



Welcome to Year Six

Bishop's Waltham Junior School, 2025



Welcome to Year Six, your child's final year at Junior School! We're looking forward to an exciting year as we prepare children for the end of their primary journey, and their transition to secondary school.

Year Group Staff

The teachers in Year Six are Mr Senior (Birch Class), Mrs Mars (Cedar Class) and Mrs Arnold (Hawthorn). We are joined in the year group by our TAs, Mrs Barclay, Mrs Slaughter, Mrs Bathgate, Mrs Henderson, Miss Ash-Cutler, Mrs Brand & Mrs Hughes. Mrs Daniels also works in Year Six, teaching small groups throughout the year based on the needs of individual children.



Miss Ash-Cutler, Mrs Brand, Mr Senior, Mrs Henderson, Mrs Hughes, Mrs Slaughter, Mrs Daniels, Mrs Bathgate, Mrs Barclay, Mrs Arnold, Mrs Mars

Children will be taught in their classes for most subjects, though we do teach maths in sets to help prepare the children for their SATS tests. We also operate different groups for our spelling lessons.

Communication Between Home and School

The best way to get in touch with your child's teacher this year will be by email.

Mr.Senior@bwjsapps.co.uk

Mrs.Mars@bwjsapps.co.uk

Mrs.Arnold@bwjsapps.co.uk

If you need to speak to your child's class teacher, we will be able to phone home on request. If you need to see your child's class teacher in person, we will be able to arrange appointments at mutually convenient times. There will be formal parents' evenings in October and March. At the March appointment, you will receive a mid-year report for your child which sets out targets for the core subjects of Reading, Writing and Maths. In July, you will receive a formal report of your child's progress over the year.

Timetabling / Outline of the Day

Our PE lessons will be on a Monday this year; our swimming lessons are scheduled to be a Thursday. We ask that children come to school on Monday in their PE kit so that they do not need to change. We will do PE outside whenever possible, so please ensure children are dressed warmly enough and wearing appropriate shoes. Children will swim throughout the year on a rotation system – during the half terms when they don't swim, they will have an additional PE session on the Thursday instead.

Children will be expected to have a reading book in school every day; we will be keeping a library book in the classroom for this purpose.

The timetable for a normal day will run as follows:

8:45 – Gates open

8:55 – Registration, maths and guided reading

10:35 – Break

10:50 – English

12:00 – Lunch

12:55 – Afternoon session

2:50 – Assembly (Monday, Wednesday, Friday)

3:15 – Home time

Homework

Children in Year 6 will be expected to complete the following homework.

Reading: children will be expected to read at home independently every day for at least ten minutes. This might be reading out loud to an adult, or it might be reading quietly on their own. This reading doesn't need to be formally recorded.

Maths: children will be set a maths homework task each week using the LbQ (Learning by Questions) platform. To access their task, they will need a code which will be available in Google Classroom (they will only need one code throughout the year).

Time Table Rockstars: children will be expected to play 20 games on Times Table Rockstars each week. This will improve their fluency, accuracy and speed in times tables recall.

Spelling Shed: Spelling Shed is used in school to teach our spelling curriculum, and it comes with a set of online activities that can be accessed at home. This is not a homework expectation, but we do award merits to people who choose to access this at home, and it will help to support the learning which children do in school.

Reading

Reading is our top homework priority at BWJS – it is the thing that makes the biggest difference to children's progress across the curriculum. Children should be reading at home, ideally every day. During our library sessions, children will have the chance to talk about books that they have been enjoying.

Spelling and Phonics

Spellings this year will be taught through Spelling Shed, a scheme which we introduced last year. Children will get three sessions of spellings each week, as well as dedicated time learning other areas of grammar. We may run additional spelling interventions for specific children alongside this as the year progresses.

Maths

During their time in Year Six, your child will be taught a variety of methods to support their understanding in mathematics. Our Calculation Progression Document outlines the different methods for the four operations. It ensures pupils have a deep understanding before being moved onto the compact methods we use as adults. The document can be found on the Curriculum / Mathematics page of our website and we have created videos to support your understanding of the methods. This will hopefully help you to support your child with homework should any questions arise.

