Homework/Extension Consolidating Formal and Informal Writing

National Curriculum Objectives:

English Year 6: (6G7.4) Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

English Year 6: (6G7.2) The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]

English Year 6: (6G7.3) The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]

Differentiation:

Questions 1, 4 and 7 (Varied Fluency)

Developing Place six words from a list according to formality. The question focuses on vocabulary linked to the National Curriculum Year 3/4 spelling list.

Expected Place six words from a list according to formality. The question focuses on vocabulary linked to the National Curriculum Year 5/6 spelling list.

Greater Depth Place six words from a list beneath their antonyms. The question focuses on vocabulary which is not found on the National Curriculum spelling lists.

Questions 2, 5 and 8 (Varied Fluency)

Developing Identify three places where the text is too formal. The question focuses on vocabulary and grammar taken from the National Curriculum Year 6 Grammar curriculum but excludes the subjunctive form.

Expected Identify three places where the text is too formal. The question focuses on vocabulary and grammar taken from the National Curriculum Year 6 Grammar curriculum, including the subjunctive form.

Greater Depth Identify five places where the text is too formal. The question focuses on vocabulary and grammar taken from the National Curriculum Year 6 Grammar curriculum, including the subjunctive form.

Questions 3, 6 and 9 (Application and Reasoning)

Developing Swap three words to increase the formality of this letter. The question focuses on grammar and vocabulary taken from the National Curriculum Year 6 Grammar curriculum but excludes the subjunctive form.

Expected Swap three words/phrases to increase the formality of this letter. The question focuses on grammar and vocabulary taken from the National Curriculum Year 6 Grammar curriculum, including the subjunctive form.

Greater Depth Rewrite a letter opening to increase the formality of the letter. The question focuses on grammar and vocabulary taken from the National Curriculum Year 6 Grammar curriculum, including the subjunctive form and requires editing of sentence structure, vocabulary and grammar.



Consolidating Formal and Informal Writing

1. Place the words from the list into the correct box.

informal

recent
new
across
opposite
busy
occupied

formal



VF HW/Ext

2. Underline three words which are too formal for this text message.

Hi Rishi,

Did you receive the homework sheet today? I have misplaced mine and can't find it anywhere. (a) If you could inform me what is on it, that would be great. Thx



VF HW/Ext

3. Ash is reading the opening of a formal letter he is writing to the council.

Hi Council Members,

The goal posts in the park are busted.

Me and my friends are mad about it.

Could you think about having them mended?



Suggest three words that Ash could swap to make his letter more formal. Explain your choices.





Consolidating Formal and Informal Writing

4. Place the words from the list into the correct box.

informal

appreciate
achieve
get
see
opportunity
chance

formal



VF HW/Ext

5. Underline three words which are too formal for this text message.

Hi Rishi,

Did you receive the homework sheet today? I have misplaced mine and can't find it anywhere. \otimes If you were to tell me what is on it, that would be great. Thx

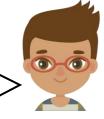


VF HW/Ext

6. Arnold is reading the opening of a formal letter he is writing to the council.

Hi Council Members,

The goal posts in the park are busted. Me and my friends are mad about it. Could you think about having them mended? That would be great.



Suggest three words or phrases that Arnold could swap to make his letter more formal. Explain your choices.





Consolidating Formal and Informal Writing

7. Place the words from the list into the correct box.

informal

comprehend grasp illustrate show evaluate judge

formal



VF HW/Ext

8. Underline three words which are too formal for this text message.

Hi Rishi,

Did you receive the homework sheet today? Might I make a request? I have misplaced mine and can't find it anywhere \otimes If you were to tell me what is on it, that would be great. Thx for your assistance!

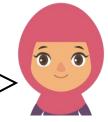


HW/Ext

9. Samira is reading the opening of a formal letter she is writing to the council.

Hi Council Members,

The goal posts in the park are busted. Me and my friends are mad about it. Could you think about having them mended? That would be great.



