

Westbourne House School Revision – Summer Term

Y6 ENGLISH REVISION CHECKLIST

The Exam(s) will consist of:

- **Two papers: duration 60 minutes each**

In line with the Common Entrance format, preparing you for year 7, your papers will consist of 2 sections, each with a comprehension section and writing section.

Paper 1: Reading Comprehension

Paper 2: Writing Paper

Descriptive piece of writing

Persuasive piece of writing

Equipment you will need for the exam:

- Fountain pen and spare cartridges
- Ruler
- Highlighters

TOPIC	WHAT TO REVISE	DONE?
<p>Comprehension</p> <p>The Exam</p>	<ul style="list-style-type: none"> • Read the text carefully – at least twice • You are a detective – the clues are hidden in the text • Look at the marks available – a 4 mark question needs a lot more detail than a 1 mark question • P.E.E. – Use this method to structure your responses – POINT, EVIDENCE, EXPLANATION • Leave a couple of lines after each answer. When you check your work at the end you can always add/edit your answer to strengthen it • Your answers must always refer directly to the text. This may sound obvious but many people lose marks because their answers are too vague e.g. ‘I liked the story because it was really exciting and you didn’t know what was going to happen next. There was a lot going on and it built a really strong picture in my head’. You could have said this without even reading the text! What is required is something more along the lines of, ‘I enjoyed it because there was magic in it. It was frightening when the fisherman’s hand was burned and there was a real surprise at the end...’. Use a quotation to support your point. • If asked why you think a character behaves in a certain way, look carefully at the text: the information is in there, even if you have to do some thinking on top of what you are actually told. Ask 	

	<p>yourself what kind of person the evidence suggests you are reading about.</p> <ul style="list-style-type: none"> • Careful checking is vital. Ask yourself these questions when going through your answers: <ul style="list-style-type: none"> ○ Does my answer make sense? ○ Does it answer the question I was asked? ○ Is it the same answer as I gave to another question? ○ If so, have I understood the questions because no two answers should be the same? ○ Have I left any blanks? A blank space cannot earn you any marks; even a wild guess, though it may not be entirely right, might earn you a mark or two - at least get some quotations down. ○ Have I written enough? ○ Are my answers spelled and punctuated correctly? 	
Revision Ideas	<p>You should know and be able to identify the following literary devices:</p> <ul style="list-style-type: none"> ○ Simile ○ Metaphor ○ Personification ○ Alliteration ○ Onomatopoeia 	
Writing Sections	<p>Your motto should be: 'Show off!'. You want to dazzle them with your use of language. You want to show them that you know a wide range of colourful and interesting words and you know what paragraphing and punctuation can do.</p> <ul style="list-style-type: none"> • Remember <ul style="list-style-type: none"> Simile Onomatopoeia Alliteration Personification Metaphor Adverbs/adjectives Powerful verbs Sibilance (repetition of 's' sound) 	
Persuasive Writing	<ul style="list-style-type: none"> • You MUST make a decision whether you agree or disagree with the statement. DO NOT write both sides of the argument. • Remember to STRUCTURE your answer: <ul style="list-style-type: none"> A short introduction, addressing the question. Then, use Firstly, Secondly and Finally to start each paragraph (there should be three). A conclusion using the following formula: <ol style="list-style-type: none"> 1. Simple clause ending with a triple 2. Clause beginning with 'If'... 3. 2 x simple clauses with no more than 6 words each 	

	<p>Question: Should exams for young children be abolished? EG: 1. Scrapping exams for young children would be liberating, exhilarating and life-defining. 2. If they were freed from the constraints of exams, they could celebrate freedom of thought. 3. Exams belong in the past. Exams are for dinosaurs.</p> <p>Include persuasive techniques: AFOREST (Alliteration, Facts, Onomatopoeia, Rhetorical questions/Repetition, Exaggeration/Emotive language, Similes/Superlatives/Statistics, Threes (list of).</p> <p>Watch timing carefully. You should be able to complete your story and check it in the time allowed. Equally, you should use ALL the time available to you – you can always make your story better – check, edit, check, edit, check edit....never say 'I've finished' before the time is up!</p>	
Style	<ul style="list-style-type: none"> • Use the senses to describe: touch, taste, smell, sound, and sight • Use conjunctions/connectives to join simple sentences together and make them more interesting • Avoid listing e.g. then this, then that, then this, then that etc 	
Punctuation	<ul style="list-style-type: none"> • You must use paragraphs. Make a paragraph plan at the beginning to help remind you when to start a new paragraph • Remember to indent your paragraphs – just starting a new line doesn't count • It is easy to show off your knowledge of punctuation. You can even do this in one line! E.g. "What could he do next? Only time would tell!" • Use brackets to introduce an extra idea into a sentence e.g. The streets were deserted (it was Easter Sunday) and not a single shop was open. • To really show off - take two sentences which are connected but separated by a full stop, and change the full stop to a semi-colon (which is another way of saying 'and') <p>*These tips should really help you to meet your potential in the exam. Just try to think about everything your English teacher says. We want you to enjoy writing and be proud of what you have done.</p>	
Revision Titles	<ul style="list-style-type: none"> • Describe the most beautiful sunset you can imagine • 'Graffiti is not art!' – write a persuasive speech for against this statement. • Write a speech persuading other young adults to use less screen time – remember to use all your persuasive devices. • Write a letter to your local council persuading your local council to spend money on more suitable activities for young people in your area. • Write a description of 'An Awful Day'. • Write a persuasive piece for against the statement: Camping is 	

	like marmite – you either love it or hate it.	
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NOTES/TIPS:

- For any further information or guidance about revision or the actual exam, please contact your English teacher or the Head of English – Mrs Pippa Sutcliffe (psutcliffe@westbournehouse.org)