

Y6 Home Learning Pack

Grammar and Punctuation

There are three levels of challenge - look at the stars.



Creating Sentences Using Subordinate Clauses

How many correct sentences can you make by joining the main and subordinate clauses?
You can use each clause more than once.

Main Clause

We will go to the fair

Put on your coat

I'd love a slice of cake

I'm going into town

You should sit down

Put a tick next to it

It should be fine

Subordinate Clause

provided that there is enough.

before it's too late.

because I'm bored.

unless I say otherwise.

if it gets cold.

until we get tired.

whenever you feel like it.

Spot the Missing Speech Marks

Using Inverted Commas to Show Direct Speech

Look at the sentences below. Each one is missing inverted commas. Insert inverted commas around the direct speech in each sentence below.

1. What's for dinner dad? Jacinda asked her dad.
2. The witch looked at her sisters and asked, When will we three meet again?
3. The mouse looked at the fox and quivered, Please don't eat me.
4. I'm stuck! declared Sam as he held up his hand.
Can you help me please?
5. Goal! shouted the boy as the ball went to the back of the net.
6. John, can you hold this? asked Joanne.
7. Off with her head! shouted the Queen of Hearts.
8. The policeman asked, Can I see your licence please?



Said is Dead

Using 'Said' Synonyms in Direct Speech

Use the 'said is dead' gravestone on the following page to help you improve the following sentences. The first has been done for you.

1. "What a terrible day!" said Michael.
"What a terrible day!" exclaimed Michael.
2. "Can we go to Disney World?" the children excitedly said.

3. The teacher said, "Use your best handwriting."

4. The instructor said, "First place your harness over your shoulder like this."

5. "I wonder what's on at the cinema?" Lucy said.

6. "GET OUT!" said a ghostly voice.

7. After being woken up, Jordan stretched and said, "I'm... I'm... still tired!"

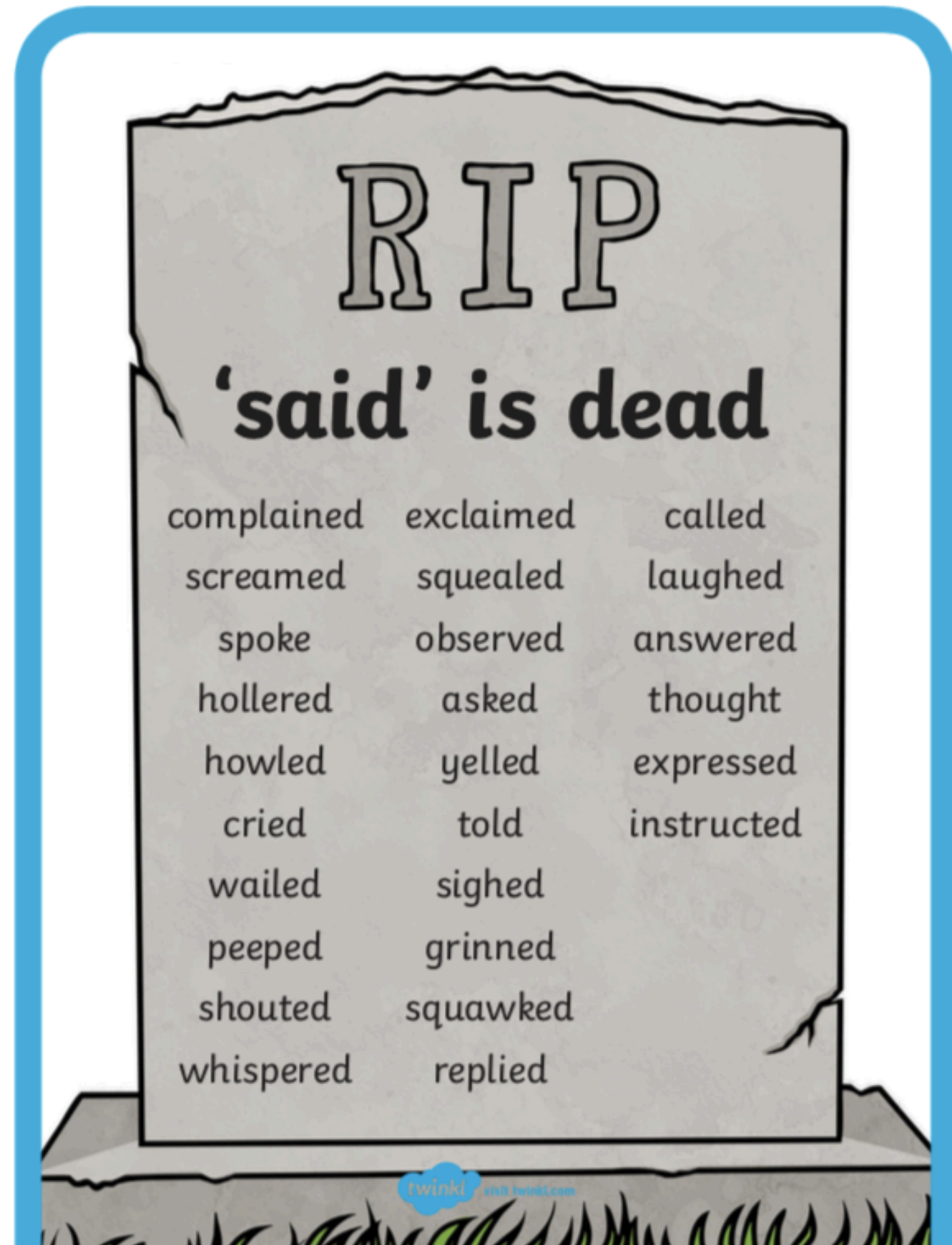
8. "A tiger!" said the little girl in shock whilst at the zoo.

