

# 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

formal

recent  
new  
across  
opposite  
busy  
occupied



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. ☹ 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.



AR  
HW/Ext

## Consolidating Formal and Informal Writing

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

informal

formal

appreciate  
achieve  
get  
see  
opportunity  
chance



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. ☹ 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.



AR  
HW/Ext

## Consolidating Formal and Informal Writing

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

informal

formal

comprehend  
grasp  
illustrate  
show  
evaluate  
judge



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 ☹ If you were to tell me what is on it, that would be great. Thx for your assistance!



VF  
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.



AR  
HW/Ext

# 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 I were* or *Were they 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.

# Formal and Informal Vocabulary

1. Tick to show whether the sentences below are written using formal (F) or informal (I) vocabulary.

A. Everybody in the class, including Mr Brown, was intrigued by the peculiar sight.

F

I

☐
☐

B. Johnny and Isabel were mega excited about the trip to the new theme park.

☐
☐

C. Mrs Blackman asked for volunteers to help her reorganise the classroom during lunch time.

☐
☐


VF  
HW/Ext

2. Swap the underlined words or phrases in the sentences below using the alternative formal language provided.

A. We were told that the play would start again shortly once they had repaired the technical fault.

B. She was shown loads of fabric options for the wedding dress before she finally decided on silk.

C. We are sorry to inform you that the residential trip has been called off.

resume	accompany	regret	many
cancelled	assured	various	apologise



VF  
HW/Ext

3. Hafsa and Chuan are writing sentences using formal vocabulary.



Hafsa

Building work will commence in June, assuming the planning permission is approved.



Chuan

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.



AR  
HW/Ext

# Formal and Informal Vocabulary

4. Tick to show whether the sentences below are written using formal (F) or informal (I) vocabulary.

A. It is in your best interest to tell the truth, otherwise the consequences will be less favorable for you.

F

☐

I

☐

B. You are advised to avoid junction 20 due to a major incident; the surrounding roads have been closed and it is suggested that motorists seek alternative routes.

☐
☐

C. If we're good, me and Lucy are allowed to go to the cinema with our mates to watch the new comedy film, which is supposed to be epic!

☐
☐


VF  
HW/Ext

5. Swap the underlined words or phrases in the sentences below using the alternative formal language provided.

A. There are enough members of staff available to go with the children on the school trip next week.

B. In order to maintain a healthy body, you need to eat a lot of different foods including fruit and vegetables.

C. I will have to give up one of my free evenings each week and attend additional training in preparation for the competition.

many

accompany

variety

range

attend

loads

sufficient

sacrifice



VF  
HW/Ext

6. Steph and Sean are writing sentences using formal vocabulary.



Steph

When she'd pulled the dangerous driver over, the policewoman asked him to get out of the car and put his hands on the front.



Sean

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.



AR  
HW/Ext

# Formal and Informal Vocabulary

7. Tick to show whether the sentences below are written using formal (F) or informal (I) vocabulary.

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.

F

I

☐
☐

B. I have had to endure the appalling and wretched sound of my neighbor's music for far too long, and I refuse to ignore this outrageous behaviour any longer.

☐
☐

C. I literally have so much homework to do this weekend so there is no way I'll be going to the cinema with my mates, which is well annoying.

☐
☐


VF  
HW/Ext

8. Swap the underlined words or phrases in the sentences below using the alternative formal language provided.

A. A tall, smartly-dressed bloke walked in to the office and told the receptionist that he had arrived to have his gnashers examined.

B. We were supposed to meet up in the local café for lunch and a chinwag, but it was chock-a-block, so I invited Kelly and Sinead to my house instead.

C. The choir, who I sing with regularly, are adding new tunes to our set list, so we will be attending extra practices to make sure we are up to speed with them.

gentleman

teeth

conversation

repertoire

at capacity

informed

material

familiar



VF  
HW/Ext

9. Lucy and Josh are writing sentences using formal vocabulary.



Lucy

I urge you to disclose the information and evidence you have to the relevant authorities immediately, before another incident occurs.



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.



AR  
HW/Ext

# Formal and Informal Vocabulary

## 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 I were* or *Were they 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.

## Using Formal and Informal Styles

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.



AR  
HW/Ext

## Using Formal and Informal Styles

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...



VF  
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.



AR  
HW/Ext

## Using Formal and Informal Styles

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.



AR  
HW/Ext

# Using Formal and Informal Styles

## 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.