

Year 6 14.10.24

Using Rounding to Check Answers

Round these numbers to the nearest 10 and perform a mental calculation. Decide if the given answer is close.

	Calculation	Rounded Approximation	Does the original answer look correct based on rounded estimation?	Corrected Answer If Necessary
e.g.	$456 + 242 = 698$	$460 + 240 = 700$	yes	
1.	$371 + 287 = 658$			
2.	$548 + 342 = 890$			
3.	$784 + 329 = 1113$			
4.	$234.8 + 172.9 = 307.7$			
5.	$896.6 + 402.7 = 1299.3$			
6.	$345.45 + 378.31 = 623.76$			
7.	$1762.99 + 37.22 = 2100.11$			
8.	$4873.23 + 151.82 = 5025.05$			



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	Calculation	Rounded Approximation	Does the original answer look correct based on rounded estimation?	Corrected Answer If Necessary
e.g.	$456 + 242 = 698$	$460 + 240 = 700$	yes	
1.	$371 + 287 = 658$	$370 + 290 = 660$	yes	
2.	$548 + 342 = 890$	$550 + 340 = 890$	yes	
3.	$784 + 329 = 1113$	$780 + 330 = 1110$	yes	
4.	$234.8 + 172.9 = 307.7$	$230 + 170 = 400$	no	407.7
5.	$896.6 + 402.7 = 1299.3$	$900 + 400 = 1300$	yes	
6.	$345.45 + 378.31 = 623.76$	$350 + 380 = 730$	no	723.76
7.	$1762.99 + 37.22 = 2100.11$	$1760 + 40 = 1800$	no	1800.21
8.	$4873.23 + 151.82 = 5025.05$	$4870 + 150 = 5020$	yes	



Using Rounding to Check Answers

Round these numbers to the nearest 100 and perform a mental calculation. Decide if the given answer is close.

	Calculation	Rounded Approximation	Does the original answer look correct based on rounded estimation?	Corrected Answer If Necessary
e.g.	$325.7 + 485.4 = 911.1$	$300 + 500 = 800$	no	811.1
1.	$615 + 391 = 1006$			
2.	$872 + 211 = 1083$			
3.	$235.3 + 258.9 = 494.2$			
4.	$475.23 + 596.98 = 1172.21$			
5.	$4567 + 3219 = 7786$			
6.	$5387.3 + 2418.8 = 7806.1$			
7.	$4879.54 + 2712.89 = 7952.43$			
8.	$97\ 433 + 87\ 679 = 181\ 152$			



Year 5 14.10.24

Using Rounding to Check Answers

	Calculation	Rounded Approximation	Does the original answer look correct based on rounded estimation?	Corrected Answer If Necessary
e.g.	$325.7 + 485.4 = 911.1$	$300 + 500 = 800$	no	811.1
1.	$615 + 391 = 1006$	$600 + 400 = 1000$	yes	
2.	$872 + 211 = 1083$	$900 + 200 = 1100$	yes	
3.	$235.3 + 258.9 = 494.2$	$200 + 300 = 500$	yes	
4.	$475.23 + 596.98 = 1272.21$	$500 + 600 = 1100$	no	1072.21
5.	$4567 + 3219 = 7786$	$4600 + 3200 = 7800$	yes	
6.	$5387.3 + 2418.8 = 7806.1$	$5400 + 2400 = 7800$	yes	
7.	$4879.54 + 2712.89 = 7952.43$	$4900 + 2700 = 7600$	no	7592.43
8.	$97\ 433 + 87\ 679 = 181\ 152$	$97\ 400 + 87\ 700 = 185\ 100$	no	181\ 112



1. (W6:1, Sp 4:7, 4:8) A suffix can be added to a root word to change its meaning.

danger	ful	ish	ly	ous
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2. (W6:2) **Homophones** are words that sound the same but have different meanings and different spellings. If dictionary used (W6:4).

The polite man paid the lady a (**compliment / complement**)

3. (W6:3) Recognising prefixes. (W6:4) Using a dictionary

tri	ambi	trans	ir	co	pre
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4. (W6:3, Sp 3:4) Recognising prefixes. The prefix 'pre' means 'before'. (W6:4) Using a dictionary

5. (W6:4) Check the definition with that in the dictionary available.

diadem	A crown or headband worn by a royal person.
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6-7. (W6:5) Check the synonyms with those in the thesaurus available.

cultural	artistic, aesthetic	intellectual, elevating	educational, improving
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8-9. (W6:12) For note taking and précising we only need the essential words. Most adjectives and adverbs can be omitted.

The little boy cautiously rode his new, blue bike.

10-11. (W6:13) **Connectives** and **sentence openers** help extend and link sentences and build cohesion between and across paragraphs.

the fact is	to conclude	of course	previously	consequently
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12. (W6:16) A singular subject (I, he, she) usually takes a singular verb. A plural subject (they) usually takes a plural verb. A singular noun (committee, class) usually takes a singular verb.