Behaviour

Children in Year Six are expected to demonstrate good behaviour at all times based on the school's system of values. We will track their behaviour, good and bad, using our TrackIt system which will generate certificates as they receive team merits.

Safeguarding





The school's number one priority is to ensure the safety and well-being of the children. Located on the front page of the school website is a link for parents directing them to information regarding the school's safeguarding procedures, a list of the key safeguarding documents and access to a wealth of valuable resources, including elements of online safety.



Website

The school website (www.bwjunior.hants.sch.uk) provides parents (and children) with a wealth of information concerning all aspects of school life. As well as keeping up to date with the school blog, parents can view information about their child's year group, including curriculum topics, etc., and access information regarding school staff, absence requests, school clubs, governors, key statutory policies, and much more.

You can also follow the school on Facebook and Instagram.

Must-have apps

<p>Arbor</p> <p>Arbor is our main system for communicating directly with parents. It allows us to send emails directly, and manage real-time pupil data / attendance information. It is also the system we used for managing payments for trips, lunches, etc.</p>	
<p>School Jotter 3</p> <p>School Jotter contains links to the school website, the BWJS facebook and Instagram pages and the PTA (FoBS) facebook page.</p> <p>As the app is directly linked to the school website, it will notify you when a letter is uploaded.</p> <p>The app also:</p> <ul style="list-style-type: none"> - hosts the school calendar - displays latest news/achievements/notices - has a photo gallery - provides email contact links for each class teacher <p>Each time the school uploads news, notices, letters etc. – a notification will be sent to the device.</p>	
<p>Times Table Rockstars</p> <p>Speed AND accuracy are very important when children are doing times tables work – the more facts your child remembers, the easier it is for them to do more challenging calculations.</p> <p>Times Table Rock Stars is a fun and challenging programme designed to help students master the times tables! The game can be played on any smart phone/tablet/PC.</p> <p>Every child in the school has a unique account for TTR.</p>	
<p>Spelling Shed</p> <p>Spelling Shed is the scheme which we use in school to teach spellings. It comes with a dedicated website and app which can be used to access tasks related to our learning (the app has a small charge, but the website can be accessed for free).</p>	

<p>LbQ LBQ is the platform we are using for maths homework this year. There is an available app on some platforms, but it is easiest to access through an internet browser such as google chrome (and through the www.bwjsapps.co.uk platform.</p>	
<p>SwiftKitchen From September, this app will be used to order and pay for school dinners. Dinners must be ordered by 8:30am on the day they are needed.</p>	

School Uniform

At Bishop's Waltham Junior School, we believe that the wearing of a school uniform encourages pride in the school, helps children to feel they belong to the school community and makes them look ready to work.

We expect everyone in Year Six to wear the correct school uniform every day, and we ask parents / carers to support us in ensuring that children come to school dressed appropriately.

School uniform should be selected from the following items:

- Red sweatshirt or cardigan (school logo optional)
- White shirt
- White or red polo shirt (school logo optional)
- Black or grey school trousers or shorts.
- Black or grey skirt or pinafore dress.
- Red gingham dress
- Black 'school' shoes. (No open toed sandals)

PE/Games/swimming:

- School team colour T shirt (with logo – this needs to be purchased from skoolkit)
- Plain black or navy hoodie
- Plain black or navy shorts
- Plain black or navy joggers or leggings
- Trainers
- Swimming trunks/jammers/costume (one piece)
- Swimming hat

School uniforms can be purchased directly from the 'Skoolkit' store in Fareham, or orders can be placed online at www.skoolkit.co.uk Items of uniform can also be purchased from Asda/Tesco/Sainsbury's/Primark/Matalan etc. Please ensure you purchase the correct coloured PE top based on your child's house team.

Pencil Cases

Your child does not need to bring a pencil case to school: we will provide all the equipment they will need during the school day (*and they will be expected to use a school handwriting pen if they are writing in pen*). If your child would like to bring in a pencil case containing their own colouring pencils, etc., they will need to bring in something small which will fit in their tray. We cannot take responsibility for lost or broken stationery from home.

