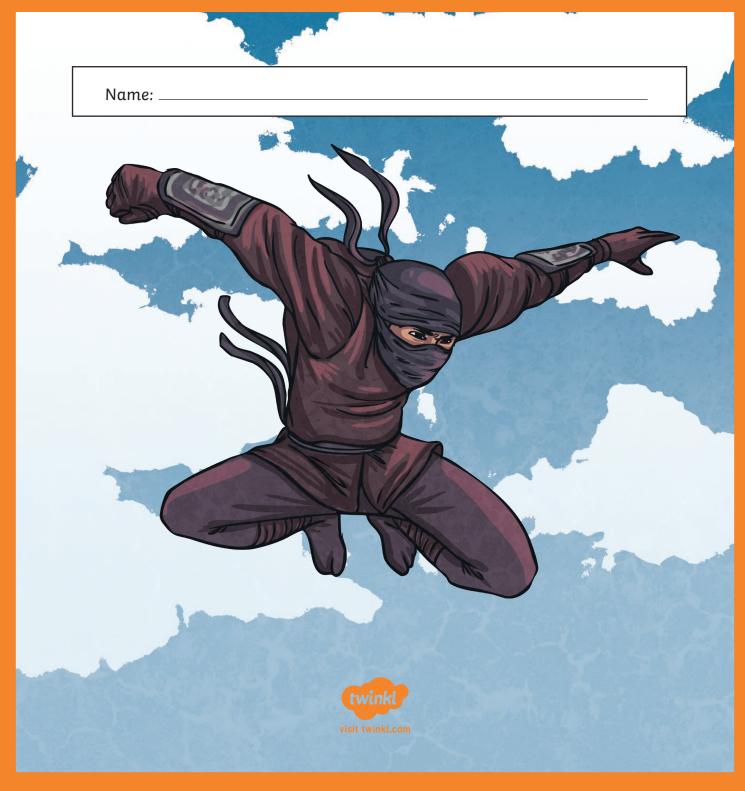
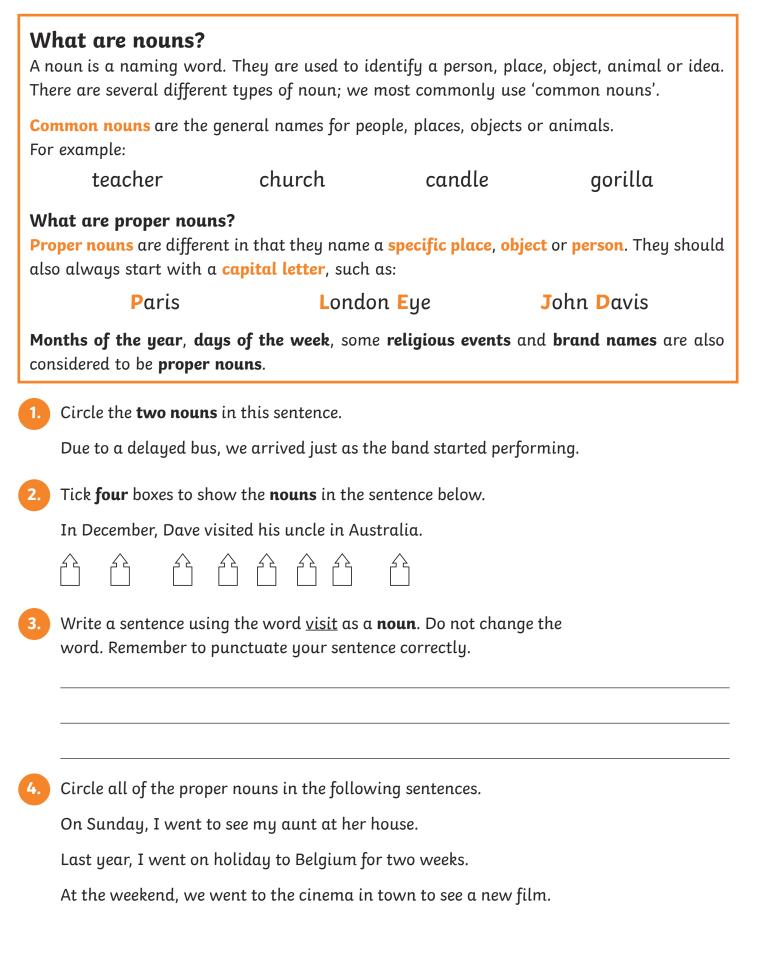
# Year 6 SATs