Rewrite Samira's letter using more formal vocabulary and sentence structures. Explain why you have made your changes.





Homework/Extension Consolidating Formal and Informal Writing

Developing

- 1. informal: new, other, busy; formal: recent, across, occupied
- 2. receive, misplaced, inform
- **3.** Various answers, for example: Swap 'Hi' for 'Dear', 'busted' for 'broken' and 'mad' for frustrated'. These are more formal words and so are better for a formal letter.

Expected

- 4. informal: get, see, chance; formal: appreciate, achieve, opportunity
- 5. receive, misplaced, If you were to (subjunctive form)
- **6.** Various answers, for example: Swap 'Hi' for 'Dear', 'busted' for 'broken' and 'mad' for frustrated'. Swap 'Me and my friends' for 'My friends and I' (standard English) or 'Could you think' for 'If you were to consider'. Using formal vocabulary, standard English and the subjunctive form is better for a formal letter.

Greater Depth

- 7. informal: grasp, show, judge; formal: comprehend, illustrate, evaluate
- 8. receive, request, misplaced, If you were to (subjunctive form), assistance
- 9. Various answers, for example:
- 'Dear Council members,

The goal posts in the park are damaged. My friends and I are frustrated about this situation. If you were to consider having them repaired, that would be appreciated.' Using formal synonyms, standard English and the subjunctive form is better for a formal letter and may lead to the complaint being taken more seriously.



Homework/Extension Formal and Informal Vocabulary

National Curriculum Objectives:

English Year 6: (6G7.2) The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]

English Year 6: (6G7.3) The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If <u>I were</u> or <u>Were they</u> to come in some very formal writing and speech]

English Year 6: (6G7.4) Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

Differentiation:

Questions 1, 4 and 7 (Varied Fluency)

Developing Tick to show whether the sentences are written using formal or informal vocabulary. Sentences with a maximum of two clauses are used and vocabulary is predominantly taken from the Y3/4 spelling expectations.

Expected Tick to show whether the sentences are written using formal or informal vocabulary. Sentences may have multiple clauses and feature vocabulary which is predominantly taken from the Y5/6 spelling expectations.

Greater Depth Tick to show whether the sentences are written using formal or informal vocabulary. Sentences will vary in length and structure and some of the language used may be unfamiliar. Some language is colloquial or archaic.

Questions 2, 5 and 8 (Varied Fluency)

Developing Change the underlined words or phrases from informal to formal language. Differentiation as above.

Expected Change the underlined words or phrases from informal to formal language. Differentiation as above.

Greater Depth Change the underlined words or phrases from informal to formal language. Differentiation as above.

Questions 3, 6 and 9 (Application and Reasoning)

Developing Decide which statement is written in a formal manner and explain why. Differentiation as above.

Expected Decide which statement is written in a formal manner and explain why. Differentiation as above.

Greater Depth Decide which statement is written in a formal manner and explain why. Differentiation as above.



| 1. Tick to she vocabulary | | sentences below | are written us | ing formo | | formal (I) |
|-----------------------------|--|---------------------------|------------------------|------------------|-------------|---------------|
| | | | | | F | I |
| A. Everybod peculiar sigh | • | ncluding Mr Browr | ı, was intrigue | d by the | | |
| B. Johnny ar theme park. | | nega excited abo | out the trip to t | he new | | |
| | man asked for uring lunch time | volunteers to help e. | her reorganis | e the | | |
| ☆ | | | | | | VI HW/Ex |
| - | underlined wor uage provided. | ds or phrases in th | ne sentences l | oelow usii | ng the alt | ernative |
| A. We were technical fa | | ay would <u>start ago</u> | <u>ain</u> shortly onc | e they ha | d repaire | d the |
| B. She was s decided on | | abric options for t | he wedding d | ress befo | re she find | ally |
| C. We are so | orry to inform yo | ou that the resider | ntial trip has be | een <u>calle</u> | d off. | |
| | resume | accompany | regret | ma | ny | |
| | cancelled | assured | various | apolo | gise | VF HW/Ex: |
| 3. Hafsa and | d Chuan are wri | ting sentences us | ing formal voc | abulary. | | • |
| Hafsa | Building work will commence in June, assuming the planning permission is approved. | | | | | |
| | | | | | | $\overline{}$ |



The building work will start in June, if the planning permission is given the go-ahead.