13. (W6:24) The **object** is acted upon by the subject. i.e. The striker (**subject**) kicked (**verb**) the football (**object**). A direct object is usually a noun, pro noun or noun phrase.

The dogs (bark / barks) all night.	Dad locked his keys in the car.
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14. (W6:18,24) **Formal** language is used for official, legal or professional writing such as job applications and letters of complaint. **Informal** writing is more like how we speak and is used for letters to friends, emails etc.

In my opinion, the boy was pushed.	I think (the boy/he) was pushed/shoved.
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15-16. (W6:19) A verb is **active** when the subject of the sentence does the action. It is **passive** if the action is done to it.

The anchor was pulled up .	active	passive
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17-18. (W6:10,20) **Hyphens** link two or three words together to show that together they make a **compound adjective** describing the noun.

a first-class performance	a build-up of pressure
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19. (W6:10,21) A **semicolon** links independent clauses without using a connective (and/but). It marks a pause stronger than a comma but not as strong as a full stop.

20. (W6:10,21) A **dash** shows a break in a sentence (normally informal writing) where a comma, semicolon or colon would normally be used in formal writing.

I'll get you a present; that's a promise.	My team need another player – a striker.
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21-22. (W6:21) **Colons** are commonly used to introduce lists. **Commas** separate items in a list. It is not used before the last item which has 'and' in front of it.

He wanted to visit four countries: France, Germany, Italy and Spain.

23. (W6:23) An **ellipsis** is three dots. It creates a longer pause for effect that can help build tension in a story; show confusion or hesitation; or make the reader slow down and emphasise the words.

"Ready ... go!" shouted Mr Brown as he started the race.

24-25. (W6:24) **Synonyms** are words with a similar (but not exact) meaning. **Antonyms** have the opposite meaning.

amenable	obstinate	stubborn	agreeable	compliant
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Name: _____

Class: _____

Date: _____

1. Underline the **suffix** that can change this **noun** into an **adjective**.

danger	ful	ish	ly	ous
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2. Underline the correct word to use in this sentence. Use a dictionary if it helps.

The polite man paid the lady a (compliment / complement).

3. Underline the **prefix** which means 'both'. Use a dictionary if it helps you.4. Underline the **prefix** which means 'before'. Use a dictionary if it helps you.

tri	ambi	trans	ir	co	pre
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5. Use a dictionary to find the meaning of this word.

diadem	
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6-7. Use a thesaurus to find three synonyms for this word as an adjective.

cultural			
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8-9. Précis this sentence. Cross out any adjectives and adverbs.

The little boy cautiously rode his new, blue bike.

10-11. Underline two **connectives** that can be used to try to persuade.

the fact is	to conclude	of course	previously	consequently
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12. Underline the correct verb to agree with the subject.

13. Underline the object in this sentence.

The dogs (bark / barks) all night.	Dad locked his keys in the car.
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This sentence uses a formal style of writing.

14. Re-write it using an informal style.

In my opinion, the boy was pushed.

15. Underline the verb in this sentence.

16. Underline to show if it is active or passive.

The anchor was pulled up.	active	passive
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17-18. Use **hyphens** to punctuate these phrases and make the meaning clear.

a first class performance.	a build up of pressure
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19. Use a **semicolon** to punctuate this sentence.20. Use a **dash** to punctuate this sentence.

I'll get you a present that's a promise.	My team need another player a striker.
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21-20. Use a **colon** and **commas** to punctuate this sentence.

He wanted to visit four countries France Germany Italy and Spain.

23. Use an **ellipsis** to punctuate this sentence.

"Ready go!" shouted Mr Brown as he started the race.

24-25. Underline the **synonyms** of the adjective in bold and circle the **antonyms**. Use a dictionary if it helps.

amenable	obstinate	stubborn	agreeable	compliant
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Total:

Red (0 – 9)

Yellow (10 – 19)

Green (20 – 25)

1-2. (W5:1. Sp 6:11) The suffixes ate, ify, en, ize, or ise, can be added to some nouns to turn them into verbs. There may be a slight change of spelling to the root word (pollen-pollinate) or the final letter might need to be dropped before adding the suffix (note-notify).

medic	ate	ize	terror	ize	ate
3. (W5:2. Sp 5:14) Silent 'c' often follows 's' and 'sc' often goes before 'e' or 'i' (scissors, scene)			4. (W5:2. Sp 5:17) Silent 't' is often in the letter string 'sile' (whistle, ihistle, castle)		
scissors	brush	whistle	drum		

5-6. (W5:3. 5:19) Homophones are words that sound the same but have different meanings and different spellings.

The climber started the (assent / **ascent**). I can (**devise** / device) a way to solve it.

