

Year 6 Grammar

It was a dog friendly.
 His mother was a high
 His mother was a high

Match the words tog

- dull
- one
- half

Arnold liked to drink extra strong tea.
 The ice-cream station was self service.
 There were thirty two children in the class.
 Daniel was only allowed to eat sugar free lollis
 Emma was the runner up in the singing compet

Use these hyphenated words in sentences a
 gold-effect

all-powerful

re-act

re-act

Some hyphenated words a
 hyphens. Spot the words
 be combined using 2 hyph
 for you.

Monica was going to have a
 Don't was described as an u
 My niece and nephew had a
 Mr Simpson worked on the

semi-colons used
 far?

Some pe
 abroad -
 it's

Answers are used to
 related clauses.

Where should the
 semi-colon go in this
 sentence?

Answer:
 holiday
 prefer t

Has this sentence a
 semi-colon correct...?
 Owing a pet is very
 popular it is still very
 important to look after
 them correctly.

Where should the
 semi-colon go in this
 sentence?
 wanted to make
 or dinner Light
 the steak.

Answer:
 wanted to make
 or dinner Light
 the steak.

Where
 semi-
 Monica she brok

Answer:
 Monica she brok

Where should the
 semi-colon go in this
 sentence?
 Melissa's jumper had a
 huge hole in it her dad said
 he would repair it for her.

Choose the hyphenated word that best fills gap in these
 sentences.

clean-shaven bright-blue high-rise
 Derek wore a _____ suit.
 Anita helped her sister move into her _____ building.

Foot
 neck h
 in

Answer:
 broad
 waist

after the semi-colon.
 I adore
 groceries.

Answer: You need to
 decide! Discuss with your
 partner/group, does the sec-
 ond part of the
 sentence link to the first?
 Top tip: if you can
 replace the ; with a
 conjunction then that
 often means the sentence
 makes sense.

after the semi-colon
 We were so disappointed
 that the swimming pool
 closed.

Answer: You need to
 decide! Discuss with yo
 partner/group, does the s
 and part of the
 sentence link to the first
 Top tip: if you can
 replace the ; with a
 conjunction then that
 often means the senten
 makes sense.

Living with the
 would make me so happy.
 (Dennis asked) that her dentist appointment be
 moved.
 Lahir suggested that his friends come to his
 house.

Complete these sentences so that they are all
 subjective form.
 If the dog _____ to stop barking, then _____
 Denise _____ she was the n
 Hattie _____ they finished t
 On holiday, Matt _____ his part

W
 ter

The art dealer was
 devastated that the
 painting was stolen it was
 worth £1.2 million.

When might you use the subjective form? What
 used in?

What is the purpose of using th

My dad _____ that we wash our
 hands thoroughly before dinner.
 Eric _____ that the dog off.

Complete these sentences so that they are written in the
 subjective form.

Teaching Year 6

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Teaching Year 6:

Big Book Spelling: Year 6 Teachers Book Sue Palmer, Michaela Morgan, 2003-01-10 Developed in collaboration with the BBC Big Book Spelling encourages children to learn spelling strategies Investigative activities help children work out spelling rules The scheme offers complete coverage of NLS spelling objectives

Promoting Assessment as Learning Ruth Dann, 2012-09-10 Promoting Assessment as Learning sets out to re-examine the relationship between assessment and learning in the classroom It argues that assessment is an important part of pupil learning and needs to be understood by pupils in order to help them make judgements about their own progress This timely book explores the theories of learning and assessment within the context of national tests and also through the theme of self-assessment It offers practical approaches to help teachers translate national policy into meaningful classroom practice and suggests ways to help pupils develop their own assessment skills through a process of consolidation reflection and revision This book will appeal to new and practising primary school teachers and headteachers and those on in-service courses It will also be of interest to students on initial teacher training and higher degree courses