Whose sentence is the most formal? Give reasons for your choice.





| 4. Tick to she vocabulary. | | sentences below | are written usi | ng formal (F) or | informal (I) |
|--|------------------------------------|---|--------------------------|---------------------|--------------|
| | | | | F | I |
| A. It is in you consequence | | | | | |
| B. You are a surrounding motorists see | | | | | |
| _ | | ucy are allowed to w comedy film, wh | • | | |
| | | | | | VF HW/Ext |
| - | underlined wo uage provided | rds or phrases in t | he sentences b | elow using the | alternative |
| A. There are trip next we | | bers of staff availo | ıble to <u>go with</u> t | the children on t | he school |
| | o maintain a he uit and vegetal | ealthy body, you roles. | need to eat a <u>lc</u> | ot of different foo | ods |
| | | e of my free even the competition. | ings each wee | k and attend ac | lanoitibk |
| | many | accompany | variety | range |] |
| | attend | loads | sufficient | sacrifice | VF HW/Ext |
| 6. Steph and | d Sean are writ | ing sentences usir | g formal vocal | bulary. | TIW/LAI |
| | | d pulled the dang | | | |

Steph

hands on the front.



Once the police officer had brought the suspect to a halt, she requested that the man exit the vehicle and place his hands on the bonnet.

Whose sentence is the most formal? Give reasons for your choice.





| 7. Tick to sho vocabulary. | w whether the s | entences belo | ow are written usin | g formal (F) | or info | ormal (I) |
|---|---|-------------------|--|----------------|---------------|--------------|
| | | | | F | | I |
| A. All morning, Peter and Anna have been playing pranks on me and proper winding me up and I've had enough of it now. | | | | | | |
| neighbor's m | to endure the a usic for far too lo ehaviour any lo | ong, and I refu | wretched sound o se to ignore this | f my | | |
| _ | | | this weekend so mates, which is w | | | |
| GD | | | | | | VF HW/Ext |
| • | underlined word age provided. | s or phrases in | the sentences be | elow using the | e alte | rnative |
| | ırtly-dressed <u>blo</u> o have his <u>gnas</u> | | o the office and <u>t</u> d. | old the recep | otionis | st that he |
| | • • | • | al café for lunch on the formal cafe in the cafe in the formal cafe in the formal cafe in the formal cafe in | | <u>τ</u> , bι | ut it was |
| | | • | adding new <u>tunes</u> we are <u>up to spe</u> | | _ | ve will |
| | gentleman | teeth | conversation | repertoire | | |
| | at capacity | informed | material | familiar | | VF HW/Ext |
| 9. Lucy and J | osh are writing | sentences usir | ng formal vocabul | ary. | | 11117, CAT |
| | 1 - | nt authorities ii | nformation and ev mmediately, befo | - | nave | |

Lucy

Josh

Mate, you better tell the police everything you know and what you saw incase anything else happens.

Whose sentence is the most formal? Give reasons for your choice.





Developing

- 1. A. formal; B. informal; C. formal
- 2. A. assured, resume; B. various, C. regret, cancelled
- 3. Hafsa has written the most formal sentence. She has used formal vocabulary such as 'commence', 'assuming' and 'approved', whereas Chuan has used informal vocabulary such as 'start', 'go-ahead'.

