **Add** hyphens to these sentences to provide clarity.



**Watch out! There is a man-eating shark in the water.**



**The passer-by noticed a strange-looking dog hiding in the bushes.**



**She wore a short-sleeved shirt to school.**



**The five-star hotel was situated in a beautiful forest.**



Hyphens can also be used to help with clarity when numbering.

**E.g. My two-year-old brother loves cookies.**

**2. Add hyphens to these sentences to provide clarity.**

Rob's dad didn't start singing properly until he was twenty-nine.

Sobhan is my three-year-old nephew.

This recipe has been in the family for forty-five years.

Six-month-old kittens love to drink milk.

One hundred and ninety-nine points were scored in the game.





Proofreading is the process of reading through and **checking** your work once you have finished. You can look out for **spelling** mistakes, **punctuation** errors and make sure that it all makes **sense**.

Capital letters **ABC**

Full stops **.**

Commas **,**

Apostrophes **'**

Question marks **?**

Exclamation marks **!**

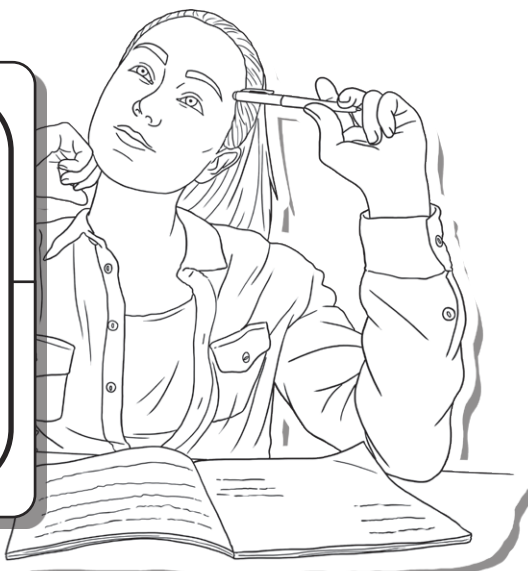
Inverted commas **" "**

brackets **( )**

colons **:**

semi-colons **;**

commas after fronted  
adverbials **,**



1. Read through this text and **colour** all the errors in **red**.

the **captin** ordered **for berger's** one with **cheeze** One with **onyon** one with extra **Tomatoe** and one **plane**. "Eat up he **Sed two** his **cru**. They were starving (**They hadn't' eated** since sun rise? **And** the burgers **di'dnt** last long. **after** they **where** finished; they started **too** get **reddy** to set sail. **hoist** the **sale** the **captan yells**."

2. Rewrite the passage without the mistakes.

The captain ordered four burgers: one with cheese; one with onion; one with extra tomato; and one plain. "Eat up," he said to his crew. They were starving (they hadn't eaten since sunrise) and the burgers didn't last long. After they were finished, they started to get ready to set sail. "Hoist the sail!" the captain yelled.