Water Bottles

Your child should have a water bottle in school - which they can use during the day. We would be grateful if this bottle could incorporate a sports cap to avoid spillages in the classroom.

Water bottles can be purchased via arbor from the school office at a cost of £2.50 (limited to one per child per academic year).

School Lunches

Children at BWJS have a choice of three school lunches each day at a cost of £2.90. They are also welcome to bring in a packed lunch from home. Our school lunches are provided by APSENS and paid for via the SwiftKitchen app. Lunches must be booked and paid for before 8:30am, but they can be booked in advance.

Free School Meals

A child is eligible for free school meals if their parent or carer receives one or more of the following benefits:

- Income Support
- income-based Job Seekers' Allowance
- income-related Employment and Support Allowance
- support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of State Pension Credit
- Child Tax Credit, provided you are not also entitled to Working Tax Credit, and have an annual gross income, of no more than £16,190 as assessed by Her Majesty's Revenue and Customs (Parents who are made redundant or start working less than 16 hours per week, may find their children are entitled to free meals for a limited period.)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit (provided you have an annual net earned income of no more than £7,400, as assessed by earnings from up to three of your most recent assessment periods)

Check eligibility for pupil premium and free school meals

If you believe you might qualify/be eligible for 'Free School Meals please complete the 'Hub application' (*link is below*). Even if you do not wish for your child to receive the free lunch, if they are eligible, the school will receive vital funds through the Pupil Premium, which can be used to support their learning – help subsidise trips, music tuition etc.

<https://www.gov.uk/apply-free-school-meals/hampshire>

To complete a check, you need the following information for yourself or the person you are checking on behalf of:

- your name, date of birth, and contact details
- National Insurance number or National Asylum Seekers Number
- child's name and date of birth
- school your child is attending or will attend

Drop off / Collection

Children can enter the school site from **8.45 am**. Please do not arrive before this time. Children will proceed directly to their classes for registration.

Only pupils attending the Early Bird Club or cross country/swim squad clubs can be onsite before 8.45am. Parents are asked to park on the lower school playground if dropping their children off for a before school club.

School finishes at 3.15 pm. Year Six children will leave from the door behind the hall. If you would like them be able to walk home alone (or meet you along the way), permission will need to be given via the arbor consent settings.

Early Bird and ActiveMe360

An Early Bird Club operates at the school daily, providing child care before the start of the school day – costing **£4.50** per session. The club will take place in the school hall between **7.45 – 8.45 am**. Pre-booking **is** required for this facility, and the booking window closes 30 minutes before the session starts.

Booking and payments for Early Bird Club are to be made via the Arbor App. (Please note that non-attendance will still incur the full charge; cancellation will be required in writing via email to schooloffice@bwjunior.hants.sch.uk, prior to session start time.)

Other costs:

- Free School Meals/Pupil Premium = **£2.25** per session
- Sibling discount = **£2.80**

For those parents requiring after school care for their children (**3.15-6.00 pm**), a third-party provider called 'ActiveMe360' offers this service. Details of this facility, including costs and application details, are accessible via the link below:

- <https://bookings.activeme360.co.uk/project/38461>

Clubs

We offer a range of school clubs which changes every term. At the beginning of each term, children will be asked to select the clubs they would like to join. When numbers are limited, places will be allocated at random. Many of our school clubs are offered free of charge. We also host a range of clubs offered by external providers – these clubs are paid for by the term.

Important Dates for 2025 – 2026

Inset Days

- Wednesday 3rd September 2025
- Thursday 4th September 2025
- Monday 24th November 2025
- Monday 23rd February 2026
- Monday 8th June 2026

Liddington Residential

Monday 2nd March – Friday 6th March 2026

SATS

Monday 11th – Thursday 14th May 2026

Curriculum Map

The following pages show the outline of our curriculum throughout the year.

(Please note: the curriculum is subject to change as the year progresses.)



YEAR 6

SPRING TERM OVERVIEW

History

Life in the time of the Ancient Greeks

What was life like for people who lived in the different city states of Ancient Greece? What major historical events took place in the time of the Ancient Greeks.

Art

Greek Pottery

Creating Ancient Greek-style pots.