Expected

- 4. A. formal: B. formal: C. informal
- 5. A. sufficient, accompany; B. variety; C. sacrifice
- 6. Sean has written the most formal sentence. He has used formal vocabulary such as 'officer', 'suspect', 'halt', 'exit', 'vehicle' and 'bonnet', whereas Steph has used informal vocabulary such as 'get out' and 'on the front', and has used the contraction 'she'd'.

Greater Depth

- 7. A. informal; B. formal; C. informal
- 8. A. gentleman, informed, teeth; B. conversation, at capacity; C. material, repertoire, familiar
- 9. Lucy has written the most formal sentence. She has used formal vocabulary such as 'urge', 'disclose', 'evidence', 'relevant', 'authorities' and 'incident', whereas Josh has used informal vocabulary such as



Homework/Extension Using Formal and Informal Styles

National Curriculum Objectives:

English Year 6: (6G7.2) The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]

English Year 6: (6G7.3) The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If <u>I were</u> or <u>Were they</u> to come in some very formal writing and speech]

English Year 6: (6G7.4) Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms

Differentiation:

Questions 1, 4 and 7 (Varied Fluency)

Developing Underline the formal vocabulary in a text and replace with an informal alternative. Sentences include up to two clauses and use vocabulary taken predominantly from the Year 3/4 spelling list.

Expected Underline the informal vocabulary in a text and replace with a formal alternative. Sentences may have multiple clauses and use vocabulary taken predominantly from the Year 5/6 spelling list.

Greater Depth Underline the informal vocabulary in a text and replace with a formal alternative. Sentences vary in length and structure, and some language used is colloquial or archaic.

Questions 2, 5 and 8 (Varied Fluency)

Developing Complete a sentence in the same style. Vocabulary taken predominantly from the Year 3/4 spelling list.

Expected Complete a sentence in the same style. Sentences must include at least two clauses and use vocabulary taken predominantly from the Year 5/6 spelling list.

Greater Depth Complete a sentence in the same style. Sentences must include at least two clauses and some language used is colloquial or archaic.

Questions 3, 6 and 9 (Application or Reasoning)

Developing Explain whether ideas for a writing task are appropriate based on the style of writing required. Vocabulary taken predominantly from the Year 3/4 spelling list.

Expected Explain whether ideas for a writing task are appropriate based on the style of writing required. Vocabulary taken predominantly from the Year 5/6 spelling list.

Greater Depth Explain whether ideas for a writing task are appropriate based on the style of writing required. Some language used is colloquial or archaic.



1. Underline and replace any formal vocabulary in the passage below with informal alternatives.

Sam.

Can you empty the dishwasher and reload it again please. I know you do not like doing it but tough!!!

Walk that canine of yours too – he's getting overweight!

If you get all of your jobs completed, I will collect a pizza on the way home.

Yours faithfully Mum x



VF HW/Ext

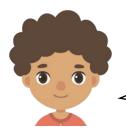
- 2. Complete the sentences below in the same style.
- A. It appears that...
- B. I recently enquired...
- C. We won't be coming...



VF HW/Ext

3. Class 6C are at the seaside for a week, learning about rocks and erosion. They've been asked to write a postcard home.

During the planning session, Jonny says,



I will use words such as 'experiment', 'complete' and 'experience'. I will end my letter with 'yours faithfully'.

Do you agree with Jonny's ideas? Explain your answer.





4. Underline and replace any informal vocabulary in the passage below with formal alternatives.

Dear Sir/Madam,

Regretfully, I feel compelled to write to you about the rubbish service we got at your restaurant last Friday.

Firstly, we had to wait an hour for our meal to arrive, even though the restaurant looked pretty empty. Then, my wife was horrified to find a toenail in her soup; the memory of this still makes her want to puke.

This standard of service is simply not good enough and I, for one, won't be dining with you again.

Ta,

Mr Smith

VF HW/Ext

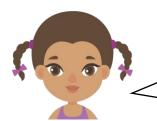
- 5. Complete the sentences below in the same style. Each sentence must include at least two clauses.
- A. We had a delightful time attending...
- B. Hiya, if you're going past the shops...
- C. I am writing to establish as to whether...