Challenge: Well done for replacing said with a said synonym in each sentence. Now write two of your own speech sentences using the 'said is dead' sheet.

1. _____

2. _____

3. _____



Writing Expanded Noun Phrases

A note to parents: An expanded noun phrase gives more detail or information about a noun. This is usually done by adding adjectives to describe the noun in the noun phrase, for example:

She walked through the **dark, mysterious** forest.

Or by adding a prepositional phrase to add further information about the noun, such as:

The man **with the wooden walking stick** walked slowly across the road.

Look at each of the images below. Write a sentence with an expanded noun phrase about each image. The first one has been done for you.



The kind boy with the blond hair helped his friend to carry the books.



Missing Apostrophe

Singular Possessive Nouns

Oh dear! Patricia Punctuation has written some sentences but she has forgotten to add an apostrophe to show possession by these singular nouns. Copy out the sentence on the line provided and include the missing apostrophe.

1. Kims mum bought some sausages from the shop.

2. The butterflys wings flapped as it flew from flower to flower.

3. The dogs tail wagged excitedly as he walked.

4. The dancers costume was very colourful and bright.

5. The witchs new broomstick was made from solid oak.

6. The clowns gloves were large and spotty.

7. At the party, the birthday girls presents were placed on the table.

8. The reindeers bells gently rang as he walked through the snow.



Finding Examples in Texts

I can identify when and why semi-colons, colons or dashes can be used.



Read the short extracts from some classic children's literature. Can you find examples of semi-colons, colons and dashes? Highlight them and then explain why you think the author used them.

1. The Jungle Book by Rudyard Kipling

Then there was a howl – an untigerish howl – from Shere Khan.

a) Punctuation Mark _____

b) Why I think it was used:

2. The Tale of Peter Rabbit by Beatrix Potter

A white cat was staring at some goldfish - she sat very, very still, but now and then the tip of her tail twitched as if it were alive. Peter thought it best to go away without speaking to her - he had heard about cats from his cousin, little Benjamin Bunny.

a) Punctuation Mark _____

b) Why I think it was used:

3. Peter Pan by J.M Barrie

As he had leapt at the window Nana had closed it quickly, too late to catch him, but his shadow had not had time to get out; slam went the window and snapped it off.

a) Punctuation Mark _____

b) Why I think it was used:



Finding Examples in Texts

I can identify when and why semi-colons, colons or dashes can be used.