Perspective & Sketching Skills

Sketching Greek buildings and considering different ways of showing perspective in sketching.

Music

Film Music

How music is used in film soundtracks to convey character and drama.

Using the story of Theseus and the Minotaur, consider the use of music in telling a story, and how music can accompany visual imagery.

Ancient Greece

Computing

Making a Maze Game

Using Scratch to design and programme a character's journey through a maze-type game.

English

The Twelve Labours of Heracles

Recounts based around narrative.

DT

Bread Making

Sampling a variety of breads from around the world, then designing and baking bread with a Mediterranean theme.

Hook: An afternoon of food tasting, archaeology and toga-making.

Outcome: A booklet of writing and other work to be sent home.

English

The People Awards

Biography

Writing biographies of inspirational characters.

The Visitors / The Listeners / Macbeth

Poetry

Using classic poems to inspire our own writing.

The Cloud Hunters

Narrative

Creating atmosphere in narrative.

RE

Rites of Passage

Exploring ritual and transition.

The Empty Cross

Salvation through the Easter story: our visit to The Easter Project at St Mary's.

PE

Gymnastics & Dance

Developing flexibility and control during movement.

Swimming

Continuing to develop stroke technique and stamina.

Maths

Formal methods of addition, subtraction, multiplication and division.

Area of compound shapes, time and measure.

Problem solving, fractions and place value work.

Science

Controlling Electrical Circuits

Reviewing how circuits work and the physics behind electrical processes.

PSHE

Health and Illness

Physical and mental health

Relationships

Physical contact, support and care, marriage

French

Vocabulary development

Develop appropriate pronunciation of simple French greetings and conversational language.

Year Six Residential

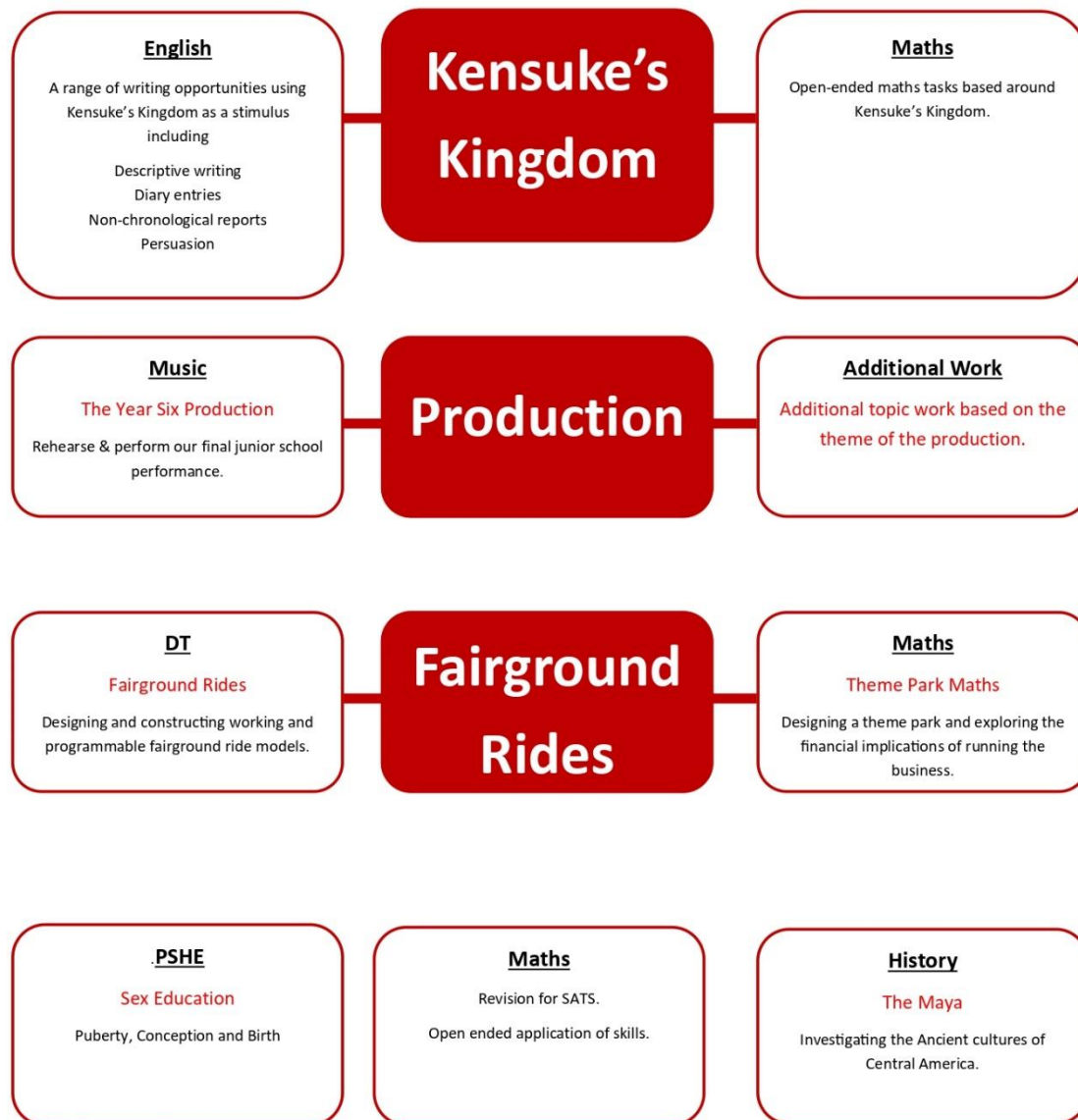
A week-long trip to Liddington PGL Centre in Wiltshire, sampling a wide range of outdoor pursuits.

