SATs Survival Year 6 Parents'

Grammar, Punctuation and Vocabulary

Practice and Revision Activity Booklet

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1 Information and Guidance for Parents

This booklet is intended to help you navigate your way through the terminology of the KS2 Grammar, Punctuation and Vocabulary test (often referred to as one of the 'SPAG' assessments) so that you can support your child during this busy (and sometimes daunting) period of their life.

The terminology of the SPAG test can often be a minefield for parents, who are often not familiar with the current curriculum in school. You may have overheard your child using phrases like fronted adverbials, relative clauses, subordinating conjunctions, the subject and object of a sentence, and wondered what they all mean?

This booklet is intended as a guide to the terminology of the Grammar, Punctuation and Vocabulary test so that you, and your child, can use it as a revision reference in the build to their KS2 SATs assessments. Throughout the booklet, you will find explanations of the areas tested within the assessment with example questions in each section.

How to Use This Booklet

Each section in this booklet refers to one of the areas (or domains) tested in the 'English Grammar, Punctuation and Vocabulary' or 'Paper 1' booklet. Read and discuss each section with your child and check their understanding of the terminology. At the end of each section, there are some SATs-style questions to see if your child can apply their knowledge. See if your child can answer each question independently first and then, if necessary, discuss the answer using the revision notes in the booklet to support them.

By using the questions and discussing each answer with your child, you'll identify areas of the curriculum they need further support with. You can then use resources on the Twinkl website to further practise this area of the curriculum. For example, your child may struggle recognising and understanding the passive voice, therefore you could search for other passive voice resources on the Twinkl website. There are also some resources highlighted in this booklet with direct links to the **Twinkl website**.

What Is My Child Being Tested On?

The Key Stage 2 English Grammar, Punctuation and Spelling assessment comprises of two papers. Paper 1 is the Grammar, Punctuation and Vocabulary test and Paper 2 is a separate Spelling test. This booklet deals only with the content found within Paper 1. For support with the KS2 Spelling Test, please use the **SATs Survival: Year 6 Parents' Spelling Practice and Revision Activity Pack**.

The Grammar, Punctuation and Vocabulary test covers seven different content areas, which are listed in the table below:

G1	Grammatical terms / word classes
G2	Functions of sentences
G3	Combining words, phrases and clauses
G4	Verb forms, tenses and consistency
G5	Punctuation
G6	Vocabulary
G7	Standard English and formality

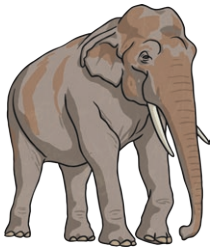
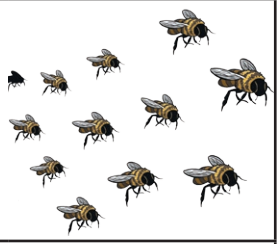
Each of the content areas above is a broad term for several sub-domains that children will learn throughout their KS2 education (e.g. the G1 content domain is split up further into G1.1 Nouns, G1.2 Verbs, etc.). The test content is drawn from the content of the entire programme of study for English. Due to the extent of the topics covered, not every aspect could possibly be tested each year, therefore the questions do vary from year to year.

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2 G1: Grammatical Terms and Word Classes

Nouns

Nouns are naming words. You need to know the different types of nouns and be able to spot them in a sentence. Use this table to help you identify different types of nouns:

Common Nouns	These are straightforward, everyday words for things. They can be singular or plural. They are words like: chair, pen, pencil, bike, house, monkey, elephant, fish, cheeseburger	
Proper Nouns	Proper nouns are the names for particular people, places, or things. They also include days and months. Proper nouns should always start with a capital letter. River Mersey, London, Mr Smith, Scarlett, Rohail, Tuesday, December, Sandown Street	
Collective Nouns	Collective nouns are the special names for groups. a crowd of people, a herd of reindeer, a gaggle of geese, a swarm of bees, an army, a pack of wolves	
Abstract Nouns	These are names of things you can't see, touch, taste, smell or hear. They are used to name ideas and concepts such as: friendship, love, fear, education, politeness, beauty	

For further activities and resources on nouns, please see:

Identifying Different Types of Nouns Lesson Teaching Pack

What Are Nouns PowerPoint

Spot The Pronouns and Nouns Differentiated Activity Sheet

What Is a Proper Noun Resource Pack

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Verbs

Verbs are words that tell us what is happening in a sentence. They are often referred to as doing or being words. If a sentence doesn't have a verb, it's NOT a sentence. Here are some examples of verbs in sentences.

Stop the car!

The boy ran across the playground.

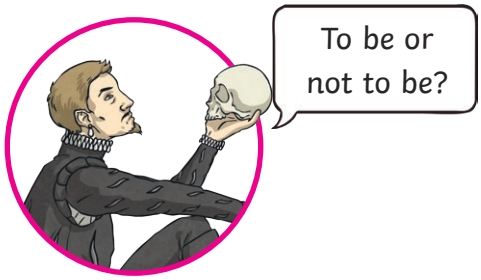
They eat strange food.

She is painting the wall.

Sentences can contain more than one verb!

The Verb 'To Be'

A tricky one for children is the verb 'to be' as they don't always recognise it as a verb. That's why it is important that verbs are referred to as doing and being words. 'To be' is an irregular verb so use the table below to help you identify it in its different tense forms.



The verb 'to be'	
1st person present	I **am**
2nd person present	you **are**
3rd person present	he **is**, she **is**, it **is**
1st person plural present	we **are**
2nd person plural present	you **are**
3rd person plural present	they **are**

1st person past	I **was**
2nd person past	you **were**
3rd person past	he **was**, she **was**, it **was**
1st person plural past	we **were**
2nd person plural past	you **were**
3rd person plural past	they **were**

The different forms of 'to be' will sometimes appear in sentences with another main verb, e.g. 'Ben **is playing** football' or 'During yesterday's lesson, we **were writing** stories.'

For more support with verbs see:

Verbs PowerPoint

Using the Verb 'To Be' Present and Past Tense

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Adjectives

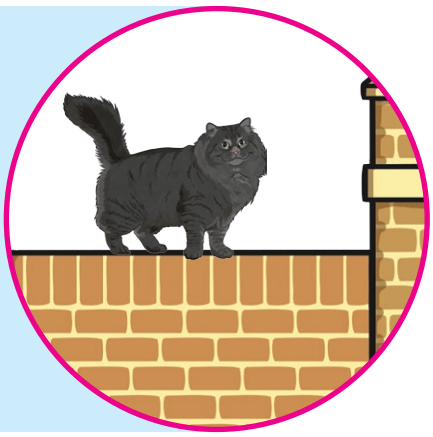
Adjectives are words used to describe nouns.

A large, black cat climbed along the high wall.

It is the Spanish flag.

A colossal giant.

The house was in pristine condition.



Adjectives can be used to describe: colour, size, shape, condition, age, personality, texture, feelings, appearance and origin/nationality.

Comparative and Superlative Adjectives

Adjectives can also be used compare things. These are called 'comparatives'. They can tell you if something is bigger, better, smarter and so on. You often add -er to make comparatives but sometimes the words 'more' or 'less' are used too.

The new car was smaller than her last.

She was happier after dinner.

Jack ate the smaller slice.

She is less thoughtful than her brother.

The 'superlative' is used to show something is the most, least, best or worst. Sometimes the words 'the most' and 'the least' are used to make the superlative.

Everest is the highest mountain in the world.

It was the most wonderful sight he'd seen.

For more support with adjectives see:

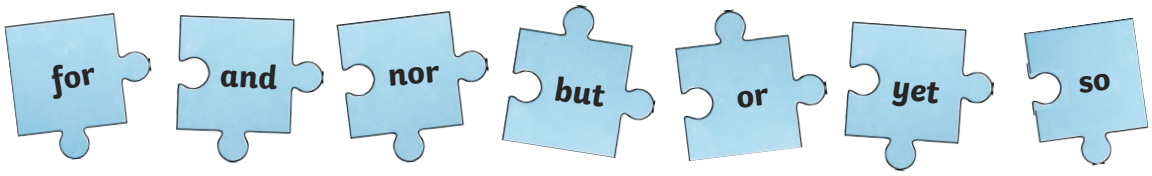
Adjectives Activity Sheet Resource Pack

Comparatives and Superlatives Activity Sheet

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Co-ordinating Conjunctions

Conjunctions are words used to join clauses or sentences together. Firstly, children are taught co-ordinating conjunctions that are used to link two separate sentences together. They are often taught the acronym 'FANBOYS' to remember them:



Both parts of the sentence (or main clauses) on either side of the conjunction would make sense on their own.

Subordinating Conjunctions

It was getting late and Mia had to get ready for bed.

Nell needed a shower so she turned on the water.

Throughout KS2, children are taught to use subordinating conjunctions to create complex (multi-clause sentences). A good way to remember some of the main subordinating conjunctions is:



I SAW A WABUB!



If Since As When Although
While After Before Until Because

Subordinating conjunctions are used at the start of subordinate clauses.

The children were allowed to play until it got dark.

Put up the posters before the parents arrive.

As she had won the race, she was happy.

Subordinate clauses do not make sense on their own. They can appear at the beginning and at the end of sentences.

