

# Contents



How to use this book	4
<b>Grammar and Punctuation Test 1</b>	<b>5</b>
<b>Grammar and Punctuation Test 2</b>	<b>9</b>
Spelling Tests 1 and 2	13
<b>Grammar and Punctuation Test 3</b>	<b>14</b>
<b>Grammar and Punctuation Test 4</b>	<b>18</b>
Spelling Tests 3 and 4	22
<b>Grammar and Punctuation Test 5</b>	<b>23</b>
<b>Grammar and Punctuation Test 6</b>	<b>27</b>
Spelling Tests 5 and 6	31
<b>Grammar and Punctuation Test 7</b>	<b>32</b>
<b>Grammar and Punctuation Test 8</b>	<b>36</b>
Spelling Tests 7 and 8	40
<b>Grammar and Punctuation Test 9</b>	<b>41</b>
<b>Grammar and Punctuation Test 10</b>	<b>45</b>
Spelling Tests 9 and 10	49
Grammar glossary	50
Grammar and Punctuation answers	51
How to administer the spelling tests	59
Spelling test transcripts	60
Progress chart and Reward certificate	63



**This book contains ten different Grammar, Punctuation and Spelling tests for Year 6, each containing SATs-style questions. As a whole, the complete set of tests provides broad coverage of the test framework for this age group.**

It is intended that children will take around ten minutes to complete each test, although they may work through the spelling tests more quickly. Each test comprises 11 grammar and punctuation questions and four spellings. The ratio of grammar and punctuation questions to spelling questions is similar to that of the National Curriculum tests.

## Grammar and punctuation tests

The tests comprise a mixture of question types: some questions require a selected response, where children choose the correct answer from a list; other questions require a constructed response, where children insert a word or punctuation mark, or write a short answer of their own.

## Spelling tests

Read each spelling number followed by *The word is...* Read the context sentence and then repeat *The word is...* Leave at least a 12-second gap between spellings. More information can be found on page 59.

The glossary on page 50 provides a useful guide to the ten most important grammatical terms which children need to be familiar with in order to be successful in the Year 6 grammar test.

# Test 1

## Grammar and Punctuation



6. Draw a line to match each word to the correct **prefix** to make an **adjective** with the opposite meaning.

dis

likely

un

responsible

ir

advantage

Marks

1

7. Tick **two** boxes to show where the missing **inverted commas** should go.

Freddie explained, I'm sorry I'm late. The bus broke down.

1

8. Underline **all** of the **determiners** in the sentence below.

The young chef chopped twenty carrots with his sharp knife.

1

9. Rearrange the words in the **statement** below to make it a **question**. You will need to add or change words. Remember to **punctuate** your sentence correctly.

**Statement:** She always spends so long in the shower.

1



# Test 7

## Grammar and Punctuation



1. Which of these sentences is a **command**?

Tick **one**.

At six o'clock, you should do your guitar practice.

When you hear the starting pistol, run as fast as you can.

I am ordering you to follow my instructions.

We want you to pick up all the litter you dropped.

Marks

1

2. Insert **commas** in the correct places in the sentence below.

Fish and chips pizzas sausages and kebabs often contain large amounts of fat.

1

3. Circle the **subordinating conjunction** in each sentence below.

As soon as the rain stopped, the sun burst through the clouds.

Connor will win the prize provided he arrives on time.

1

4. Rewrite this sentence making sure the **tense** is consistent.

The two brothers had left school, start a business and became very successful.

1

# Grammar glossary

The 'Top ten trickiest terms' you should know



## 1. Noun phrase

A **noun phrase** is a group of words that adds more information about a noun. The **noun** is the most important word in the phrase.

*Some huge, ugly, brown **insects** crawled over the pile of rotting **vegetables**.*

## 2. Determiner

A **determiner** comes at the start of a noun phrase and makes it more general (eg some) or specific (eg the).

***Some** huge, ugly, brown insects crawled over **the** pile of rotting vegetables.*

## 3. Fronted adverbial

An **adverbial** is a phrase that describes when, how or where something is taking place. A **fronted adverbial** comes at the front of the sentence and is separated by a comma from the main clause.

***At nine o'clock every evening**, Tom stood on his head in his bedroom.*

## 4. Perfect tense

The perfect tense is used to describe something that took place in the past. The **present perfect** describes something that began in the past but may still continue into the present. The **past perfect** describes something that occurred before another action in the past.

*I **have worked** at the hospital for two years.*

*She **had fallen** asleep before the film started.*

## 5. Exclamation

There are four sentence types: statements, questions, commands and exclamations. Although statements and commands can end in an exclamation mark, in the test, only statements that start with 'What' or 'How' and end with exclamation marks are accepted as exclamations.

*What a strange day it has been!*

*How clever that old man is!*

## 6. Modal verb

A **modal verb** goes before another verb to show how possible, certain or necessary something is.

*The weather **may** turn colder next week.*

*Grandad **should** arrive home before Thursday.*

*You **must** finish your peas before you have a pudding.*

## 7. Subordinating conjunction

A **subordinating conjunction** is a linking word or phrase. It links a **subordinate clause** to a main clause. The subordinate clause can come at the start, the middle or the end of a sentence.

***After** I had packed my bag, I put on my coat.*

*The white dog, **which** had a long fluffy tail, chased the lorry*

*She loved Scotland **even though** she had never been there.*

## 8. Parenthesis

A **parenthesis** is additional information inserted into a sentence. It is separated from the rest of the sentence by a pair of commas, brackets or dashes. You can remove a parenthesis and the sentence will still make sense.

*Mr Smith, a bald poet from Derby, wrote his books in a shed.*

*Last week, my aunt won a big prize in the lottery (over £1000).*

*Suddenly, I saw Jimmy – that thin Jimmy with long hair – jump out from behind a rock.*

## 9. Clause

A clause is a group of words that contains at least a **subject** and a **verb**. There are three types: main clauses, subordinate clauses and relative clauses. Clauses can be linked by co-ordinating or subordinating conjunctions or by relative pronouns. Only a main clause makes sense as a sentence on its own.

***He jumps**.*

*I **was singing** while **she was playing** the guitar.*

***The new computer**, which **used** the latest software, **stopped working**.*

## 10. Synonyms and antonyms

A **synonym** is a word with the same meaning as another word. An **antonym** is a word with the opposite meaning of another word.

Happy: **cheerful, glad, merry, pleased**

Happy: **sad, unhappy, upset, miserable**