Grammar, Punctuation & Spelling Revision & Practice Booklet 1: Grammatical Terms & Word Classes







| 5. | Which sentence uses the underlined word as a <b>noun</b> ?  | Tick <b>one</b> . |
|----|---|-------------------|
|    | Does your book <u>fit</u> in that bag?  | 0 0 0 0 0 0 0     |
|    | When we saw the <u>snow</u> , we were very excited.   | 0 0 0 0 0 0 0     |
|    | We <u>train</u> every Friday for rugby.   |                   |
|    | Will you <u>help</u> me with my homework?   | 0 0 0 0 0 0 0     |
| 6. | Circle all of the proper nouns in the following extract.  |                   |
|    | Sophie and Simone are sisters, who live at 25 Twinkl Street in Sheffield. Sim<br>birthday is in March and she would like a hamster, which she will call Fluff |                   |
|    |   |                   |
| 7. | In which sentence is the word light used as a <b>noun</b> ?   | Tick <b>one</b> . |
| 7. | In which sentence is the word light used as a <b>noun</b> ?<br>My bedroom is light and airy.  |                   |
| 7. |   |                   |
| 7. | My bedroom is light and airy.   | ·····             |
| 7. | My bedroom is light and airy.<br>I will light the candles on the birthday cake.   | ······            |
| 7. | My bedroom is light and airy.<br>I will light the candles on the birthday cake.<br>When I jumped on my bed, I accidentally broke my light.                    | ······            |







| <b>What is a verb?</b><br>Verbs tell us the tense of the sentence. In fact, you cannot have a sentence without a verb.                        |   |  |  |
|---|---|--|--|
| as:   |   |  |  |
| shout   | cry   |  |  |
| 5:  |   |  |  |
| feel  | consider  |  |  |
| ample:  |   |  |  |
| Ne <b>had</b> a lovely  | time in France.   |  |  |
|   |   |  |  |
| Circle the <b>four</b> verbs in this sentence. There were lots of children playing on the beach, enjoying the sunshine and eating ice creams. |   |  |  |
|   |   |  |  |
| Miss Frost ate her toast before teaching the class.   |   |  |  |
|   |   |  |  |
|   |   |  |  |
|   |   |  |  |
|   |   |  |  |
|   |   |  |  |
|   |   |  |  |
| erb?  | Tick <b>one</b> .   |  |  |
|   |   |  |  |
|   |   |  |  |
|   |   |  |  |
|   |   |  |  |
|   | as:<br>shout<br>s:<br>feel<br>ample:<br>Ne <b>had</b> a lovely<br>beach, enjoying |  |  |



5. Circle **two** verbs in each of the sentences.

Are you eating lunch with me today?

James finished his homework before playing football with friends.

6. Circle the **verb** in each of the sentences.

Please help me.

My hamster runs quickly on his wheel.

The snow is bright white.

Hamza was late for school again.

7. Circle the **four** verbs in this sentence.

When I was out with my nan, I noticed a large flock of birds circling in the sky before swooping down towards the field.

| 8. | Which sentence uses the underlined word as a <b>verb</b> ?         | Tick <b>one</b> . |
|----|--|-------------------|
|    | Will you visit me <u>again</u> soon?                               |                   |
|    | I ate the sweets <u>quickly</u> so I didn't have to share.         |                   |
|    | Working together, we <u>completed</u> our homework in record time. |                   |
|    | Please take <u>your</u> shoes off at the door.                     |                   |







|            |   |  |                   |                           | G1.3: Adjective |
|------------|---|--|-------------------|---------------------------|-----------------|
|            | <b>What is an adjective?</b><br>An adjective is a <b>describing word</b> that can either:   |  |                   |                           |                 |
| • C        | ome before a noi  | un, for example: The                     | pupils did some   | remarkable work;          |                 |
| • C(       | ome after a form  | n of the verb 'to be', j                 | for example: The  | pupils' work was <b>r</b> | emarkable.      |
| Ma         | ny adjectives h   | ave similar meaning                      | gs but to varying | strengths. For exc        | ımple:          |
|            | big   | large                                    | huge              | considerable              | colossal        |
| for<br>I v | A <b>powerful adjective</b> choice can improve the effectiveness of a sentence and add meaning<br>for the reader, such as:<br>I visited the <b>large</b> manor house with my grandmother.<br>I visited the <b>colossal</b> manor house with my grandmother. |  |                   |                           |                 |
| 1.         | Circle the four   | <b>adjectives</b> in the fol             | lowing sentence.  |                           |                 |
|            |   | unning building wh<br>s which were gleam |                   | carvings on the gr        | eat roof and    |
| 2.         | Circle all of the   | e <b>adjectives</b> in the fo            | ollowing sentence | 25.                       |                 |
|            | An immense ec   | arthquake shook the                      | ground.           |                           |                 |
|            | Running from  | their ruined homes,                      | the people were p | petrified.                |                 |
|            | The calm work   | er tried to help desp                    | ite the choking d | ust.                      |                 |