For more support with subordinating conjunctions see:

What is a Subordinating Conjunction Resource Pack

Identifying Subordinating and Coordinating Connectives Activity Sheets

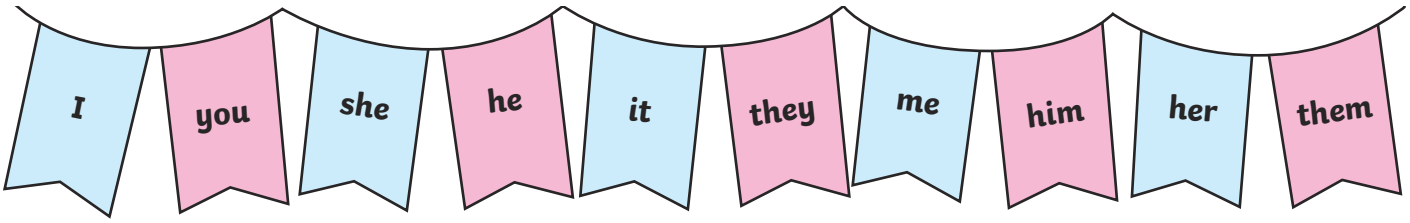
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Pronouns

Pronouns are words that are used to replace a noun or a noun phrase. Without pronouns, spoken and written English would be very repetitive. For example:

Steven likes to play football. He practises every weekend.

In the second sentence, the pronoun 'he' refers to Steven. It has been used to avoid the repetition of using his name again. Please see below for a list of personal pronouns:



Possessive Pronouns

Possessive pronouns show ownership or who something belongs to. They are: mine, yours, his, hers, its, ours, yours, theirs.

Jack won the medal. The medal is his.

That's mine!

Relative Pronouns

Relative pronouns are: who, whose, which, where, when and that. They are used to add further information about a noun in a sentence. For example:

She lives in Manchester, which is in the North of England.

The relative pronoun above is used to start a relative clause ('which is in the North of England') to give more information about the noun – in this case it's giving the reader more information about Manchester.

For more work on pronouns see:

Grammar Pronouns – Working From Home Activity Booklet

Relative Clauses Application Activity Sheet

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Adverbs

Adverbs are words that usually give more information about a verb (they can sometimes describe another adverb or clause) explaining how, when, where or why an action is taking place. Consider the following sentence:

I rode my bike.

If you add an adverb of manner, it gives more information about how the action in the sentence was done:

I rode my bike quickly. or **Slowly, I rode my bike.**

Adverbs can also be used to indicate the time, frequency or place of an action that takes place in writing. For example:

Time:	**Yesterday, I rode my bike.**
Frequency:	**I always ride my bike to school.**
Place:	**I rode my bike outside.**

Adverbs of Possibility

Read the crystal balls below. The adverbs in each of the sentences are used to show how certain we are about something – these are called adverbs of possibility.



For more work on adverbs see:

Identifying Adverbs Differentiated Activity Sheet

Writing Sentences Using Adverbs of Frequency Activity Sheet

Adverbs of Possibility Finish the Sentences Differentiated Activity Sheet

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Adverbials

Adverbials are phrases (a small group of words) that function like an adverb. They usually express place (in the garden), when (early one morning) and how (like a flash of lightning) things happen. For example:

The birds flew through the sky.

I went for a walk in the evening.

The boy ate the chocolate with a smile on his face.



Fronted Adverbials

A fronted adverbial is a single word, phrase and or clause that comes at the front of the sentence (it comes before the verb or action it is describing). It is always separated from the main clause with a comma. For example:

Inside the sunken ship, a school of fish swam.

Later in the evening, they sat down to watch television.

Nervously, she walked onto the stage.

For more work on adverbials see:

What Is a Fronted Adverbial Resource Pack

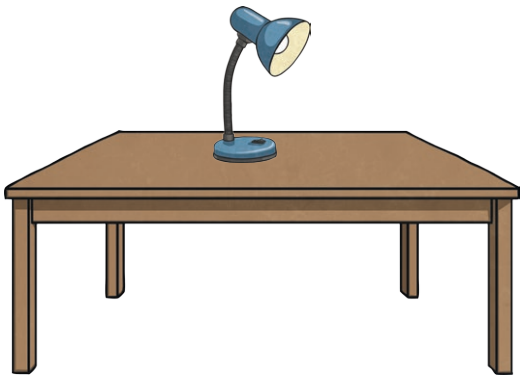
Adverbials for Linking Sentences and Paragraphs – Time, Place and Number Activity Booklet

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Prepositions

Prepositions are very commonly used words in the English language that explain where something is (beside, under, adjacent, inside), the direction something is moving (along, into, toward) or when something is happening (during, at 7 a.m., on Monday).

By Year 6, children are expected to recognise a range of prepositions and know the difference between a preposition (used before a noun; for example: 'I sat before the stage.') and a subordinating conjunction (used to introduce a subordinate clause; for example: 'I had to finish my homework before I went out to play.').



On the table.



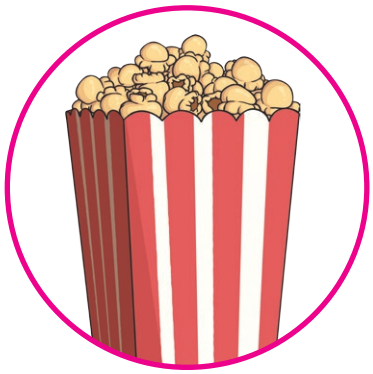
Under the table.

Determiners

A determiner is a word that introduces a noun such as 'a', 'an', 'every', 'three', 'many' and 'those'.

The determiner 'the' is known as the definite article and the determiners 'a' and 'an' are known as the indefinite article.

In the Key Stage 2 test framework, children are expected to use the forms of 'a' or 'an' according to whether the next word begins with a consonant or vowel. For example:



an exciting film



a wet and windy day



an amazing match

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Subject and Object

In a sentence, the object is the person, animal or thing that is having something done to it, for example:

The fisherman caught a fish.

The fish is being caught by the fisherman therefore it is the object.

The ball was caught by the dog.

The ball is being caught – the action is being done to the ball therefore it is the object.



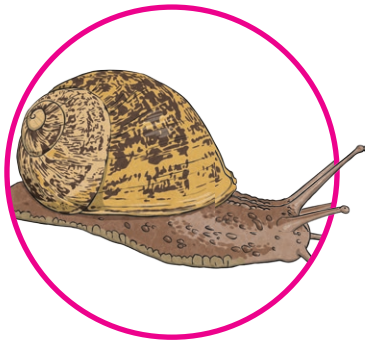
The subject is the person, animal or thing that is doing the verb:

The wizard cast a powerful spell.

The wizard is the one doing the action therefore they are the subject.

The flowers were eaten by snails.

The snails are doing the action therefore they are the subject.



For more work on recognising the subject and object of sentences see:

Identifying the Subject and Object of a Sentence Lesson Teaching Pack

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Quiz Time

Use the notes you have read within this revision booklet to help you answer the following SATs-style questions:

1. Complete the sentences below by writing the co-ordinating conjunctions from the box in the correct places. Use each conjunction only once.

and	or	but

The children must wear shorts _____ a T-shirt _____ a sweatshirt _____ football shirts are not permitted.

2. Circle the subject in the sentence below.

The teacher stopped the class with a shout.

3. Draw a line to match each sentence to the correct determiner. Use each determiner only once.

Sentence	Determiner
At the picnic, I ate _____ apple.	a
There was also _____ delicious chocolate cake.	the
I drank homemade lemonade; it was _____ best ever!	an

4. Underline the fronted adverbial in this sentence:

During lunchtime, Hamza ate a bag of crisps.

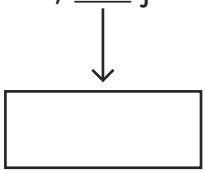
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Quiz Time

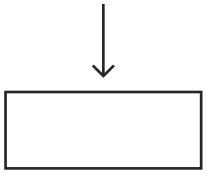
Use the notes you have read within this revision booklet to help you answer the following SATs-style questions:

5. Replace the underlined word or words in each sentence with the correct pronoun.

When Mia was riding her bike, <u>Mia</u> fell over.



Mia cut her knee so her dad put a plaster on <u>her knee</u>.



6. Circle all the prepositions in the sentence below.

Adjacent to the wall, sat a young boy on his bike.

7. Circle the subordinating conjunction in each sentence below.

It was raining heavily when the children were on the school trip.

Cedric couldn't play on his computer until he completed his homework.

8. Replace the underlined word or words in each sentence with the correct possessive pronoun.

This bag belongs to <u>my sister</u>. The bag is _____.

The car is owned by <u>us</u>. The car is _____.

The ball belongs to <u>me</u>. The ball is _____.

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Quiz Time

Use the notes you have read within this revision booklet to help you answer the following SATs-style questions:

9. Which option correctly completes the sentence below.

The child, _____ poster was bright and colourful, won the competition.

	Tick one
whom	☐
who's	☐
which	☐
whose	☐

10. Circle the two adverbs in the sentence below.

Yesterday, Peter quickly cleaned his room before his mum got home.

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3 G2: Functions of Sentences

What Is a Sentence?

A sentence has a capital letter at the beginning and ends with a full stop (.), a question mark (?) or an exclamation mark (!). It must have a verb in it and it must make complete, grammatical sense on its own.