HW/Ext

6. Class 6B have been asked to write a letter to the headteacher. They are asking for a longer breaktime.

During the planning session, Susie says,



I will start my letter with 'To Miss'. I will end my letter with 'Love, Susie'. I don't need paragraphs and I will include words such as 'ask' and 'soon'.

Do you agree with Susie's ideas? Explain your answer.





7. Underline and replace any informal vocabulary in the passage below with formal alternatives.

Dear Sir

This correspondence bears sad tidings. I fear that the whole world is burning and I'm duty bound to tell others about the fate that's befallen us.

The whole of London is ablaze and it seems that naught can stop this raging inferno. I beg that you get your things and remove yourself from this place forthwith.

Alas, it's too late for us, but I think that you and your loved ones will live if you make haste.

Yours faithfully, Alistair Pemberton

VF HW/Ext

- 8. Complete the sentences below in the same style. Each sentence must include at least two clauses.
- A. I'm chuffed that you've...
- B. I beg of you, please do not tarry as...
- C. Some dodgy dude has nicked...



VF HW/Ext

9. Class 6F have been asked to write a newspaper report about events during the second world war.

During the planning session, Oscar says,



I will organise my writing into columns rather than paragraphs. I will use slang such as 'codswallop', 'geezer', 'cahoots' and 'dud'.

Do you agree with Oscar's ideas? Explain your answer.





Developing

- 1. Possible underlined words and alternatives include: reload/fill it up, do not/don't, canine/dog, overweight/fat, completed/done, I will/I'll, collect/get, yours faithfully/love
- 2. Various answers, for example:
- A. It appears that the vehicle has broken down. (formal)
- B. I recently enquired about booking a table at your delightful restaurant. (formal)
- C. We won't be coming today because we can't get the time off. (informal)
- 3. Responses should recognise that Jonny's ideas would suit a formal piece of writing. The post card should be informal e.g. 'experiment', 'complete' and 'experience' could be replaced with 'test', 'finish' and 'time'. He could finish his letter with 'love, Jonny'.

Expected

- 4. Possible underlined words and alternatives include: about/regarding, rubbish/appalling, got/endured, had/were required, looked pretty/appeared relatively, find/discover, want to puke/feel nauseous, won't/shall not, ta/yours faithfully
- 5. Various answers, for example:
- A. We had a delightful time attending the ceremony and we wish to thank you for entertaining us all so wonderfully. (formal)
- B. Hiya, if you're going past the shops, could you be a mate and grab me a loaf of bread and a pint of milk please? (informal)
- C. I am writing to establish as to whether you are able to accommodate myself and my family for a week's vacation during the month of July? (formal)
- 6. Responses should recognise that Susie's ideas would suit an informal letter, whereas this letter requires a formal tone e.g. 'ask' and 'soon' could be replaced with formal alternatives like 'enquire' and 'immediate'. Ideas would be better organised into paragraphs and her letter should end with 'yours sincerely'.

Greater Depth

- 7. Possible underlined words and alternatives include: I'm/I am, tell/inform, that's/that has, stop/halt, beg/beseech, get/gather, things/belongings, place/location, it's/it is, think/believe, live/survive
- 8. Various answers, for example:
- A. I'm chuffed that you've decided to stay, as we can grab a tasty bit of nosh and enjoy some banter. (slang)
- B. I beg of you, please do not tarry as I fear this frightful weather will soon be upon us. (formal/archaic)
- C. Some dodgy dude has nicked the bit of bling off my wrist and flogged it for a tenner. (slang)
- 9. Responses should recognise that although Oscar does need to write in columns, he also needs to organise his writing into paragraphs. Newspapers also require a formal tone, so he will need to replace 'codswallop' with 'nonsense', 'geezer' with 'gentleman', 'cahoots' with 'conspiring' and 'dud' with 'fake' for example.