Helping Teachers Develop Sara Bubb, 2005-09-20 Helping Teachers Develop is a positive uplifting encouraging publication very good value for money It is the sort of publication we need in the profession and it is well worth being part of every head teacher or staff development tutor's collection of really useful books I have to confess even before I had finished reading it for review I was using Helping Teachers Develop with my trainee teachers Peter Stammers in the Journal of In-service Education The book explores ways teachers at all levels can mentor others and improve their careers It also contains guidance on ways to cope with having your lessons observed and how to make constructive comments as an observer Michael Shaw Times Educational Supplement This is another excellent and accessible practice guide from someone who unusually understands both the classroom teacher from long years of practice and the theory The chapter on observation of teachers should be read by every headteacher deputy and teacher who engages in monitoring classroom practice Note a few inspectors would benefit too It's one to read and then refer to on a regular basis if you work in schools or PGCE departments Tim Brighouse Chief Adviser for London Schools Helping teachers develop whether they're trainees newly or recently qualified in their first three ten or twenty years and whether they're superb or struggling is vital for the profession for the millions of children who'll learn more as a result Schools have to take greater responsibility for staff's continuing professional development CPD but there is little real help for the people who develop teachers The best teachers will be expected to mentor trainee and newly qualified teachers NQTs and share good practice with all colleagues Drawing directly on real life experience and the latest research this book will help people in a mentoring coaching advisory or management role to develop teachers through understanding adult learning and the CPD cycle to meet needs from the range of professional development activities to carry out observations and give oral and written feedback in a range of situations to help and monitor planning and other parts of the job to help teachers

develop their careers Using examples from current practice Sara will take you through every stage of CPD from what professional development is to how you can support and monitor staff in your own school There are photocopiable materials for you to use The guidance in this book will be essential for mentors induction tutors CPD staff development coordinators people with advanced skills or excellent teacher status and all those with a leadership and management role in schools or local authorities Sara Bubb is the UK s leading induction expert and has vast expertise in the CPD field She runs many courses for different levels of school staff assesses trainee and advanced skills teachers and is the new teacher expert for the Times Educational Supplement Sara has been seconded from the Institute of Education to the DfES as the consultant for the Chartered London Teacher initiative She is the co author with Peter Earley of *Leading and Managing Continuing Professional Development and Managing Teacher Workload*

The Classroom Teacher Milo Burdette Hillegas, Thomas Henry Briggs, 1927 *Issues in Physical Education* Susan Capel, Susan Piotrowski, 2013-01-11 *Issues in Physical Education* stimulates student teachers NQTs and practising physical education teachers to reflect on issues important to improving teaching in physical education It encourages reflection and debate as an important part of professional development Issues discussed include aims as an issue in physical education breadth balance and assessment in the physical education curriculum equality and the inclusion of pupils with special needs in physical education progression and continuity in physical education between primary and secondary schools community initiatives in physical education physical education health and life long participation in physical activity

The Teaching of General Mathematics in the Secondary Schools of the United States Clarence McCormick, 1929 *Wisconsin Journal of Education* ,1912 The Relationship Followed in the Employment of Teachers in Cities of 2500-5000 Population in Certain Selected States Harry Betzer Gough, 1926 Report of the Public Schools of the State of Missouri Missouri. Department of Education, 1916 **Catalog** Northwestern University (Evanston, Ill.), 1917 Report of the Commissioner of Education USA. Bureau of Education, 1887 **Annual Report of the Commissioner of Education** United States. Office of Education, 1885 **Educational Administration & Supervision** ,1930 **Statistical Report of the Superintendent of Public Instruction** Illinois. Office of the Superintendent of Public Instruction, 1930 **The London County Council Gazette** ,1910 **The Christian Advocate** ,1911 **The Teacher's Technique** Charles Elmer Holley, 1922 **Statistical Register** ,1918 *Education Bulletin* New Jersey. Dept. of Education, 1916 Syllabus of a Course on the Theory and Practice of Teaching in Elementary Schools Columbia University. Teachers College, 1908

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