4. Alice in Wonderland by Lewis Carroll

Alice opened the door and found that it led into a small passage, not much larger than a rat-hole: she knelt down and looked along the passage into the loveliest garden you ever saw.

a) Punctuation Mark _____

b) Why I think it was used:

5. Now insert a semi-colon, colon or dash to complete these sentences from The Railway Children by E. Nesbit.

a) These three lucky children always had everything they needed pretty clothes, good fires, a lovely nursery with heaps of toys and a Mother Goose wall-paper.

b) Peter had a birthday his tenth.

c) He had often acted as veterinary surgeon to the wooden rocking-horse once he had saved its life when all human aid was despaired of.

d) They lighted the fire and put the kettle on, and they arranged the crockery for breakfast they could not find all the right things, but a glass ash-tray made an excellent salt-cellar, and a newish baking-tin seemed as if it would do to put bread on, if they had any.

Finding Examples in Texts

I can identify when and why semi-colons, colons or dashes can be used.

Read these short extracts from classic children's literature. Can you highlight examples of semi-colons, colons and dashes? Say why you think they were used and have a go at using them in your writing.

1. The Jungle Book by Rudyard Kipling

Then there was a howl – an untigerish howl – from Shere Khan.

a) Punctuation Mark _____

b) Why I think it was used:

c) My example of using the punctuation in this way:

2. The Tale of Peter Rabbit by Beatrix Potter

A white cat was staring at some goldfish - she sat very, very still, but now and then the tip of her tail twitched as if it were alive. Peter thought it best to go away without speaking to her - he had heard about cats from his cousin, little Benjamin Bunny.

a) Punctuation Mark _____

b) Why I think it was used:

c) My example of using the punctuation in this way:

Finding Examples in Texts

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3. Peter Pan by J.M Barrie

As he had leapt at the window Nana had closed it quickly, too late to catch him, but his shadow had not had time to get out; slam went the window and snapped it off.

a) Punctuation Mark _____

b) Why I think it was used:

c) My example of using the punctuation in this way:

4. Alice in Wonderland by Lewis Carroll

Alice opened the door and found that it led into a small passage, not much larger than a rat-hole: she knelt down and looked along the passage into the loveliest garden you ever saw.

a) Punctuation Mark _____

b) Why I think it was used:

c) My example of using the punctuation in this way:



Finding Examples in Texts

I can identify when and why semi-colons can be used.
I can use semi-colons in my own writing.



Can you find examples of semi-colons, colons and dashes in some of your favourite reading books?
Copy out the examples and then write your own sentence using the punctuation mark in a similar way.

1. Semi-colons:

a) Find an example of a semi-colon used between independent clauses:

b) My own example of this:

c) Find an example of a semi-colon used within a list:

d) My own example of this:



Finding Examples in Texts

I can identify when and why semi-colons can be used.
I can use semi-colons in my own writing.



Can you find examples of semi-colons, colons and dashes in some of your favourite reading books?
Copy out the examples and then write your own sentence using the punctuation mark in a similar way.

2. Colons:

a) Find an example of a colon used between independent clauses:

b) My own example of this:

c) Find an example of a colon used to introduce a list:

d) My own example of this:





Finding Examples in Texts

I can identify when and why semi-colons can be used.
I can use semi-colons in my own writing.



Can you find examples of semi-colons, colons and dashes in some of your favourite reading books? Copy out the examples and then write your own sentence using the punctuation mark in a similar way.