There are four different types of sentences which are: statements, questions, commands and exclamations. Use this section to help you to identify the different sentence types.

Statements

A statement is simply a sentence that tell you something. They usually end with a full stop (.). For example:

The rainbow has many colours.

Henry VIII had six wives.

A statement can contain conjunctions and several clauses (often called a multi-clause sentence) so long as it still makes sense and finishes with a full stop (.):



The bright and colourful rainbow appeared after the terrible thunderstorm had hit.

Henry VIII, who was King of England in Tudor times, had six wives.



Questions

A question sentence asks a question – it is a sentence used to find out information. They always finish with a question mark (?) and often start with an interrogative word such as why, how, who, what and which.

Why is your bedroom so messy?

Who were you playing with at break time?

Some questions don't start with an interrogative word and have a question tag at the end of the sentence.

You've been to Spain, haven't you?

You don't like broccoli, do you?

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Commands

Commands are sentences that tell you to do something. They are found in instructions but they can also be urgent, angry and very short. A command can end with a full stop (.) or sometimes an exclamation mark (!). They always contain imperative (bossy) verbs.

All these sentences are commands. They are all telling someone what to do. The first one doesn't sound as commanding as the others but it is still a command.

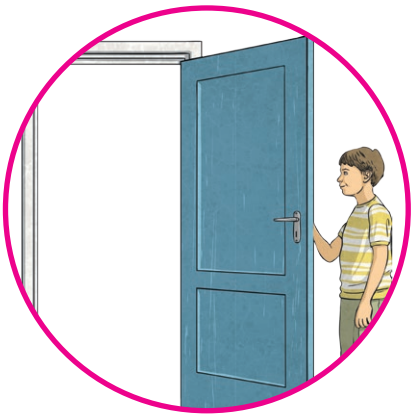
Please pass the salt.

Shut the door.

Smile.

Concentrate!

Mix the mixture together.

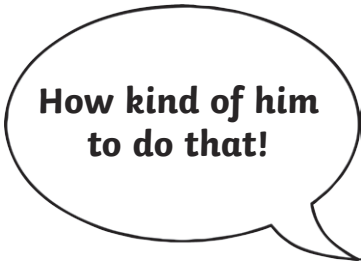


Exclamations

Exclamations start with the interrogative words 'what 'or 'how', and always contain a subject and a verb.







Exclamation sentences should not be confused with using an exclamation mark for punctuation to show a heightened emotion (fear, surprise, shock, etc.)







For further activities and resources on different types of sentence, please see:

Types of Sentences Differentiated Activity Sheet

Types of Sentences PowerPoint

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Quiz Time

Use the notes you have read within this revision booklet to help you answer the following SATs-style questions:

1. Tick the sentence that must end with a question mark.

	Tick one
We went on an exciting trip	☐
Can you guess where we went	☐
Ask me where we went on holiday	☐
I will tell you where we went on holiday	☐

2. Draw a line to match each sentence with its correct function. Use each function box only once.

Sentence	Function
I hope the football team win the match	question
What a fantastic football match that was	statement
Do you think the team will win	command
Watch the match carefully	exclamation

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Quiz Time

Use the notes you have read within this revision booklet to help you answer the following SATs-style questions:

3. Rearrange the words in the question below to make it into a statement. Use only the given words. Remember to punctuate your sentence correctly.

Question: Is he going to the cinema?

Statement: _____

4. What is the function of the sentence below?

What a wonderful day it was

	Tick one
a question	☐
a command	☐
a statement	☐
an exclamation	☐

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4 G3: Combining Words, Phrases and Clauses

It is important to that children are able to identify different phrases and clauses in a sentence and what their functions are.

Sentences and Clauses

A sentence is a group of words that give a complete thought or idea. A sentence must contain a verb and a subject.

The dog is happy.

subject — verb



From KS1, children are taught to write sentences made up of more than one clause. A clause is a group of words that contains a subject and a verb. Main (independent) clauses can be a sentence themselves, such as 'she ran'. In the sentence below, two main clauses have been joined together using the conjunction 'and'. These are often called 'compound sentences'.

first main clause — **The dog took his bone and he buried it in the garden.** — second main clause

Relative Clauses

A relative clause begins with a relative pronoun. Relative pronouns are: who, whose, which, where, when and that. They are used to start a relative clause, which give extra information about a noun or pronoun in the sentence. They are usually demarcated using a comma (except when 'that' is used). For example:

She lives in Manchester, which is in North West England.

I don't like the clown, who has a bright, red nose.

Emma is my friend, whose house is next door to mine.

relative clauses

A relative clause can also be embedded in a sentence. It is then separated from the rest of the sentence by commas. For example:

The cat, who had bright eyes, walked down the gloomy street.

Snow, which is very cold, can be used to make snowmen.

Usain Bolt, whose hometown is Jamaica, has won lots of medals.

For more practice on relative clauses, please use the following Twinkl resource:

Relative Clauses and Relative Pronouns Activity Booklet

visit twinkl.com

Noun Phrases

A noun phrase is part of a sentence that includes a noun – a person, place or thing – and the words which describe it. For example, we might find the word 'cat' in the sentence which is a noun. However, by adding modifiers to the noun we can gather more information about it or distinguish which cat we are talking about, such as:



a cat



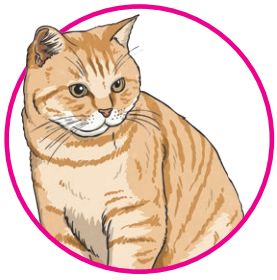
Aunt Marge's cat



the frightened cat



my neighbour's cat



the ginger cat



the sleeping cat

All the noun phrases above refer to 'cat' but give more information about the specific cat being discussed in each sentence.

In KS2, children are taught to extend their noun phrases further by adding a further prepositional phrase, e.g:

The mewing, frightened cat with the arched back.

The mewing, frightened cat in my garden.

Subordinating Conjunctions

The subordinate conjunction is used to introduce a subordinate clause (see below) in complex (or multi-clause) sentences. On the jigsaw pieces below, you will find a list of some of the main subordinate conjunctions that your child may be encouraged to use.

If Since As When Although
While After Before Until Because



You can remember these subordinating conjunctions using the acronym 'I SAW A WABUB!

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Subordinate Clauses

The subordinate clause – also known as the dependent clause – begin with a subordinate conjunction or a relative pronoun and contain both a subject and a verb. They do not make sense on their own, therefore it is dependent on the main clause of the sentence in order for it to make sense.

Look at the following subordinate clauses, on their own they do not make sense:

after the bonfire was lit
because it was cold
who always does his homework
since it was early

They only make sense when we add a main clause to each subordinate clause:

subordinate clauses	main clauses
After the bonfire was lit, the fireworks started.	
The boy put his coat on because it was cold.	
Chris is a hardworking boy, who always does his homework.	
Since it was early, Becky pressed snooze on her alarm clock.	

Remember: A subordinate clause cannot stand alone as a sentence because it does not provide a complete thought. The reader is left wondering, 'where is the rest of the sentence?'.

For more practice on main clauses, subordinate clauses and subordinating conjunctions, please use the following Twinkl resources:

What is a Subordinating Conjunction Resource Pack

What is a Complex Sentence Complex Multi Clause Sentence Resource Pack

What is a Compound Sentence

Conjunctions Activity Booklet

visit twinkl.com

Quiz Time

Use the notes you have read within this revision booklet to help you answer the following SATs-style questions:

1. Tick one box in each row to show if the underlined clause is a main clause or a subordinate clause.

Sentence	Main Clause	Subordinate Clause
Freddie, <u>who loves dinosaurs</u>, goes to the Natural History Museum every month.		
Freddie's dad bought him a toy diplodocus <u>because he knew he would love it</u>.		
<u>Freddie took his new dinosaur to bed with him</u> after he had brushed his teeth.		

2. Underline the subordinate clause in each sentence below.

Despite lots of practice, the wizard struggled with the spell.

Tom felt very hungry because he hadn't eaten all day.

As the waves crashed against the shore, the boat sailed into harbour.

3. Circle the conjunction in each sentence below.

It was raining heavily so the children had to play inside.

Cedric couldn't play on his computer until he had completed his homework.

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Quiz Time

Use the notes you have read within this revision booklet to help you answer the following SATs-style questions:

4. Tick one box in each row to show whether the underlined clause is a main clause or a subordinate clause.

Sentence	Main Clause	Subordinate Clause
Although it was very late, I didn't feel tired at all.		
The team will win the gold cup if they win the game.		
Sir Edmund Hilary, who was a famous explorer, reached the summit of Everest in 1953.		

5. Circle the two conjunctions in the sentence below.

Although it was raining, the children still went out and they got soaked.

6. Tick one box to show which part of the sentence is a relative clause.

Tick one

The beautiful, newborn baby, who was only a few hours old, slept soundly in his cot.

☐ ☐ ☐

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Quiz Time

Use the notes you have read within this revision booklet to help you answer the following SATs-style questions:

7. Underline the relative clause in the sentence below.

The girl, who works in the bakery, is my cousin.

8. Tick the option which shows how the underlined words in the sentence below are used.

The sword-wielding knight fought the ferocious dragon.