Liddington

Computing

Revision

Using Scratch to design and programme a character's journey through a maze-type game.



Key End of Year Expectations for Year Six

The rest of this booklet provides information for parents and carers on the key end of year expectations for children in our school.

The National Curriculum outlines these expectations as being the requirements your child must meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching and homework. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your children please talk to your child's teacher.

Year Six Reading

Key End of Year Expectations

Word Reading

- Applies a growing knowledge of root words, prefixes and suffixes (morphology and etymology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met.

Themes and Conventions

- Increases familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

Comprehension - Clarify

- Asks pertinent and helpful questions to improve their understanding of a text.

Comprehension - Monitor and Summarise

- Checks that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context.
- Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

Comprehension - Select and Retrieve

- Retrieves, records and presents information from non-fiction.

Comprehension - Respond and Explain

- Participates in discussions about books that are read to the individual and those that can be read independently. Provides reasoned justifications for their views about a book.

Inference

- Predicts what might happen from details stated and implied.

Language for Effect

- Discusses and evaluates the authors use language, including figurative language, considering the impact on the reader.

Performance Standard

By the end of Year 6, a child's reading should be fluent and effortless across all subjects, not just in English.

A child can:

- discuss the purpose(s) of the language that is read and understand why sentences are constructed as they are;
- focus on all the letters in a word so they do not, for example, read 'invitation' for 'imitation' simply because they may be more familiar with the first word;
- accurately read individual words, which might be key to the meaning of a sentence or paragraph, to improve age appropriate comprehension;
- read independently, including books they would not choose to read;
- compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text;
- reflect on feedback regarding the quality of their explanations and contributions to discussions.

A child understands the majority of terms needed for discussing what they hear and read such as metaphor, simile, analogy, imagery, style and effect.

A child applies the skills of information retrieval eg in reading history, geography and science textbooks, and in contexts where they are genuinely motivated to find out information, such as reading information leaflets before a gallery or museum visit or reading a theatre programme or review.

Year Six Writing

Key End of Year Expectations

Transcription

- Uses dictionaries to check the spelling and meaning of words.

Handwriting

- Sustains appropriate style and fluency throughout writing, including adapting to the purpose for writing e.g quick legible notes, formal letters etc.

Composition - Composition and Effect

- Identifies the audience for, and purpose of, the writing.
- Selects the appropriate form and uses other similar writing as models for their own composition.
- Ensures the consistent and correct use of tense throughout a piece of writing.
- Can describe settings, characters and atmosphere.

Composition - Text Structure and Organisation

- Uses further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining).