3. Dashes:

a) Find an example of a dash used between independent clauses:

b) My own example of this:

c) Find an example of a dash used to mark out extra information:

d) My own example of this:

Use Brackets to Show Parenthesis (Extra Information)

Sometimes we want to add a bit of extra information to a sentence as an afterthought. If we left out this extra word or phrase, the main sentence would still make sense. This is called parenthesis. There's an example of parenthesis in the title of this worksheet!

For each of these sentences, can you add a parenthesis in the space? There's a hint word to help you think what to write. Have a look at these examples.

- e.g. My brother _____ never brushes his hair! **[hint: cool]**
My brother (who thinks he's really cool) never brushes his hair!
- e.g. My brother _____ never brushes his hair! **[hint: name?]**
My brother (who's called Jason) never brushes his hair!

1. I watched a horror film _____
and it really scared me! **[hint: title?]**
2. Dinosaurs _____
were a type of reptile. **[hint: extinct]**
3. We're not allowed peanut butter _____
in school because there's a girl who's allergic to nuts. **[hint: packed lunch]**
4. The bats _____
sleep in our attic during the day. **[hint: nocturnal]**
5. I lost my phone _____
when we went on the Thunder Roller ride. **[hint: birthday present]**
6. We made popcorn _____
for my birthday party. **[hint: type?]**
7. Simone _____
doesn't speak much English yet. **[hint: from where?]**
8. We were helping the caretaker _____
to carry all the chairs into the hall. **[hint: back ache]**

9. There aren't many apples left _____
because we used them to make a pie. **[hint: lots earlier]**
10. 'Blue Peter' _____
has been on TV since the 1960s. **[hint: children's programme]**
11. Put some cushions _____
on the floor and we can lie down to watch the film. **[hint: how many?]**
12. My dog _____
is a very curly labradoodle. **[hint: name?]**

Challenge

Now write three sentences of your own. Each one should be a complex sentence and include a parenthetical piece of information. Remember to use brackets!

1. _____

2. _____

3. _____

Use Brackets, Dashes and Commas to Show Parenthesis

Task 1

For each of these sentences, add an extra information clause (parenthesis) in the spaces. Remember to mark the start and end of your parenthesis with **brackets**, **commas** or **dashes**. Vary your punctuation; don't use just one!

e.g. My brother never brushes his hair!

My brother, who thinks he's really cool, never brushes his hair! OR

My brother - Jason - never brushes his hair OR

My brother (the scruffiest boy in history) never brushes his hair!

1. I watched a horror film _____
and it really scared me!
2. Dinosaurs _____
were a type of reptile.
3. We're not allowed peanut butter _____
in school because there's a girl who's allergic to nuts.
4. The bats _____
sleep in our attic during the day.
5. I lost my phone _____
when we went on the Thunder Roller ride.
6. We made popcorn _____
for my birthday party.
7. Simone _____
doesn't speak much English yet.
8. We were helping the caretaker _____
to carry all the chairs into the hall.
9. There aren't many apples left _____
because we used them to make a pie.

10. 'Blue Peter' _____
has been on TV since the 1960s.
11. Put some cushions _____
on the floor and we can lie down to watch the film.
12. My dog _____
is a very curly labradoodle.

Challenge

Now write three sentences of your own. Each one should be a complex sentence and include a parenthetical piece of information. Remember to use brackets, dashes or commas.

1. _____

2. _____

3. _____

Use Brackets, Dashes and Commas to Show Parenthesis

Task 1

For each of these sentences, add an extra information clause (parenthesis) to the noun or clause in **bold**. Remember to mark the start and end of your parenthesis with **brackets, commas or dashes**. Vary your punctuation; don't use just one!

e.g. My brother never brushes his hair!
My brother, who thinks he's really cool, never brushes his hair! OR
My brother - Jason - never brushes his hair OR
My brother (the scruffiest boy in history) never brushes his hair!

- I'm going to a **party** on Saturday.

- We saw **five elephants** at the zoo last week

- Never smile at a **crocodile** or you'll regret it!

- Mum's promised us **hot chocolate** after swimming club.

- We won the **5-a-side match** easily.