	Tick one
as a main clause	☐
as a fronted adverbial	☐
as a subordinate clause	☐
as a noun phrase	☐

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5 G4: Verb Forms, Tense and Consistency

Verb tenses tell us when an action takes place, i.e. in the past, present or future. Right from KS1, children are taught to identify different tenses and change the tense of verbs, such as present tense to past tense. In their writing, they must demonstrate that they can write consistently in the correct tense. Use this section to help you identify the different types of tenses and verb forms.

For more information on all verb tense forms, please see:

Verb Tenses Posters

Simple Present and Simple Past Tense

The simple present tense of a verb is made by using the base form of a verb (the simplest form of the verb without any suffixes added), such as:

I work in Sheffield.

or by adding an -s (or an -es) in third person (to write about another person):

He works in Sheffield.

We use the simple present tense to talk about:

Something that is true in the present:

- I am twenty years old.
- She lives in Manchester.
- He goes to Sycamore School.

Facts that are always true:

- The adult human body contains 206 bones.
- The Earth takes twenty four hours to complete a full rotation on its axis.

Something that happens again and again in the present:

- I play football every weekend.
- They eat chocolate every day.
- We walk the dog every morning.



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The simple past tense is used to talk about a completed action in the past. The main way to change a verb to past tense is to add the suffix -ed. However, there are many words where the spelling changes when the suffix -ed is added (such as 'tidied') and many irregular past simple tense verb forms, which children have to learn as they encounter them (such as 'buy' changing to 'bought').

Christopher Columbus sailed the seas.

Henry VIII died in 1547.

They lived in Spain from 1982 to 1989.

She bought a new jumper at the shop.



Verbs in the Perfect Form

The present perfect tense is formed when you use the present tense of the verb 'to have' and the past participle of a verb. This is used to describe something that started in the past and continues now, or for things done several times in the past and continue to do so. For example:

She has lived in Liverpool all her life.

He has written two essays so far.

It has been raining for hours.

I have been there lots of times.

The past perfect tense is used to show an event that happened before another event in the past. It uses the past tense form of the verb 'had' and the past participle of a verb. For example:

He had studied Spanish for many years before moving to Spain

Sarah had never been to the theatre before last night.

I had lost my job but I quickly found a new career.

Modal Verbs

Modal verbs are sometimes also known as 'auxiliary verbs'. They are used with other verbs to describe how likely things are to happen or to what degree something is known. Modal verbs include: can, could, may, might, will, would, must, should, ought to. For example:

The Princess might marry a Prince.

They could go there next weekend.

We ought to leave soon as it is getting late.

For more work on modal verbs, please use the following resource:

Modal Verbs and Adverbs of Possibility Activity Booklet

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Present and Past Progressive

Both the present progressive and past progressive are formed using the verb 'to be' and then, by adding the suffix '-ing' to another verb. For example:

I am riding my bike.

They were watching a film.

The present progressive is when the verb 'to be' is used in the present tense with another verb ending in -ing. It shows something that is currently taking place. Use the table below to see all the present tense forms of the verb 'to be'.

Verb 'to be'	Verb with suffix -ing
I **am**	wearing
You **are**	running
He **is**	reading
She **is**	swimming
It **is**	raining
We **are**	playing
They **are**	sleeping

The past progressive is made when we use the simple past form of the verb 'to be' with a verb ending in -ing. It shows something that was happening and ongoing at some point in the past. For example:

Verb 'to be'	Verb with suffix -ing
I **was**	wearing
You **were**	running
He **was**	reading
She **was**	swimming
It **was**	raining
We **were**	playing
They **were**	sleeping

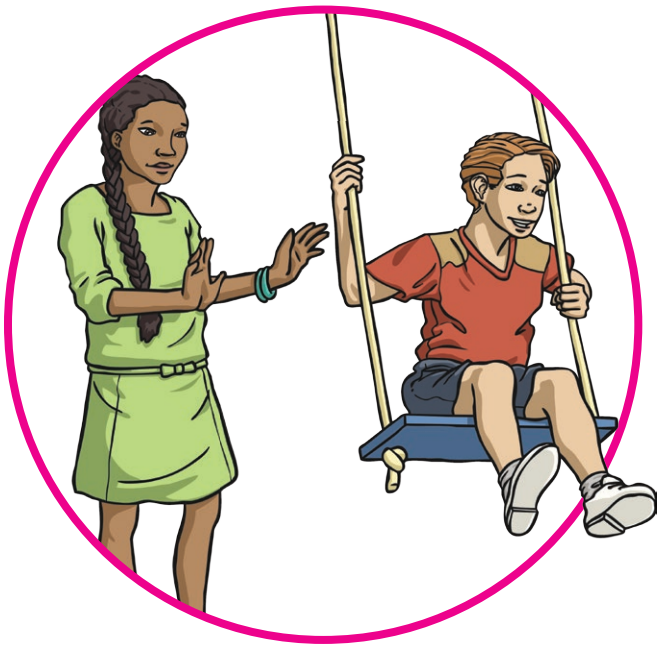
For more information on the past and present progressive, please see the following resource:

Identifying Whether a Sentence is in the Present Progressive or Past Progressive

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Tense Consistency

Look at the following paragraph, what do you notice is wrong with it?



Rahman walks to the park with his parents and was playing on the swing. He felt very happy because it is a sunny day and he enjoyed being outdoors. After the swings, he run to the climbing frame and is meeting his friend, Michaela.

This paragraph hasn't been written in a consistent tense throughout the story. It swaps between present tense and past tense, and therefore it doesn't make grammatical sense. At KS2, children are taught to maintain tense consistency throughout a text so that it reads correctly.

For more practice at maintaining consistent tense, please use the following resource:

LKS2 Grammatical Consistency Verb Tense Activity Sheet

Subjunctive Verb Forms

The subjunctive verb form is used to express things that could or should happen. It can be used for:

- **showing conditions that are not true;**
- **making a command more formal;**
- **making a wish more formal;**
- **making a request more formal.**



When describing conditions that aren't true, we use 'were' instead of was, which creates a more formal sentence.

If I were the boss, I'd leave.

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'Had' can also be used to create the subjunctive mood in sentences that show conditions that are not true.

If he had seen it, he would have loved it.

For commands, wishes and requests using the subjunctive verb form makes it sound more formal. In these instances, the infinitive form of the verb 'to be' is replaced with just 'be'.

The teacher requires that you be present in P.E.

Passive and Active

In most sentences, the subject of the sentence performs the action. For example:

The dog was chasing the cat.

The subject of the sentence is 'the dog' and the verb is 'was chasing'. Because the subject is doing the action, the verb is said to be active.

We could swap the sentence around so that the cat becomes the subject.

The cat was chased by the dog.

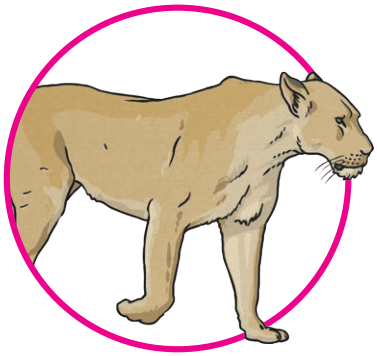
When the subject (the cat) has something done to it (was chased) by someone or something else in the sentence, we call this a passive sentence.

Further examples of the passive voice being used are:

The damage was caused by the hurricane.

The cubs were protected by the lioness.





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Quiz Time

Use the notes you have read within this revision booklet to help you answer the following SATs-style questions:

1. Tick one box in each row to show if the sentence is in the present progressive or in the past progressive.

Sentence	Present Progressive	Past Progressive
Katie's knitting skills are improving all the time.		
Katie was knitting a new blanket at home.		
Katie is hoping to sell her knitted items.		

2. Which sentence shows that you are most likely to eat spaghetti for dinner?

	Tick one
I might have spaghetti for dinner.	☐
I could have spaghetti for dinner.	☐
I shall have spaghetti for dinner.	☐
I may have spaghetti for dinner.	☐

3. Circle the two words that show the tense in the sentence below.

Sarah ate the cake even though her tummy was full.

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Quiz Time

Use the notes you have read within this revision booklet to help you answer the following SATs-style questions:

4. Complete the sentences below, using the simple past tense of the verbs in the boxes below.

On Saturday, when I _____ shopping.

go

I _____ a bright T-shirt, which I later _____.

see

buy

5. Tick one box in each row to show whether the sentence is written in the active voice or passive voice.

Sentence	Active voice	Passive voice
The plane was boarded by the family.		
The boy ate the broccoli.		
The shed was painted by the caretaker.		

6. Tick one box to show which part of the sentence is a relative clause.

The damage was caused by the hurricane.

_____

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Quiz Time

Use the notes you have read within this revision booklet to help you answer the following SATs-style questions:

7. Which verb completes the sentence so that it uses the subjunctive form?

If I _____ the Prime Minister, I'd make the weekends longer.