Composition - Sentence Structure

- Draws on a repertoire of sentence structures, including simple, compound, and complex to, for example, expand ideas, convey key information, provide emphasis, detail and description.

Vocabulary, grammar and punctuation

- Can understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (eg find out - discover; ask for - request; go in - enter).
- Uses the passive voice to affect the presentation of information in a sentence (eg 'I broke the window in the greenhouse' versus 'The window in the greenhouse was broken (by me)').
- Can use layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text.
- Uses the colon to introduce a list.
- Punctuates bullet points to list information.
- Proof-reads for spelling and punctuation errors.

Performance Standard

By the end of Y6 a child should be able to reflect an understanding of the audience for, and the purpose of, a piece of writing by selecting appropriate vocabulary and grammar.

A child can:

- consciously control the structure of sentences in writing and understand why sentences are constructed as they are;
- generate ideas, draft, and re-read a piece of writing to check that the meaning is clear;
- adopt, create and sustain a range of roles, responding appropriately to others in role (both verbally and non- verbally);
- create an improvised, devised and scripted drama for a range of audiences as well as rehearse, refine, share and respond thoughtfully to drama and theatre performances;
- demonstrate a mastery of language through public speaking, performance and debate;
- apply a knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading;
- draw on their knowledge of morphology and etymology to spell correctly.

Year Six Maths

Key End of Year Expectations

Place value:

- Rounds any whole number to a required degree of accuracy.
- Uses negative numbers in context and calculates intervals across zero.

Addition and Subtraction inc Algebra:

- Solves addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- Uses estimation to check answers to calculations and determines, in the context of a problem, an appropriate degree of accuracy
- **Algebra:** Uses simple formulae

Multiplication and division inc ratio and proportion; algebra; statistics:

- Multiplies multi-digit numbers up to four digits by a two-digit whole number using the formal written method of long multiplication
- Divides numbers up to four digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- Solves problems involving the calculation of percentages eg of measures and calculations such as 15 per cent of 360, and the use of percentages for comparison

Statistics:

- Calculates and interprets the mean as an average

Fractions, Decimals & Percentages:

- Uses written division methods in cases where the answer has up to two decimal places
- Solves problems which require answers to be rounded to specified degrees of accuracy
- Recalls and uses equivalences between simple fractions, decimals and percentages, including in different contexts.

Measurement:

- Uses, reads, writes and converts between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure

to a larger unit, and vice versa, using decimal notation to up to three decimal places

Geometry:

Properties of shape

- Compares and classifies geometric shapes based on their properties and sizes and finds unknown angles in any triangles, quadrilaterals and regular polygons

Position and direction:

- Draws and translates simple shapes on the coordinate plane and reflects them in the axes
- Interprets pie charts and line graphs and uses these to solve problems

Performance standard

By the end of Y6, a child should be fluent in formal written methods for all four operations including long multiplication and division and in working with fractions, decimals and percentages and ratios, and make connections between them.

A child should be able to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation.

A child is beginning to use the language of algebra as a tool for solving a variety of problems.

A child can:

- classify shapes with increasingly complex geometric properties and use the vocabulary needed to describe them; and
- read, spell and pronounce mathematical vocabulary correctly.

Year Six Spelling Expectations

To be working at age related expectation, your child should be able to spell these words by the end of Year 6.

accommodate	criticise	identity	queue
accompany	curiosity	immediate (ly)	recognise
according	definite	individual	recommend
achieve	desperate	interfere	relevant
aggressive	determined	interrupt	restaurant
amateur	develop	language	rhyme
ancient	dictionary	leisure	rhythm
apparent	disastrous	lightning	sacrifice
appreciate	embarrass	marvellous	secretary
attached	environment	mischievous	shoulder
available	equip (–ped, –ment)	muscle	signature
average	especially	necessary	sincere (ly)
awkward	exaggerate	neighbour	soldier
bargain	excellent	nuisance	stomach
bruise	existence	occupy	sufficient
category	explanation	occur	suggest
cemetery	familiar	opportunity	symbol
committee	foreign	parliament	system
communicate	forty	persuade	temperature
community	frequently	physical	thorough
competition	government	prejudice	twelfth
conscience	guarantee	privilege	variety
conscious	harass	profession	vegetable
controversy	hindrance	programme	vehicle
convenience		pronunciation	yacht
correspond			