7. (W5:4) Check the definition with that in the dictionary available.

mettle	Courage or strength of character.
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8-9. (W5:5) To put in alphabetical order you may need to use the first, second, third or even fourth letter of the word.

stripe	3	strong	4	shop	2	shape	1
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10-11. (W5:11) Using a wider range of connectives can help build cohesion within and across paragraphs.

unexpectedly	unless	plus	some	moreover
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12-13. (W5:12) Using a wider range of sentence openers, propositional phrases and fronted adverbials help organise and structure texts so they guide the reader and are suited to the intended audience and purpose.

Undoubtedly,	In the morning,	Afterwards,	More importantly,
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14-15. (W5:15) A verb tense tells us when the action takes place: the past (I ran), present (I run) or future (I will run). They should remain consistent throughout a piece of writing unless there is a good reason to change it.

The baby (began / begun) to cry.	The leaves (blown / blew) across the lawn.
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16-17. (W5:16) If two or more singular nouns or pronouns are connect by 'and', use a plural verb. If connected by 'or', use the singular verb. Singular subjects (I, he) and singular nouns (committee, class) usually have singular verbs. Plural subjects usually need plural verbs.

Bob and Dan (was / were) best friends.	Neither Mum nor Dad (were / was) right.
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18-19. (W5:18) Verbs in the perfect form show an action completed in the past at an unspecified time. They use 'have' (present perfect), 'had' (past perfect), 'will have' (future perfect) before a past participle of the verb. Simple past has a specific time.

The lion (bit / bitten) the keeper.	The keeper was (bit / bitten) by the lion.
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20-21. (W5:19) Expanded noun phrases add information (adjectives) to nouns (either before or after the noun). They can be an efficient way to make writing more interesting and create imagery. Words that add nothing new or are synonymous are repetitive and redundant.

The (ugly/hideous) witch held up the (crimson/red/rosy) apple, trying to tempt her.

22. (W5:20) Modal verbs indicate likelihood (must), ability (can), permission (may) or obligation. They include the verbs can, could, may, might, should, shall, would, will, must (and their negative forms). They go before other verbs.

Perhaps I (may / would / should) wait until Dad gets home.

23. (W5:21) A relative clause adds more information about the noun in the main clause. They normally come after the noun and start with the words who, which, where, when, whose or that. They start and end with a comma. They turn simple sentences into complex sentences.

The man, who robbed the bank , was arrested last night.
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24. (W5:22) A main function of the comma is to avoid ambiguity (confusion) in sentences. They can help make the meaning clear.

His shoes, covered in mud, were on the new carpet.
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25. (W5:23) Parenthesis is a word or phrase inserted into a sentence to give extra information, explanation, clarification or afterthought. Brackets enclose it to show that it is separate from the rest of the sentence. Commas or dashes can also be used to show parenthesis.

He finally said (after taking time to think) that he didn't understand.

Stage 5

'Grammar Hammer'

Skill Check 3

Name: _____

Class: _____

Date: _____

1. Underline the suffix that turns the noun into a verb .			2. Underline the suffix that turns the noun into a verb .		
medic	ate	ize	terror	ize	ate
3-4. Underline any silent letters in these words.					
scissors	brush	whistle	drum		
5-6. Underline the correct word to use in each sentence. Use a dictionary if you need to.					
The climber started the (assent / ascent)			I can (devise / device) a way to solve it		
7. Use a dictionary to find the meaning of this word.					
mettle					
8-9. Number these words to show their alphabetical order .					
stripe		strong		shop	shape

10-11. Underline two connectives that can be used to signal addition (or are synonymous with the word 'and').				
unexpectedly	unless	plus	some	moreover
12-13. Underline two sentence openers that might help structure a piece of persuasive writing .				
Undoubtedly,	In the morning,	Afterwards,	More importantly,	
14-15. Underline the correct verb tenses to complete the sentences.				
The baby (began / begun) to cry.		The leaves (blown / blew) across the lawn.		
16. Underline the correct verb to agree with the subject .		17. Underline the correct verb to agree with the subject .		
Bob and Dan (was / were) best friends.		Neither Mum nor Dad (were / was) right.		

18-19. Underline the correct verb to make these sentences correct.	
The lion (bit / bitten) the keeper.	The keeper was (bit / bitten) by the lion.
20-21. Cross out any words which are redundant in this sentence to convey the information concisely.	
The ugly, hideous witch held up the crimson, red, rosy apple, trying to tempt her.	
22. Underline the correct modal verb to complete the sentence.	
Perhaps I (may / would / should) wait until Dad gets home.	
23. Underline the relative clause in this sentence.	
The man, who robbed the bank, was arrested last night.	
24. Use a comma to punctuate this sentence and make the meaning clear.	
His shoes covered in mud were on the new carpet.	
25. Punctuate this sentence with brackets () to show parenthesis .	
He finally said after taking time to think that he didn't understand.	

Total:	Red (0 – 9)	Yellow (10 – 19)	Green (20 – 25)
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