Task 2

For each of these sentences, you need to choose a suitable parenthesis from the box and work out where it should go. Remember to mark the start and end of your parenthesis with brackets, commas or dashes. Vary your punctuation; don't just use one!

e.g. The main door of the office is in the basement.
The front door (with the square 'enter' button to press) is in the basement.

- My favourite teddy has only one ear.

- The Empire State building is in New York.

- Most smart phones can be used to play games.

- The cycle track went right through the woods.

- You'll never guess what I heard Sadie say to Katie!

which was full of pot holes	the kind with touch screens	my sister's friend
with the square 'enter' button to press	he's called Marvin	381m high

Challenge

Now write three sentences of your own. Each one should be a complex sentence and include a parenthetical piece of information. Remember to use brackets, dashes or commas.

- _____

- _____

- _____



Commas to the Rescue

I can use commas instead of 'and' when writing a list.



Save your readers by rewriting boring breathless lists and replacing 'and's with commas. Don't forget to leave the last 'and' so the sentence still makes sense.

1	For my holiday I will need: a towel and shorts and a hat and goggles.
2	Under the sofa I found an apple and twenty pence and a ticket and a brush.
3	At the zoo were lions and bears and zebras and tigers and snakes.
4	Winter is cold and dark and wet and long and miserable.
5	The bike was new and red and shiny and fast.
6	Fruit is healthy and sweet and colourful and tasty.
7	Her children were called Robbie and Deena and David and Simon and Tim.
8	The shop sold fish and chips.



Commas to the Rescue

I can use commas instead of 'and' when writing a list.



Save your readers by rewriting boring breathless lists and replacing 'and's with commas. Don't forget to leave the last 'and' so the sentence still makes sense.

1	For my holiday, in my suitcase I will pack a towel and two pairs of shorts and three t-shirts and a pair of goggles.
2	Under the sofa I found an apple core and a twenty pence piece and a used bus ticket and a forgotten hairbrush.
3	At the zoo were yellow lions and brown bears and striped zebras and long snakes and fierce tigers.
4	Winter can be cold and dark and wet and long and a little bit miserable.
5	The bike was new and red and shiny and fast. It had a bell and a basket and a light.
6	Fruit is healthy and sweet and colourful. It comes from countries like Spain, India and Thailand.
7	At break he played football and catch and hide and seek and dodgeball.
8	The shop sold perfect fish and fantastic chips.



Commas to the Rescue

I can use commas instead of 'and' when writing a list.



Save your readers by rewriting boring breathless lists and replacing 'and's with commas. Don't forget to leave the last 'and' so the sentence still makes sense.

1	For my holiday I will need: a beach towel and several pairs of shorts and some sunglasses.
2	Down the back of the sofa I found an apple core and a felt-tip pen and a headless doll and a pound coin.
3	At the zoo we saw white polar bears and impressive lions and stripy tigers and cheeky monkeys.
4	Winter is cold and dark and wet, but people enjoy Christmas and warm fires and hot chocolate.
5	The bike was new and red and shiny and fast. It had a light which was bright and clear.
6	Fruit comes from all over the world but apples and pears and strawberries are also grown in the UK.
7	My favourite things to eat are pick and mix sweets and bread and butter and cheese and onion crisps.
8	I like playing football and hide and seek.