	Tick one
am	☐
was	☐
were	☐
be	☐

8. Which sentence uses the present perfect form?

	Tick one
Yan went to the shops and bought some sweets.	☐
Since starting swimming lessons, Josh has been more confident in the water.	☐
Before she came home, Judy went to the park with her friends.	☐
Jamelia went to Spain on her holiday.	☐

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6 G5: Punctuation

From a young age, children are taught to use punctuation correctly within their writing – from capital letters and full stops in Year One right through to dashes, hyphens and colons in Year Six. Use the following table to help you understand all of the punctuation conventions taught throughout the primary stage:

Punctuation	Guidance
Capital letters	Capital letters are used at the start of a sentence. They are also used for the proper nouns - names of people, places, the days of the week, months and the personal pronoun 'I'. On Monday 30th January, we went on a school trip to Chester Zoo. We went on the coach and I was very excited.
Full stops	Full stops are used to demarcate sentences unless they are exclamations or questions. I like chocolate. After the heavy rain, the beautiful garden, which was Mr Smith's pride and joy, became waterlogged.
Question marks	Question marks are used to demarcate a question sentence. Where is it? You left early, didn't you?
Exclamation marks	Exclamation marks are used to mark the end of an exclamation sentence. How amazing our day was! Or, to create the effect of shock, surprise, excitement. That made me jump!
Commas in lists	Commas should be used to separate items in a list. She wore a large, furry, green coat. The children brought their buckets and spades, body boards, sandals and towels to the beach.

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Commas to clarify meaning or avoid ambiguity	Commas should be used to make the meaning clear in a sentence. A comma can make all the difference in the meaning of a sentence. Consider the following sentences: Adele enjoys eating kittens and clothes. Adele enjoys eating, kittens and clothes.
Commas after fronted adverbials (including fronted subordinate clauses)	Comma should be used to separate an adverbial phrase when it is fronted (it comes at the front of the sentence). For example: Inside the sunken ship, the shoal of fish happily swam. As the sun was setting, the family returned from their day out. Like a speeding bullet, the superhero flew through the air.
Inverted commas	Inverted commas (or speech marks) should be used to show direct speech in a text. Single (‘ ’) or double (“ ”) inverted commas are acceptable to use to denote direct speech. Children must also be able to use end punctuation correctly within inverted commas, which can include using a comma after the reporting clause. For example: ‘I like reading,’ declared Pedro. Mobina sighed, ‘Do I have to do my homework?’ “What a great win that was!” shouted the children.
Apostrophes for contraction	Apostrophes should be used to make the contracted forms of words, such as: I will = **I’ll** it is = **it’s**

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Apostrophes for possession	Apostrophes can be used to mark singular possession in nouns, such as: **Ben's** book the **school's** playground Apostrophes should also be used to show possession with plural nouns such as: all of the **girls'** slippers the **brothers'** dressing gowns In plural possession, if the noun is irregular, we still add the apostrophe before the 's', such as: the **children's** books the three **mice's** tails It is important for children to learn the difference between the possessive 's' and the plural 's'. Children should never be using apostrophes just to show that there is more than one of something. ✗ My room is full of **poster's** and **DVD's**. ✗
Punctuation for parenthesis	Parenthesis is when we add a word, phrase or sentence to a main sentence to add extra detail. Without the parenthesis the sentence would still make grammatical sense, for example: Queen Elizabeth II ascended the throne on her coronation in 1953. Queen Elizabeth II**, the longest reigning monarch,** ascended the throne on her coronation in 1953. Dashes, brackets or commas can be used to demarcate parenthesis. My brother **- the messiest person on the planet -** has a mountain of smelly socks in his bedroom. Cheetahs **(the fastest land mammal)** can travel up to 120 kilometres per hour. The weary climber**, feeling exhausted,** made his final steps towards the summit.

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Colons	Colons can be used to introduce a list of words or phrases in a sentence or to introduce a series of bullet points. For example: You will need to pack**:** a toothbrush and toothpaste, clean clothes, pyjamas, a waterproof coat and outdoor shoes.
Semi-colons	Semi-colons can also be used to mark the boundaries between independent clauses. They are usually used to separate independent clauses where a co-ordinating conjunction could have been used. For example: Some children like to play tag at playtime**;** others like to play quieter games. instead of... Some children like to play tag at playtime **but** others like to play quieter games. Semi-colons can also used to separate items in a list. This happens when the items in the list that already contain commas. For example: John, the baker**;** Simon, the policeman**;** Henry, the hairdresser and Shariq, the butcher are all invited to the party.
Single Dashes	Dashes can also be used to mark the boundaries between independent clauses. The dash is used in the same way as a semi-colon to separate independent clauses but usually in less formal types of writing. I fell over during P.E. **-** that was embarrassing!
Hyphens	The hyphen looks like a dash but it is used to join words or parts of words. shark**-**infested waters two**-**year**-**old
Bullet points	Bullets points are used to list information such as lists of equipment, resources, names, questions or facts. For example: For a cup of tea you will need: • kettle; • teabags; • milk; • sugar.

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Quiz Time

Use the notes you have read within this revision booklet to help you answer the following SATs-style questions:

1. Which sentence uses the colon correctly?

	Tick one
I bought several new clothes a T-shirt: new jeans, new trainers and a jumper.	☐
I bought several new clothes: a T-shirt, new jeans, new trainers and a jumper	☐
I bought several new clothes a: T-shirt, new jeans, new trainers and a jumper	☐
I bought several: new clothes a T-shirt, new jeans, new trainers and a jumper	☐

2. Tick two boxes to show where the inverted commas should go.



3. Insert one comma in the correct place in the sentence below.

Walking slowly the old lady entered the shop.

4. Which sentence uses the hyphen correctly?

	Tick one
Byron's grandma is a kind-hearted-person.	☐
Byron's grandma is a kind hearted-person.	☐
Byron's grandma is a kind-hearted person.	☐
Byron's-grandma is a kind hearted person.	☐

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Quiz Time

Use the notes you have read within this revision booklet to help you answer the following SATs-style questions:

5. a) What is the name of the punctuation mark on either side of the words 'which was wrapped in bandages' in the sentence below?

The mummy (which was wrapped in bandages) was discovered in Egypt.

_____

b) Name a different type of punctuation that could have been used correctly in the same places?

_____

6. You are giving feedback to a friend to correct the punctuation in the box below. Which two pieces of advice should you give to correct the punctuation.

"Wow" shouted the excited boy!

	Tick two
There should be an exclamation mark after the inverted commas.	☐
There should be an exclamation mark after the word 'wow'.	☐
The sentence should end with a full stop instead of an exclamation mark.	☐
There should be an exclamation mark after the word shouted.	☐
There should be a comma after shouted.	☐

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Quiz Time

Use the notes you have read within this revision booklet to help you answer the following SATs-style questions:

7. Which sentence uses capital letters correctly?

	Tick one
The young girl went to see buckingham Palace in London.	☐
The young girl went to see Buckingham palace in London.	☐
The young girl went to see Buckingham Palace in London.	☐
The young Girl went to see Buckingham Palace in london.	☐

8. Insert a semi-colon in the correct place in the sentence below.

Liam was sent home from school early he had been feeling ill all day.

9. Circle the word in the passage below that contains an apostrophe for possession.

It was twelve o'clock and Shelly's birthday party was about to begin. However, her mum was worried because they couldn't find the cake and the entertainer hadn't turned up yet.

10. Tick one box in each row to show whether the commas are used correctly in the sentence.

Sentence	Commas used correctly	Commas used incorrectly
The new games console, which had just been released, had already sold out.		
Yesterday I went shopping and bought a new book, a pencil case and a present, for my dad.		
I invited Jake, Hasan, Molly and Charlotte to my birthday party.		
Jane, who lived, with Tarzan in the jungle learnt to swing from tree to tree.		

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Quiz Time

Use the notes you have read within this revision booklet to help you answer the following SATs-style questions:

11. a) Insert a comma in the sentence below to make it clear that only Susan and Peter went to see Aslan the lion.

After they left Edmund Susan and Peter went to see Aslan the lion.

b) Insert commas in the sentence below to make it clear that all the children went to see Aslan the lion.

After they left Edmund Susan and Peter went to see Aslan the lion.

For extra punctuation practice, please follow this link to more resources:

KS2 English – Punctuation

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7 G6: Vocabulary

Synonyms and Antonyms

A synonym is a word or phrase that means exactly (or nearly the same) as another word or phrase. For example synonyms of 'cold' (as in temperature) are: chilly, freezing and cool.

At KS2, children are encouraged to use more ambitious synonyms in their writing to improve their vocabulary and avoid repetition of the same words over and over again. For instance, consider the sentence below:

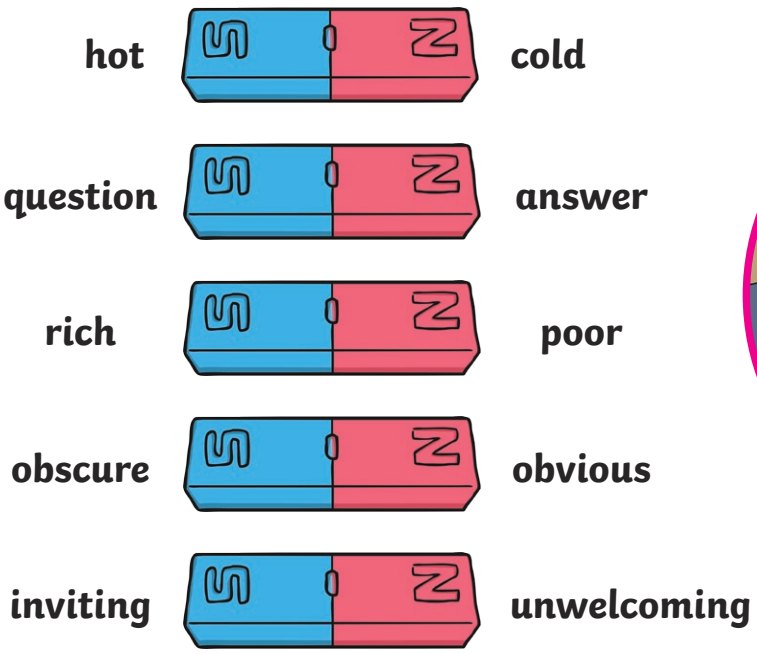
It was a scary house.