Complete the sentence below with a powerful **adjective** to describe **shock**. As the film reached its dramatic conclusion, the crowd were \_\_\_\_\_

| 4. | Which sentence uses the word <u>clear</u> as an <b>adjective</b> ? | Tick <b>one</b> . |
|----|--|-------------------|
|    | The day was fine and clear.  |                   |
|    | Please clear your plates away.                                     |                   |
|    | The drive has been swept clear of snow.                            |                   |
|    | The fever should clear within two days.                            |                   |



## G1.3: Adjectives

| 5. | Choose the co | orrect <b>adjectiv</b> | <b>e</b> to complete t  | he sentence.                 |                          |
|----|---------------|------------------------|-------------------------|------------------------------|--------------------------|
|    | less          | least                  | few                     | fewer                        |                          |
|    | I have        |                        | mone                    | ey than my older sis         | ter.                     |
| 6. | Which senter  | nce uses the un        | derlined word           | as an <b>adjective</b> ?     | Tick <b>one</b> .        |
|    | We always go  | o swimming at          | t the <u>weekend</u> .  |                              |                          |
|    | Our new pup   | py is <u>adorable</u>  | •                       |                              |                          |
|    | Would you li  | ke to play foot        | ball or <u>hockey</u> ? | <b>?</b>                     |                          |
|    | Wearing a be  | autiful dress, 1       | the bride enter         | ed the <u>room</u> .         |                          |
| 7. | Choose the co | orrect <b>adjectiv</b> | <b>e</b> to complete t  | he sentence.                 |                          |
|    | more          | most                   | greater                 | greatest                     |                          |
|    |               |                        | of all, she w           | anted to change the          | subject.                 |
| 8. | Complete the  | sentence belo          | w with a powe           | rful <b>adjective</b> to des | cribe <b>happiness</b> . |
|    | As soon as w  | e saw the wate         | erslides, we felt       | :                            |                          |





| <b>What is a conjunction?</b><br>A conjunction links two or more words, phrases or clauses together.   |     |     |        |       |     |          |
|--|-----|-----|--------|-------|-----|----------|
| What is a co-ordinating conjunction?<br>Co-ordinating conjunctions link two main clauses together as an equal pair to create a compound sentence. We usually remember these words using the acronym 'FANBOYS'.   |     |     |        |       |     |          |
| for  | and | nor | but    | or    | yet | SO       |
| <b>What is a subordinating conjunction?</b><br><b>Subordinating conjunctions</b> connect a subordinate clause, which cannot stand alone, and a main clause. You can remember some of the most useful subordinating conjunctions with the acronym ' <b>I SAW A WABUB</b> '. |     |     |        |       |     |          |
| if   | sin | се  | as     | when  | L   | although |
| while  | aft | er  | before | until |     | because  |

1. Read the sentences below and circle all the **co-ordinating conjunctions**.

I like football but I do not like rugby because it is too rough.

Will you go swimming or would you rather go bowling on your birthday?

Jamal feels sick yet he needs to stay at school until his mum finishes work.

2. Insert a **subordinating conjunction** to show that Amal got out of the pool when the whistle was blown by the lifeguard.

Amal stayed in the pool \_\_\_\_\_\_ the whistle was blown by the lifeguard.

Circle the **conjunctions** in this sentence.