Comprehension and Writing

World Travel



World Travel – Follow-Up Work

1. What does the image represent? (P5/2d)

2. What do the landmarks represent? (P5/2d)

3. If the image were used as an advert, what might it be advertising? (P5/2d)

4. The image has a key message in it. Explain what you think this message is. (T4)

5. Use three adjectives to describe the image. (C4)

6. Why do you think different modes of transport are shown in the image? (P2/2e)

7. The image represents different countries around the world. What else could it

8. What key landmarks are in the image? (C6/2b)

9. Are there any key landmarks that you think should be included in the image? Why? (R2)

10. The weather in the image is varied. Why do you think this is? Explain your reasoning.

11. What feelings might the picture make you feel? Give three examples. (L5/2g)

12. The image has many famous landmarks in it. Where else might you have seen images of these landmarks? (C8/2h)

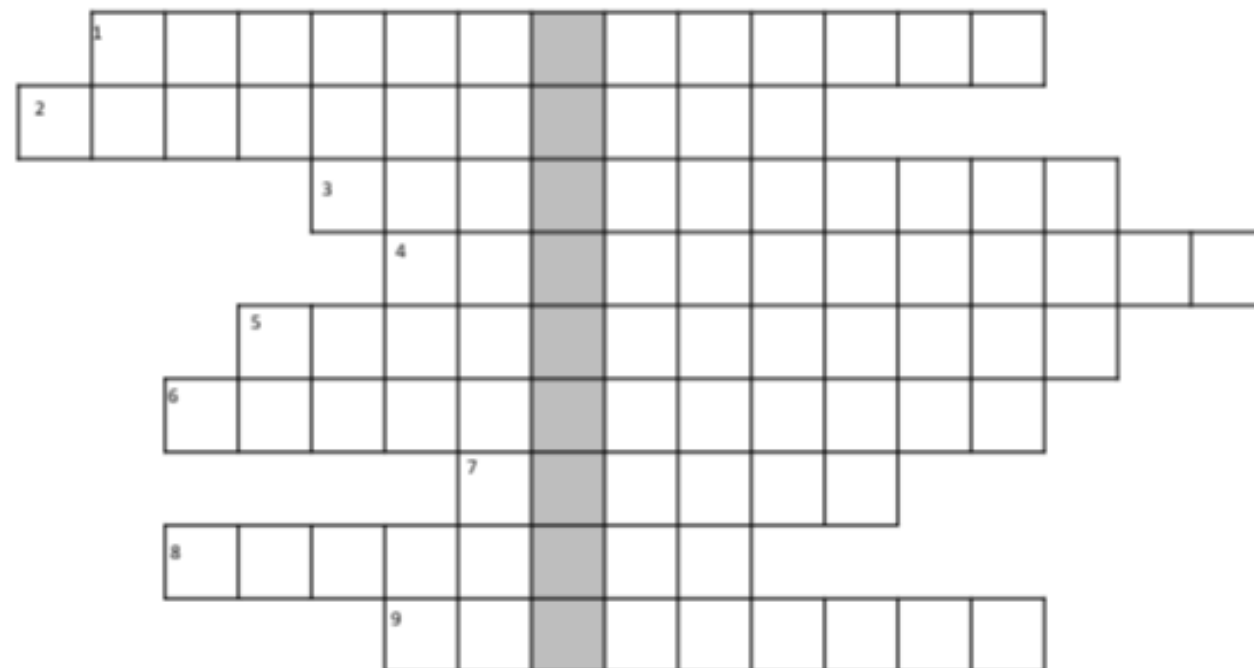
World Travel – Vocab 1

Write the definitions for each of these words.

accommodation	
ambiance	
amenities	
availability	
cancellation	
convenience	
globetrotter	
international	
overbooking	
picturesque	
recuperation	
Xanadu	

World Travel – Vocab 2

Complete the crossword by finding the correct words for the sentences below. Then find the hidden word.



1	Usually he travelled locally but this time his travel was _____ .
2	For her _____ , there were bars, restaurants and even a hospital on the island.
3	The family were angry: they could not have a seat on the aeroplane due to an _____ .
4	She thought of herself as a _____ as she loved exploring the world when backpacking.
5	They went on holiday for some relaxation and _____ . They had both been working so hard lately.
6	Mark was lucky; he managed to get a last-minute flight due to a _____ .
7	The architect was adamant he wanted to build a _____ for all to enjoy.
8	The _____ of the place was serene and peaceful, perfect for their honeymoon.
9	The _____ here were scarce; after all, they were camping in the jungle!

The hidden word is .



Question time!