The word 'scary' in this sentence can be replaced with a wide range of synonyms such as: haunting, terrifying, horrifying, eerie, spooky, sinister etc.

It could also be extended by adding more than one synonym to create a more ambitious noun phrase.

It was a haunting, sinister-looking house.

Antonyms are words that have opposite meanings. For example:





For more resources on synonyms and antonyms, please see:

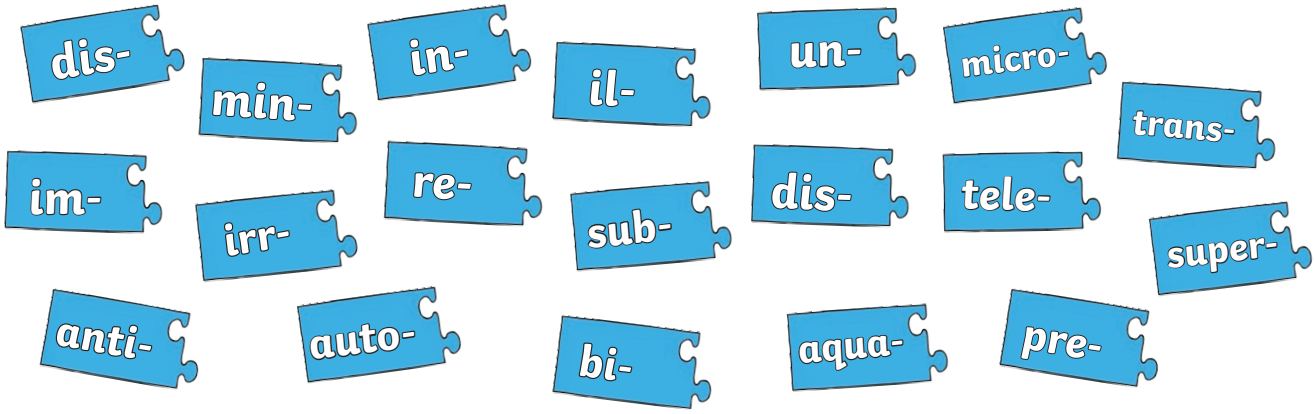
Grammar Revision Guide and Quick Quiz – Synonyms and Antonyms

Synonyms and Antonyms Activity Sheet

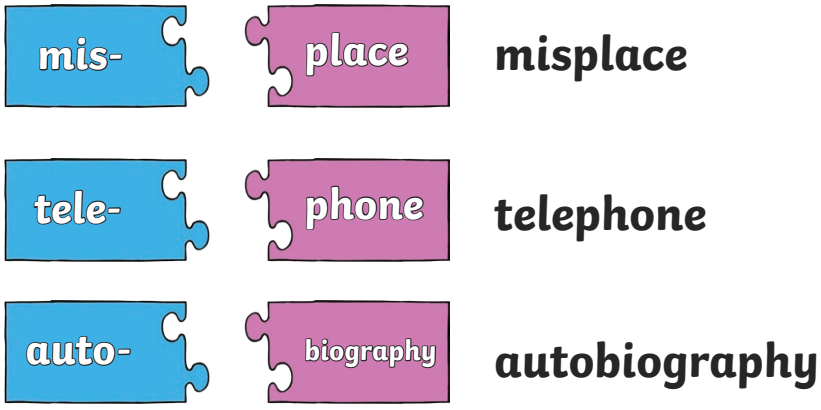
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Prefixes

A prefix is a group of letters added to the beginning of a word to change its meaning. Learning prefixes helps children develop their spelling and vocabulary. The following prefixes (and more) are taught throughout KS1 and KS2:



Suffixes





A suffix is a string of letters that are added to a root word, which change or add to its meaning. Suffixes can also be used to change a word to an adjective, a verb or an adverb. Suffixes are introduced in Year 1 and taught throughout KS2. The table below shows the stage when it is advised to introduce each type of suffix. However, they are continually revised in other year groups once they are introduced.

Explanation	Suffixes	Year
Suffixes that can be added without changing the root word.	-ing, -ed, -er-, -est	Year 1
Children begin to add some suffixes where they have to change the spelling of the root word. For example, 'pat' becomes 'patted' by adding -ed or adding –'ed' to carry becomes 'carried'.	-ied, -ier, -ing-, -ed, -er, -est, -ment, -ness, -ful, -ly	Year 2

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Children continue to learn suffixes where there are changes to the root word.	-ation, -ly, -ous, -ion, -ian	Year 3 & 4
Children learn about adding suffixes to create verbs.	-ise, -ate, -en, -ify	Year 5 & 6

For further resources on prefixes and suffixes, please see the following:

Prefixes, Suffixes and Root Words Resource Pack

Word Families

Word families are groups of words that have the same root word or common feature or pattern. The root words may be changed by adding prefixes and suffixes.

For instance, included in the word family for 'real', we find words such as: reality, realise, unrealistic and really.

For further resources on word families, please see the following:

Recognising and Using Words in Word Families SPAG Lesson Teaching Pack

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Quiz Time

Use the notes you have read within this revision booklet to help you answer the following SATs-style questions:

1. Draw a line to match each word to the correct suffix to make a verb.

fossil	ify
solid	ise
pollen	ate

2. What does the root phone mean in the word family below?

homo**phone** tele**phone** **phon**ics micro**phone**

	Tick one
colourful or bright	☐
writing or drawing	☐
sound	☐
moving pictures	☐

3. What does the prefix 'sub' mean in each of the words below?

submarine **sub**merge **sub**way **sub**terranean

	Tick one
outside or external	☐
under or below	☐
through or across	☐
two or twice	☐

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Quiz Time

Use the notes you have read within this revision booklet to help you answer the following SATs-style questions:

4. a) Write an explanation of the word synonym.

_____

_____

b) Write one word that is a synonym of tasty.

_____

5. Draw a line to match each word to its correct antonym.

serene	mountainous
flat	irate
impolite	courteous

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8 G7: Standard English and Formality

It is important that children can recognise words and phrases that are 'Standard English' and the differences between formal and informal language in writing.

Standard English

Standard English is accepted as the 'correct' form of English used in speaking and writing. Standard English follows grammatical rules such as, the correct use of verb tenses or pronouns. See the following sentences below for examples of Standard and Non-Standard English.

Non-Standard English:	Standard English:
It were very good!	It was very good!
He ain't got nothing.	He hasn't got anything.
You should of come to the party.	You shave have come to the party.
Pass me them tools.	Pass me those tools.

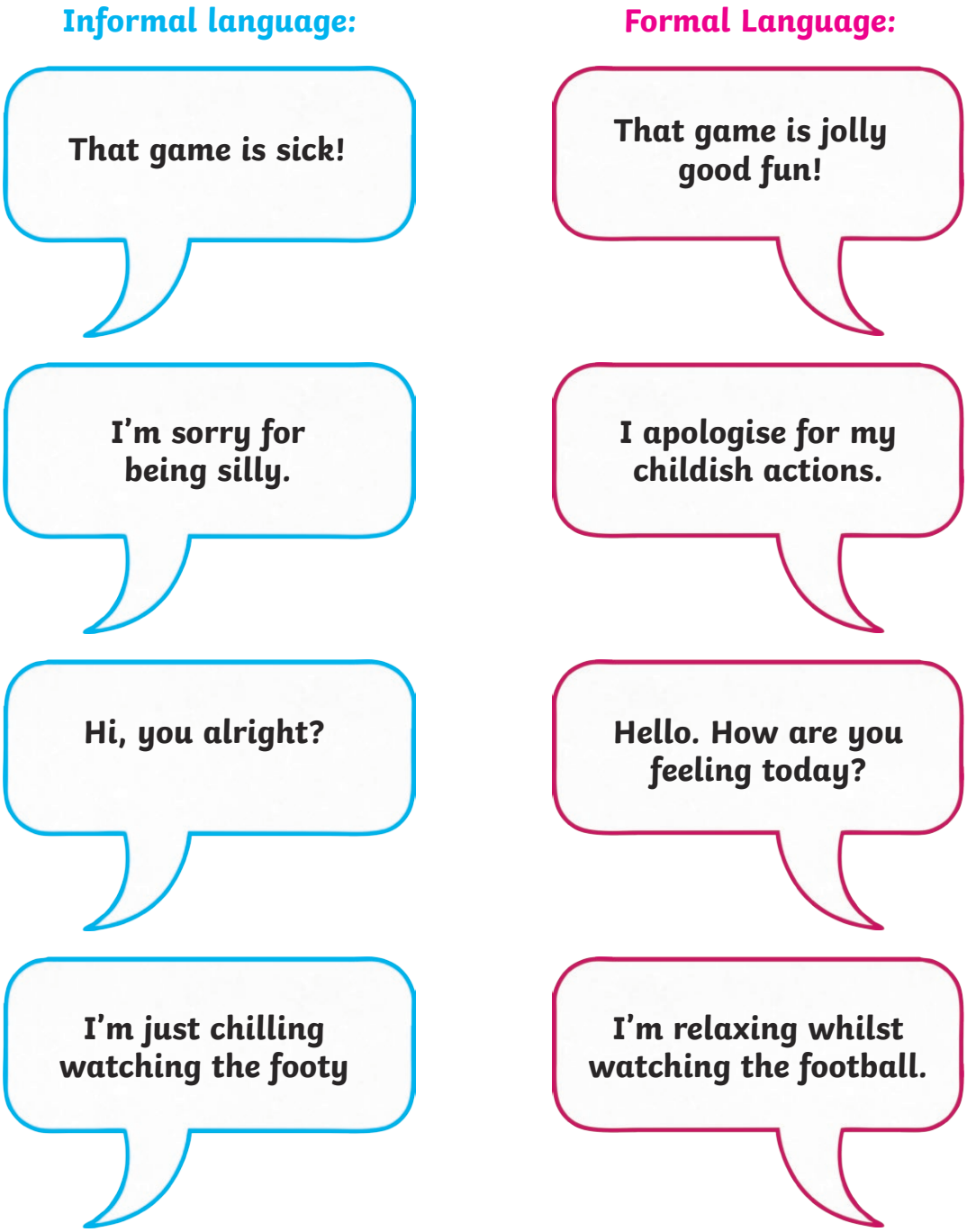
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Formal and Informal Vocabulary