Although I know they are bad for me, I love sweets and eat them at least twice a week.





| 4. | What is the word <u>until</u> in this sentence?   | Tick <b>one</b> box. |
|----|---|----------------------|
|    | I think we should wait <b>until</b> everyone is here.   |                      |
|    | an adverb   |                      |
|    | a preposition   |                      |
|    | a co-ordinating conjunction   |                      |
|    | a subordinating conjunction   |                      |
| 5. | Choose the <b>conjunction</b> which fits best into each of these sentences.<br>Use each conjunction <b>once</b> . |                      |
|    | although before until   |                      |
|    | I was excited, I couldn't help feeling a bit ner  | vous too.            |
|    | Don't go into the sea the waves calm down.  |                      |
|    | we go on holiday, we always pack our cases.   |                      |
| 6. | What is the word <u>for</u> in this sentence? T   | ick <b>one</b> box.  |
|    | Dale had lots of friends <b>for</b> he was a kind and cheerful boy.   |                      |
|    | an adverb   |                      |
|    | a preposition   |                      |
|    | a co-ordinating conjunction   |                      |
|    | a subordinating conjunction   |                      |
| 7. | Read the sentences below and circle all the <b>subordinating conjunctions</b> .                                   |                      |
|    | Please read your books when you get in from break.  |                      |
|    | While you are at the shop, please get some bread and milk.  |                      |
|    | Keira was tired as she hadn't slept well last night because of the bright mod                                     | on.                  |
|    |   |                      |







## What are pronouns?

A **pronoun** takes the place of a **noun** which is already known, perhaps from a previous sentence. They are used to avoid repetition, such as:

Gary ate supper when Gary got home. Gary enjoyed his supper.

This would be better as:

Gary ate his supper when he got home. He enjoyed it.

#### What are possessive pronouns?

**Possessive pronouns** show ownership and take the place of a **noun + apostrophe + s** to show who something belongs to, such as:

Whose birthday is it? It is **Rachel's** birthday.

Whose birthday is it? It is **hers**.

#### What are relative pronouns?

**Relative pronouns** give extra information related to a previously mentioned noun or pronoun. They are used at the beginning of relative clauses.

|    | who                     | whom                                       | whose                        | which                      | that               |
|----|-------------------------|--|------------------------------|----------------------------|--------------------|
|    |                         |  |                              |                            |                    |
| 1. | Replace the wo          | rds in the boxes wi                        | th the correct <b>pron</b>   | <b>oun</b> . Write one pro | noun on each line. |
|    | When Keisha vi          | isited her aunt,                           | ↓<br>her aunt                | took<br>Ke                 | isha               |
|    |                         | na had some birthd<br>d<br>her birthday me |                              | <b>↓</b><br>Keisha         | was                |
| 2. | Circle the <b>relat</b> | <b>ive pronoun</b> in this                 | s sentence.                  |                            |                    |
|    | Henry, whose s          | eatbelt was now se                         | ecurely fastened, sto        | arted his car.             |                    |
| 3. | Read the senter         | nces below and und                         | derline all the <b>posse</b> | essive pronouns.           |                    |
|    | Are those jelly s       | sweets yours?                              |                              |                            |                    |
|    | The cake is min         | ne but I will share i                      | t with you.                  |                            |                    |
|    | A friend of hers        | who likes football                         | asked if she wante           | d to watch the ma          | tch together.      |





Tick the correct **relative pronoun** to complete the following sentence.

Insert a **possessive pronoun** to show that the umbrella belongs to Susan.

Leon was under his umbrella. Susan was not using \_\_\_\_\_ despite the heavy rain.

6. Choose the pronoun which fits best into each of these sentences. Use each pronoun **once**.

she hers mine

Greta completed a half marathon this morning; \_\_\_\_\_\_ will be tired later.

Mum's hand tugged \_\_\_\_\_\_ as she pulled me up the hill.

I put my pen safely away in my pencil case but Poppy put \_\_\_\_ down and now can't find it.

Read the sentence below. Circle the **pronoun** the writer uses to refer back to the puppies.

After Frank spent the afternoon seeing his best friend's new puppies, he was hoping to convince his mum to have one of them.





## What is an adverb?

An **adverb** is a word that describes a verb or adjective; it tells you where, how or when something is done.

My brother rides his bike **everywhere**.

Fazook **bravely** skied down the mountain.

**Recently**, we visited an interesting museum.

#### What is an adverbial?

An **adverbial** is a word or phrase that modifies the meaning of an adjective, verb, adverb or clause.

Adverbials can be grouped according to what they are describing.

Adverbials of time tell us 'when', such as: Every week, we write our spellings.

Adverbials of **place** tell us '**where**', such as: I saw a worm **on the ground**.