- ▶ Why do you think the man practices his magic using chairs?
- ▶ What other magic do you think the man possesses?
- ▶ Why do you think he is in a field?
- ▶ What do you think his home is like?
- ▶ If you could perform magic, what power/ability would you most like to have?

Story starter!

He held them with his mind. He controlled them.

The chairs swirled around him, dancing as if held by invisible strings. He practised on chairs, however his powers allowed him to manipulate things far more complex than that...

Can you write a story about the man who can perform magic?

Perfect picture!

Think about an amazing magic trick you have seen or heard about. Maybe you could learn one, or perform one in front of your class! Could you then draw a picture of the trick? You could even write some instructions telling someone how to do it!

- ▶ The chair floated in the air.
- ▶ The magician used his powers.
- ▶ He wore a hat and a waistcoat.

Sick sentences!

These sentences are 'sick' and need help to get better. Can you help? Could you add an adverb?

- ▶ The chair floated in the air.
- ▶ The magician used his powers.
- ▶ He wore a hat and a waistcoat.

Sentence challenge!

Which ending would make this word an adverb?

smart

smarter smartie smartest
smartly smartier

Can you use adverbs in your writing today?

Perhaps you could use adverbs to show the possibility of something happening e.g. perhaps, surely, possibly, maybe.

Perhaps she would find other people soon.



Question Time!

- ▶ Do you think the children in the picture find the journey to school difficult?
- ▶ What do you think their school is like? How might it be similar/different to yours?
- ▶ Who are the adults in the picture? What do you think they are carrying?
- ▶ Where in the world do you think the children are from?
- ▶ How do you think these children would react to spending a day at your school? How would you react to spending a day at theirs?

[Pobble.com](https://www.pobble.com)

Story Starter

6AM: I left the house on my own, wrapped up in my warmest coat (which I wear every day) to make the 3km trip. I met up with other children from my village, and we huddled together beneath the mountain to keep warm, waiting for the last couple of stragglers to arrive. As soon as we were all together, two of the dads put their sledges and emergency packs on their backs, and we set off for school...

- ▶ Can you write a diary entry for one of these children, describing their journey to school?

Perfect Picture

Can you draw a picture of what you think their school might look like?

Think about how it might be different to yours.

Sick Sentences

These sentences are 'sick' and need help to get better. Can you help? Could you add an adverb?

- ▶ It was very early.
We walked across the ice. It was cold.

Sentence Challenge

The children walked across the ice.

They heard an almighty crunch beneath their feet!

A tall mountain stood right in front of them

- ▶ Can you identify the articles in these sentences? Can you identify the articles you have used in your writing today?



Question time!

If our world was like this, how would our lives be different?

Which musical instrument do you think would make the best world to live on?

What do you think might grow on the guitar next?

What do you think is inside the guitar?

What is your favourite type of music?

Story starter!

Every time a musical note is played, by anyone, anywhere, Music World grows. Just a tiny bit at a time.

Glorious, green mountains rise up; bubbling streams flow from the frets, and twisting trees form from the strings.

This is just the beginning: who can tell what instrument will transform into a host of new life when the next note is struck?

Can you continue the tale? What is about to happen? Which instrument is about to burst into life?

It might help if you draw the instrument first!

You could write a newspaper report, reporting about this strange new world!

Alternatively, you could do an acrostic poem about a musical instrument!

Perfect picture!

Think of another musical instrument, and imagine a new world grows from it. Can you draw or describe what this new world might look like?

Sick sentences!

These sentences are 'sick' and need help to get better. Can you help?

- ▶ **A big tree with big branches grows out of the top.
Volcanoes go out of the base.**

Sentence challenge!

Can you use colons in your writing?

Using a colon for a list, e.g. The piano's keys contain all sorts of wonders: golden beaches, dense jungles, tiny rock pools and even small villages!

Using a colon to add an independent clause, e.g. The saxophone world is even more exciting: a ski resort sits right at the very top!