There are situations when people are expected or required to speak (or write) using a more formal style of language.

Formal language is more official and serious, and the correct grammar should always be used.

Informal language uses a more relaxed and casual style. Slang words and abbreviations are more accepted in informal speech.



For more practice resources on Standard English and the formality of language, please see:

Formal and Informal Speech Differentiated Activity Sheets

Formal Vocab and Structures in Speech and Writing Lesson Ideas and Resource Pack

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Quiz Time

Use the notes you have read within this revision booklet to help you answer the following SATs-style questions:

1. Which sentence is written in Standard English?

	Tick one
That new film were right good.	☐
I would of done it myself.	☐
I been there last week.	☐
It was a great concert.	☐

2. Change the following sentence to Standard English:

We was really late for school.

_____

3. What does the prefix 'sub' mean in each of the words below?

Sentence	Formal	Informal
I guarantee that your flight experience will be a positive one.		
It was a dead good trip!		
When is the television programme scheduled to begin?		
What time is that TV show on?		
The two boys were acting rather curiously.		

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Quiz Time

Use the notes you have read within this revision booklet to help you answer the following SATs-style questions:

4. Explain why this sentence is not Standard English:

I am not going nowhere.

5. Rewrite each informal sentence using more formal language:

a) Deanna always butts in when we are talking.

b) Do ya fancy going to the flicks later?

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9 Answers

G1: Grammatical Terms and Word Classes **Answers**

1. Complete the sentences below by writing the co-ordinating conjunctions from the box in the correct places. Use each conjunction only once.

and	or	but

The children must wear shorts _____**and**_____ a T-shirt _____**or**_____ a sweatshirt _____**but**_____ football shirts are not permitted.

2. Circle the subject in the sentence below.

The (teacher) stopped the class with a shout.

3. Draw a line to match each sentence to the correct determiner. Use each determiner only once.

Sentence	Determiner
At the picnic, I ate _____ apple.	a
There was also _____ delicious chocolate cake.	the
I drank homemade lemonade; it was _____ best ever!	an

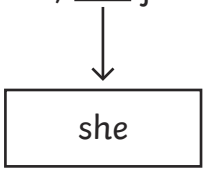
4. Underline the fronted adverbial in this sentence:

<u>During lunchtime</u>, Hamza ate a bag of crisps.

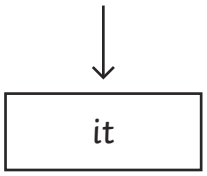
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5. Replace the underlined word or words in each sentence with the correct pronoun.

When Mia was riding her bike, Mia fell over.



Mia cut her knee so her dad put a plaster on her knee.



6. Circle all the prepositions in the sentence below.

(Adjacent) to the wall, sat a young boy (on) his bike.

7. Circle the subordinating conjunction in each sentence below.

It was raining heavily (when) the children were on the school trip.

Cedric couldn't play on his computer (until) he completed his homework.

8. Replace the underlined word or words in each sentence with the correct possessive pronoun.

This bag belongs to my sister. The bag is _____.

The car is owned by us. The car is _____.

The ball belongs to me. The ball is _____.

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9. Which option correctly completes the sentence below.

The child, _____ poster was bright and colourful, won the competition.

	Tick one
whom	☐
who's	☐
which	☐
whose	☑

10. Circle the two adverbs in the sentence below.

(Yesterday,) Peter (quickly) cleaned his room before his mum got home.

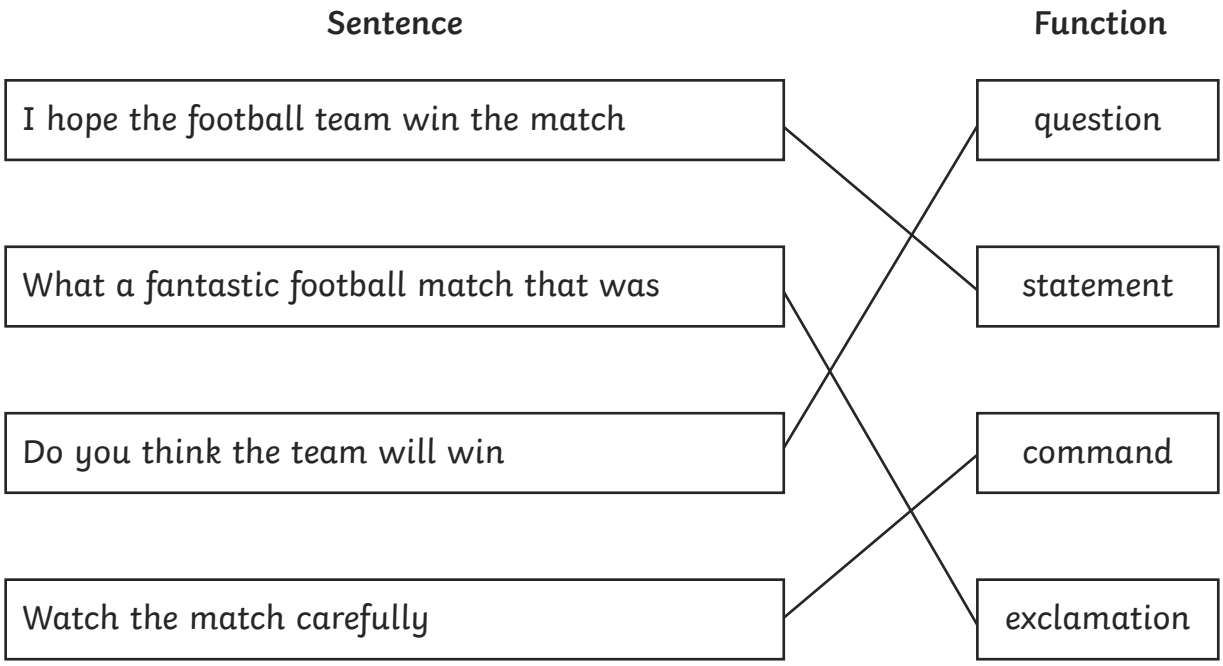
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G2: Functions of Sentences **Answers**

1. Tick the sentence that must end with a question mark.

	Tick one
We went on an exciting trip	☐
Can you guess where we went	☑
Ask me where we went on holiday	☐
I will tell you where we went on holiday	☐

2. Draw a line to match each sentence with its correct function. Use each function box only once.



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3. Rearrange the words in the question below to make it into a statement. Use only the given words. Remember to punctuate your sentence correctly.

Question: Is he going to the cinema?

Statement: He is going to the cinema.

4. What is the function of the sentence below?

What a wonderful day it was

	Tick one
a question	☐
a command	☐
a statement	☐
an exclamation	☑

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1. Tick one box in each row to show if the underlined clause is a main clause or a subordinate clause.

Sentence	Main Clause	Subordinate Clause
Freddie, <u>who loves dinosaurs</u>, goes to the Natural History Museum every month.		✓
Freddie's dad bought him a toy diplodocus <u>because he knew he would love it</u>.		✓
<u>Freddie took his new dinosaur to bed with him</u> after he had brushed his teeth.	✓	

2. Underline the subordinate clause in each sentence below.

<u>Despite lots of practice</u>, the wizard struggled with the spell.

Tom felt very hungry <u>because he hadn't eaten all day</u>.

<u>As the waves crashed against the shore</u>, the boat sailed into harbour.

3. Circle the conjunction in each sentence below.

It was raining heavily (so) the children had to play inside.

Cedric couldn't play on his computer (until) he had completed his homework.

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4. Tick one box in each row to show whether the underlined clause is a main clause or a subordinate clause.