Adverbials of **number** tell us 'in what order', such as: **Firstly**, turn it on.

Adverbials of **frequency** tell us 'how often', such as: We walk home **daily**.

Adverbials of manner tell us 'in what manner', such as: We will play quietly.

1.

Tick the **adverb** in the sentence below.

Skiing confidently, Jude made it to the bottom first.





Circle the **adverbs** in the sentence below.

As we entered the infant classroom, my little sister ran excitedly over to me while squealing loudly.

3. Match the **fronted adverbials** to the correct sentences.

| Earlier | Outside | Outside Without warning               |  |
|---------|---------|---------------------------------------|--|
| Time:   |         | , we went swimming.                   |  |
| Manner: |         | , the door swung open.                |  |
| Place:  |         | , the trees bowed in the strong wind. |  |





Choose an appropriate **adverbial of frequency** to complete the sentence below.

\_\_\_\_\_, I play football with my friends.

5. Rewrite the sentence below with the **adverbial** at the front of the sentence. Use the same words and the correct punctuation.

You can go out to play as soon as you have finished your work.

6. Circle all the **adverbs** in the following sentences.

My ice cream has completely melted.

My cousin Sam eats his crisps noisily.

There are flying ants everywhere.

- 7. Underline all the adverbials in the following sentences
  As quick as a flash, the fox disappeared into the undergrowth.
  We have spaghetti bolognese every Monday.
  Once a week, I go swimming with my friends.
- 8. Choose an appropriate adverbial of place to complete the sentence below.
  The dog sat waiting \_\_\_\_\_\_ for its owner to come out of the shop.







### What is a preposition?

A preposition is a word or phrase used to describe a **position**, **time** or **movement**. Prepositions usually sit before nouns (or pronouns) to show their relationship to another word in the sentence, such as:

I will travel to Spain **on** an aeroplane.

At six o'clock, I always watch my favourite television programme.

Amira swam **through** the clear, blue water.

The words **when**, **as**, **after**, **until**, **before** and **since** can be used as prepositions or as subordinating conjunctions in sentences.

If they are being used to explain the **position** of something, they are being used as a **preposition**.

If they are introducing a clause (a group of words including a verb), they are being used as a subordinating conjunction.

| 1. | Tick <b>all</b> the sentences that contain a <b>preposition</b> . |  |  |
|----|---|--|--|
|    | I like to jump on my trampoline.                                  |  |  |
|    | Before you go to bed, make sure you brush your teeth.             |  |  |
|    | My reading book must be under my bed.                             |  |  |
|    | At 8 o'clock, we always eat breakfast.                            |  |  |
|    |   |  |  |

2. Circle the four **prepositions** in the sentence below.

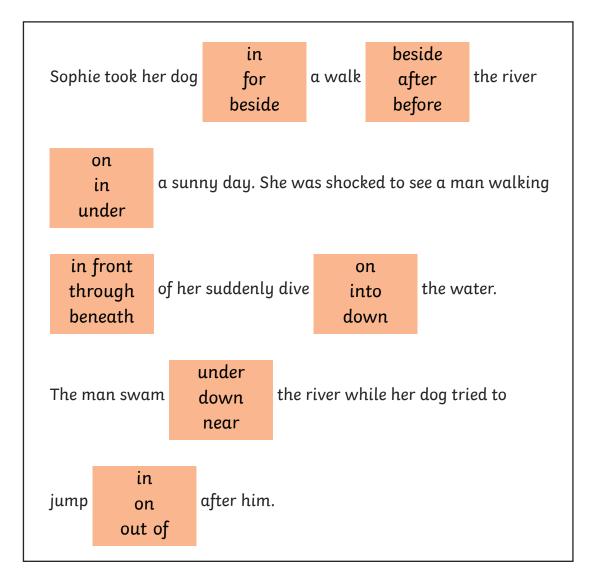
In a hot air balloon, you can float across the sky, between mountains and over forests.

3. Underline the two **prepositions** in this sentence. After Easter, I will visit my aunt who lives in London.





### Circle the best preposition in each box below to complete the passage.



5. Write a sentence using **during** as a **preposition**. Do not change the word. Remember to punctuate your sentence correctly.