Year Six SPAG Terminology

Active	<p>These sentences start with the 'do-er' (the subject) then the action.</p> <p><i>E.g. The school arranged a visit. (See also 'passive'.)</i></p>
Adverbials	<p>A word or phrase that is used, like an adverb, to give extra information about a verb or clause. It usually answers the following questions:</p> <p>When something happens or how often? Where something happens? How something happens?</p> <p><i>E.g. The bus leaves in five minutes. The bus leaves from the station. She promised to see him last night.</i></p>
Antonym	<p>These are words with the opposite meaning to another word.</p> <p><i>E.g. up/down, tall/short</i></p>
Bullet Points	<p>These are used to list information clearly.</p>
Cohesive devices	<p>When sentences, ideas and details fit together clearly, readers can follow along easily, and the writing is coherent.</p> <p>A number of devices can be used to achieve this:</p> <ul style="list-style-type: none"> - Time conjunctions (firstly, next, before) - Words to link ideas (On the other hand, consequently, however) - Repetition of a word or phrase - Ellipsis (...) - Layout devices (sub headings, bullet points, columns, tables)
Colon	<p>Used before a list.</p> <p><i>I could only find three of the ingredients: sugar, flour and coconut.</i></p> <p>Used to join two clauses, the second of which explains the first.</p> <p><i>I was cold: the fire had gone out ours ago.</i></p>

Ellipsis	<p>Used to indicate a pause in speech or at the very end of a sentence so that words trail off into silence (this helps to create suspense and mystery).</p> <p>A pause in speech <i>"The sight was awesome... truly amazing."</i></p> <p>At the end of a sentence to create suspense <i>Mr Daily gritted his teeth, gripped the scalpel tightly in his right hand and slowly advanced...</i></p>
Formal and informal	<p>Styles of writing which should be chosen according to the audience and purpose.</p> <p><i>Formal writing is impersonal, uses more complex language and sentence structures and full words (no abbreviations). i.e. writing to the Queen.</i></p> <p><i>Informal writing is personal, simple and uses contractions and abbreviations. i.e. writing a diary.</i></p>
Hyphen	<p>Used to join words together, sometimes to avoid ambiguity. <i>The man eating shark / The man-eating shark.</i></p>
Object	<p>This is usually a noun, pronoun or noun phrase that comes straight after the verb and shows what the verb is acting upon. <i>E.g. The children will study the animals.</i></p>
Passive	<p>The subject and the object change places.</p> <p>ACTIVE <i>The man (subject) hit the boy (object).</i></p> <p>PASSIVE <i>The boy (subject) was hit by the man (object).</i></p> <p>The 'by' part can be left off to add suspense and intrigue.</p>

Semi-colon	<p>Used in place of a coordinating conjunction (and, but, so). Shows thoughts on either side of it are balanced and connected. It can also separate words or items within a list.</p> <p><i>To link two separate sentences that are closely related</i> <i>The children came home today; they had been away for a week.</i></p> <p><i>In a list</i> <i>Star Trek, created by Gene Roddenberry; Babylon 5, by JMS; Buffy, by Joss Whedon; and Farscape, from the Henson Company.</i></p>
Subject	<p>This is usually a noun, pronoun or noun phrase that names the 'do-er' or 'be-er' It usually comes just before the verb in a statement.</p> <p><i>E.g. The children will study the animals.</i></p>
Subjunctive form (of a verb)	<p>Used when we want to express a difference between something that's a fact and something that isn't.</p> <p><i>E.g.</i> <i>I ask that the matter be reconsidered (as opposed to is reconsidered).</i> <i>If I were ready . . . (as opposed to If I was ready)</i></p>
Synonyms	<p>These are words that have a similar meaning to another word. We use synonyms to make our writing more interesting and precise.</p> <p><i>Bad - awful, terrible, horrible</i> <i>Happy - content, joyful, pleased</i></p>