Sentence	Main Clause	Subordinate Clause
Although it was very late, I didn't feel tired at all.		✓
The team will win the gold cup if they win the game.	✓	
Sir Edmund Hilary, who was a famous explorer, reached the summit of Everest in 1953.		✓

5. Circle the two conjunctions in the sentence below.

Although it was raining, the children still went out and they got soaked.

6. Tick one box to show which part of the sentence is a relative clause.

Tick one

The beautiful, newborn baby, who was only a few hours old, slept soundly in his cot.

☐ ☑ ☐

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7. Underline the relative clause in the sentence below.

The girl, who works in the bakery, is my cousin.

8. Tick the option which shows how the underlined words in the sentence below are used.

The sword-wielding knight fought the ferocious dragon.

	Tick one
as a main clause	☐
as a fronted adverbial	☐
as a subordinate clause	☐
as a noun phrase	☑

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1. Tick one box in each row to show if the sentence is in the present progressive or in the past progressive.

Sentence	Present Progressive	Past Progressive
Katie's knitting skills are improving all the time.	✓	
Katie was knitting a new blanket at home.		✓
Katie is hoping to sell her knitted items.	✓	

2. Which sentence shows that you are most likely to eat spaghetti for dinner?

	Tick one
I might have spaghetti for dinner.	☐
I could have spaghetti for dinner.	☐
I shall have spaghetti for dinner.	☑
I may have spaghetti for dinner.	☐

3. Circle the two words that show the tense in the sentence below.

Sarah (ate) the cake even though her tummy (was) full.

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4. Complete the sentences below, using the simple past tense of the verbs in the boxes below.

On Saturday, when I went shopping.

go

I saw a bright T-shirt, which I later bought.

see

buy

5. Tick one box in each row to show whether the sentence is written in the active voice or passive voice.

Sentence	Active voice	Passive voice
The plane was boarded by the family.		✓
The boy ate the broccoli.	✓	
The shed was painted by the caretaker.		✓

6. Tick one box to show which part of the sentence is a relative clause.

The damage was caused by the hurricane.

The hurricane caused the damage.

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7. Which verb completes the sentence so that it uses the subjunctive form?

If I _____ the Prime Minister, I'd make the weekends longer.

	Tick one
am	☐
was	☐
were	☑
be	☐

8. Which sentence uses the present perfect form?

	Tick one
Yan went to the shops and bought some sweets.	☐
Since starting swimming lessons, Josh has been more confident in the water.	☑
Before she came home, Judy went to the park with her friends.	☐
Jamelia went to Spain on her holiday.	☐

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1. Which sentence uses the colon correctly?

	Tick one
I bought several new clothes a T-shirt: new jeans, new trainers and a jumper.	☐
I bought several new clothes: a T-shirt, new jeans, new trainers and a jumper	☑
I bought several new clothes a: T-shirt, new jeans, new trainers and a jumper	☐
I bought several: new clothes a T-shirt, new jeans, new trainers and a jumper	☐

2. Tick two boxes to show where the inverted commas should go.

☑ ☑ ☐ ☐

I think we've discovered a new dinosaur, said the palaeontologist.

3. Insert one comma in the correct place in the sentence below.

Walking slowly**,** the old lady entered the shop.

4. Which sentence uses the hyphen correctly?

	Tick one
Byron's grandma is a kind-hearted-person.	☐
Byron's grandma is a kind hearted-person.	☐
Byron's grandma is a kind-hearted person.	☑
Byron's-grandma is a kind hearted person.	☐

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5. a) What is the name of the punctuation mark on either side of the words 'which was wrapped in bandages' in the sentence below?

The mummy (which was wrapped in bandages) was discovered in Egypt.

brackets

b) Name a different type of punctuation that could have been used correctly in the same places?

dashes or commas

6. You are giving feedback to a friend to correct the punctuation in the box below. Which two pieces of advice should you give to correct the punctuation.

"Wow" shouted the excited boy!

	Tick two
There should be an exclamation mark after the inverted commas.	☐
There should be an exclamation mark after the word 'wow'.	☑
The sentence should end with a full stop instead of an exclamation mark.	☑
There should be an exclamation mark after the word shouted.	☐
There should be a comma after shouted.	☐

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7. Which sentence uses capital letters correctly?

	Tick one
The young girl went to see buckingham Palace in London.	
The young girl went to see Buckingham palace in London.	
The young girl went to see Buckingham Palace in London.	✓
The young Girl went to see Buckingham Palace in london.	

8. Insert a semi-colon in the correct place in the sentence below.

Liam was sent home from school early; he had been feeling ill all day.

9. Circle the word in the passage below that contains an apostrophe for possession.

It was twelve o'clock and Shelly's birthday party was about to begin. However, her mum was worried because they couldn't find the cake and the entertainer hadn't turned up yet.

10. Tick one box in each row to show whether the commas are used correctly in the sentence.

Sentence	Commas used correctly	Commas used incorrectly
The new games console, which had just been released, had already sold out.	✓	
Yesterday I went shopping and bought a new book, a pencil case and a present, for my dad.		✓
I invited Jake, Hasan, Molly and Charlotte to my birthday party.	✓	
Jane, who lived, with Tarzan in the jungle learnt to swing from tree to tree.		✓

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11. a) Insert a comma in the sentence below to make it clear that only Susan and Peter went to see Aslan the lion.

After they left Edmund, Susan and Peter went to see Aslan the lion.

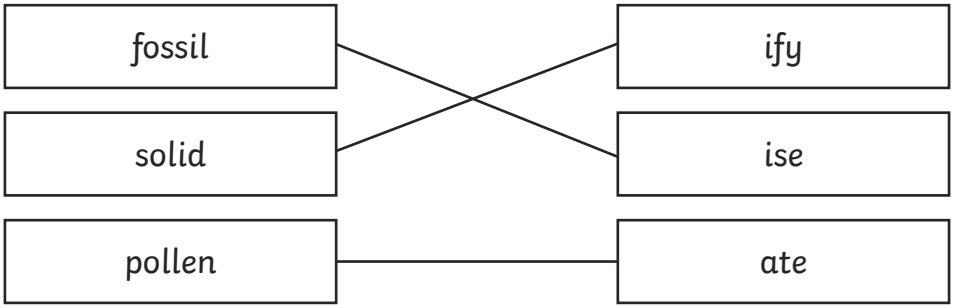
b) Insert commas in the sentence below to make it clear that all the children went to see Aslan the lion.

After they left, Edmund, Susan and Peter went to see Aslan the lion.

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G6: Vocabulary **Answers**

1. Draw a line to match each word to the correct suffix to make a verb.



2. What does the root phone mean in the word family below?

homo**phone** tele**phone** **phon**ics micro**phone**

	Tick one
colourful or bright	☐
writing or drawing	☐
sound	☑
moving pictures	☐

3. What does the prefix 'sub' mean in each of the words below?

submarine **sub**merge **sub**way **sub**terranean

	Tick one
outside or external	☐
under or below	☑
through or across	☐
two or twice	☐

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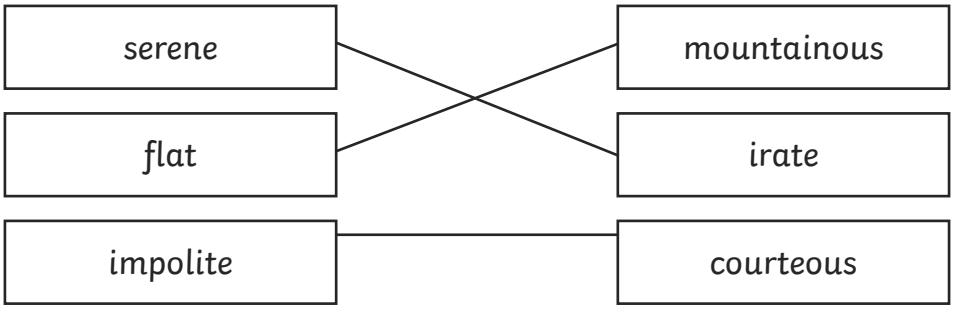
4. a) Write an explanation of the word synonym.

A word or phrase with the same or similar meaning as another word or phrase.

b) Write one word that is a synonym of tasty.

e.g. delicious, appetising, scrumptious, delectable

5. Draw a line to match each word to its correct antonym.



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G7: Standard English and Formality **Answers**

1. Which sentence is written in Standard English?

	Tick one
That new film were right good.	☐
I would of done it myself.	☐
I been there last week.	☐
It was a great concert.	✓

2. Change the following sentence to Standard English:

We was really late for school.

We were really late for school.

3. What does the prefix 'sub' mean in each of the words below?

Sentence	Formal	Informal
I guarantee that your flight experience will be a positive one.	✓	
It was a dead good trip!		✓
When is the television programme scheduled to begin?	✓	
What time is that TV show on?		✓
The two boys were acting rather curiously.	✓	

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4. Explain why this sentence is not Standard English:

I am not going nowhere.

The sentence contains a double negative. It should say 'I am going nowhere' or 'I am not going anywhere.'

5. Rewrite each informal sentence using more formal language:

a) Deanna always butts in when we are talking.

Deanna always interrupts our conversations.

b) Do ya fancy going to the flicks later?

Would you like to come to the cinema later?

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