### What is a determiner?

A determiner is a word that goes before a noun or noun phrase and identifies the noun in further detail. There are different types of determiners:

| articles       | <mark>a</mark> girl, <mark>an</mark> elephant, <b>the</b> dog |
|----------------|---|
| demonstratives | this hat, that bus, these shoes, those boys                   |
| possessives    | his book, her hair, my coat, their car                        |
| quantifiers    | <b>some</b> water, <b>each</b> person, <b>three</b> pencils   |
| interrogatives | which house, what letter, whose tablet                        |

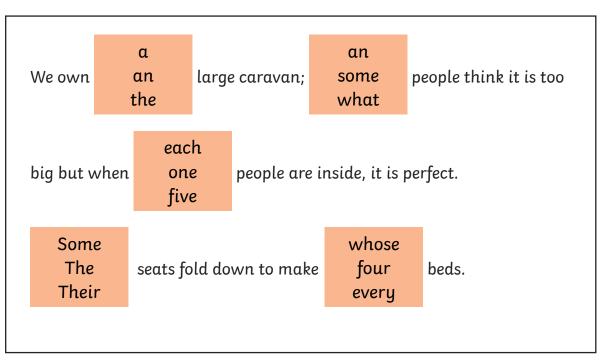
It's also easy to get confused by words that sometimes act as determiners and sometimes as pronouns within a sentence. Just think carefully about what job that word is doing within the sentence and where it is within the sentence. For example:

| <b>That</b> hat is mine. | Give me <b>that</b> back. |
|--------------------------|---------------------------|
| determiner               | pronoun                   |

| 1. | Circle the <b>determiners</b> in the following sentence.                    |  |
|----|---|--|
|    | Hamza lives in a new house in Grantham with his chinchilla and two dogs.    |  |
| 2. | Which sentence includes a <b>demonstrative determiner</b> ? Tick <b>one</b> |  |
|    | That's a really great idea.   |  |
|    | Look at that huge dog over there.   |  |
|    | Mitchell is doing stunts on his new scooter.                                |  |
|    | Which bag belongs to you?   |  |



3. Circle the correct **determiner** in each box below to complete the passage.



4. Underline all the **determiners** in the sentence below.

Keren put two bowls of food and one dish of water down for the cats.

5. Insert **articles** into the spaces below.

I visited \_\_\_\_\_\_ sweet shop to buy \_\_\_\_\_

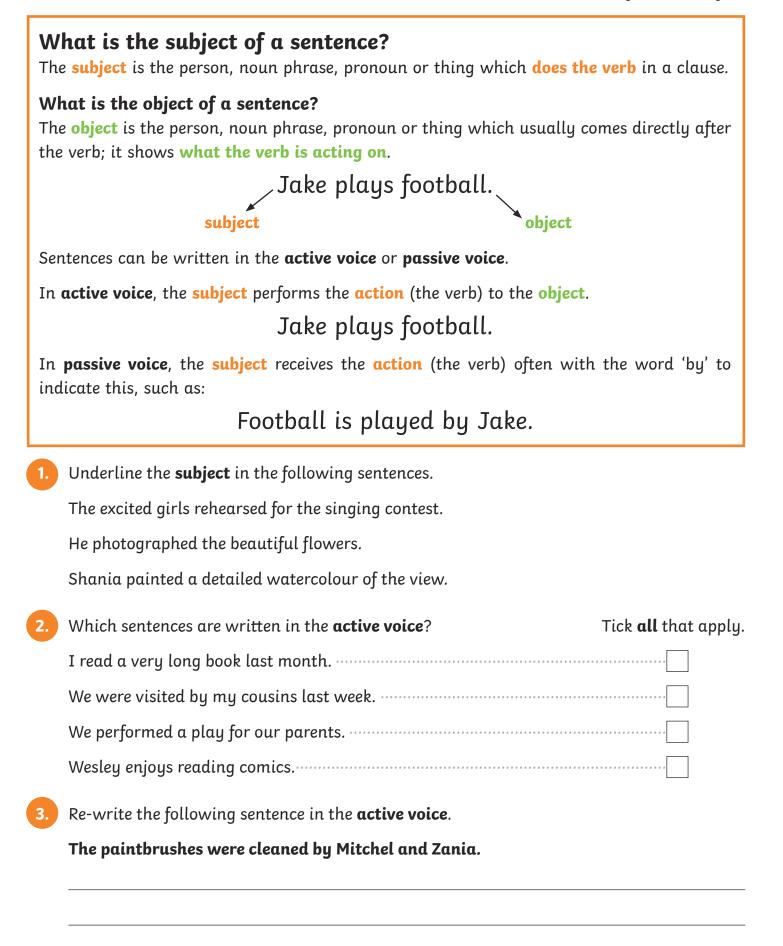
bar of chocolate and \_\_\_\_\_\_ aniseed sweet; I got 20p

change from \_\_\_\_\_\_ one pound coin I paid with.

6. Match the **determiners** to the correct sentences. Use each word once.







4. Underline the **object** in the following sentence.

Every day, Rishi plays the trombone.

5. Label the subject (S) and object (O) of this sentence.

Angrily, Lyra slammed the door.



- Circle the subject and underline the object in the following sentence.
   Children under 15 are not allowed to watch this film.
- 7. Re-write the following sentence in the **passive voice**.

The cheerful bus driver whistled a tune.

| 8. | Which sentence is written in the <b>passive voice</b> ? | Tick <b>one</b> . |
|----|---|-------------------|
|    | Dad always empties the dishwasher.                      |                   |
|    | The cakes were stolen by my cheeky puppy.               |                   |
|    | Jemima enjoys playing football with friends.            |                   |
|    | The clap of thunder shook the old house.                |                   |









# **10-Minute Test**

Use a stopwatch or a timer to give yourself 10 minutes to complete the following questions. Use the answer sheet to check your work and take some time to revisit any areas you want to improve on.

| 1. | Which sentence uses the word <u>object</u> as a <b>verb</b> ? | Tick <b>one</b> . |
|----|---|-------------------|
|    | The burglar was dragging a large object.                      | 0 0 0 0 0 0       |
|    | Describe the object clearly.                                  | 0 0 0 0 0 0       |
|    | I must object to these plans.                                 |                   |
|    | What is this object used for?                                 |                   |
|    |   |                   |

Write an explanation of the word **determiner**.

Circle the **determiners** in the following sentence.

We built three huge snowmen in the garden yesterday.

- 3. Tick all the sentences that contain a preposition.
  The spooky house is haunted.
  I sit between Dana and Kieran.
  We usually eat dinner at 6 o'clock.
  During assembly, I am responsible for the music.
  4. What is the word after in this sentence?
  - We stand and wait quietly after the bell has been rung.

     an adverb

     a preposition

     a co-ordinating conjunction

     a subordinating conjunction



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5. Rewrite the sentence below with the **adverbial** at the front of the sentence. Use the same words and the correct punctuation.

#### The sun shone brightly when the plane flew above the clouds.

| 6. | In which sentence is the word <u>home</u> used as a <b>noun</b> ?       | Tick <b>one</b> |
|----|---|-----------------|
|    | We won our first home game of the season.                               |                 |
|    | The floods meant we had to flee our home.                               |                 |
|    | What is your home address?  |                 |
|    | We are going to home an unwanted cat.                                   |                 |
| 7. | Circle all of the <b>adjectives</b> in the following sentences.         |                 |
|    | The trip to the museum proved to be an enjoyable experience.            |                 |
|    | I wrote detailed notes about the extraordinary exhibits we saw.         |                 |
|    | They will be very helpful when I write my upcoming project.             |                 |
|    | Explain what is meant by <b>active voice</b> and <b>passive voice</b> . |                 |
|    | Active voice:   |                 |
|    | Passive voice:  |                 |

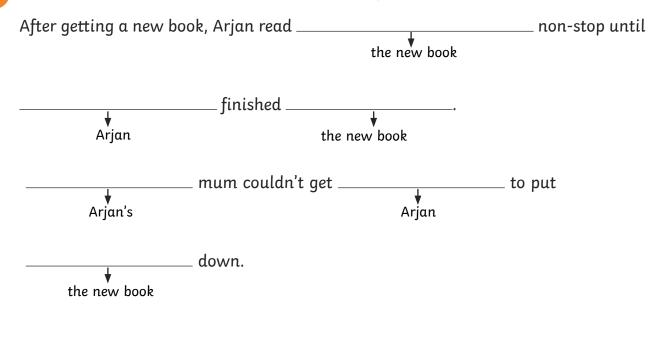
Keziah was given a warning by the referee.





#### **10-Minute Test**

Replace the words in the boxes with the correct **pronoun**. Write one pronoun on each line.



10. Underline the **subject** in the following sentences.

The ripe apples fell from the tree.

Ramesh ate the ice cream quickly.

Calmly, we swam in the warm sea.





