

Coverage List: English Grammar and Punctuation Practice Tests Year 6

| | Content | Test 1 | Test 2 | Test 3 | Test 4 | Test 5 | Test 6 |
|---|--|--------|--------|--------|--------|--------|--------|
| Year 3 | Formation of nouns using a range of prefixes | | | | | • | |
| | Use of the forms a or an | | | | | • | |
| | Word families based on common words | | | | | | • |
| | Expressing time, place and cause using conjunctions, adverbs or prepositions | • | • | • | • | | • |
| | Use of the present perfect form of verbs | | | • | • | | |
| | Introduction to inverted commas to punctuate direct speech | | | • | • | | |
| | Headings and sub-headings to aid presentation | | | | • | | |
| Terminology for pupils preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks') | | | | | | | |
| Year 4 | Grammatical difference between plural and possessive –s | | • | | | | • |
| | Standard English forms for verb inflections instead of local spoken forms | • | | | • | | |
| | Fronted adverbials | • | • | • | • | | |
| | Appropriate choice of pronoun or noun within and across sentences | • | | • | | | |
| | Use of inverted commas and other punctuation to indicate direct speech | | | • | • | | • |
| | Apostrophes to mark plural possession | | • | | | | • |
| | Use of commas after fronted adverbials | • | • | • | • | | |
| Terminology for pupils determiner, pronoun, possessive pronoun, adverbial | | | | | | | |

Coverage List: English Grammar and Punctuation Practice Tests Year 6

| Content | | Test 1 | Test 2 | Test 3 | Test 4 | Test 5 | Test 6 |
|----------------|--|---------------|---------------|---------------|---------------|---------------|---------------|
| Year 5 | Converting nouns or adjectives into verbs using suffixes | | | | • | | |
| | Verb prefixes | | | | | • | |
| | Relative clauses /relative pronoun | • | • | | | | • |
| | Indicating degrees of possibility using adverbs | | | | | • | |
| | Indicating degrees of possibility using modal verbs | | • | • | | | |
| | Linking ideas using adverbials of time, place, number, tense | • | • | | • | | • |
| | Brackets, dashes or commas to indicate parenthesis | | • | • | | • | |
| | Use of commas to clarify meaning or avoid ambiguity | | | | | | • |
| | Vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing | | • | | | | • |
| | How words are related by meaning as synonyms and antonyms | • | • | • | • | | |
| | Use of the passive to affect the presentation of information in a sentence | • | | • | • | | |
| | The difference between structures typical of informal speech and structures appropriate for formal speech and writing (question tags, subjunctive forms) | | | • | | • | • |
| | Terminology for pupils modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity | | | | | | |

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| | Content | Test 1 | Test 2 | Test 3 | Test 4 | Test 5 | Test 6 |
|---------------|--|---------------|---------------|---------------|---------------|---------------|---------------|
| Year 6 | The difference between vocabulary and structure typical of informal speech and that appropriate for formal speech and writing or the use of subjunctive forms | • | • | | • | • | • |
| | How words are related by meaning as synonyms and antonyms | • | • | • | • | | |
| | Use of the passive to affect the presentation of information in a sentence | • | | | • | • | |
| | Use of the semi-colon, colon and dash to mark the boundary between independent clauses | • | | | • | | |
| | Use of the colon to introduce a list and use of semi-colons within lists | • | | | | • | |
| | Punctuation of bullet points to list information | | | | • | | • |
| | How hyphens can be used to avoid ambiguity | | • | | | | • |
| | Terminology for pupils subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points | | | | | | |

Name:

Date:

10
total marks

Year 6 English Grammar and Punctuation Test 1

1. **Circle** the object in this sentence.

I stroked the cat carefully.

1 mark

2. **Fill in the gaps** in the sentence below using the passive form of the verb in the boxes.

After he his breakfast, the dog by his owner.

to give

to walk

1 mark

3. **Add** a comma to this sentence in the correct place.

Although she had left on time she was late for school.

1 mark

4. Read this sentence. Which punctuation mark is missing from the box? **Circle one.**

It's very hot today you'd better put on some sunscreen.

1 mark

colon semi colon comma question mark

total for this page

5. Which sentence is punctuated correctly? **Tick one.**

I have two hobbies; painting and hockey.

I have two hobbies painting and hockey.

I have two hobbies: painting and hockey.

1 mark

6. What does the word 'swiftly' mean in this sentence? **Tick one.**

The owl flew **swiftly** towards its prey.

gradually

quickly

slowly

casually

1 mark

7. **Circle** the subject in this sentence.

On Thursday, Millie played at her friend's house.

1 mark

total for this page

8. Replace the verb in this sentence with the correct Standard English form.

1 mark

I **were** first to arrive at the park.

↑

9. Read the passage below. Tick the pair of pronouns which best completes the sentence.

1 mark

My brother and I love ice-skating and both have a pair of skates.

are much better than the skates you hire from the ice-rink.

us / We

me / It

we / They

me / Them

10. Circle the relative pronoun in the sentence below.

1 mark

It's too rainy for the picnic today, which is a shame.

END OF TEST

total for this page

| | |
|--|---------------|
| <p>1 I stroked the <u>cat</u> carefully.</p> | <p>1 mark</p> |
| <p>2 After he <u>was given</u> his breakfast, the dog <u>was walked</u> by his owner.</p> | <p>1 mark</p> |
| <p>3 Although she had left on time she was late for school.</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p> | <p>1 mark</p> |
| <p>4 colon <u>semi colon</u> comma question mark</p> | <p>1 mark</p> |
| <p>5 I have two hobbies; painting and hockey. <input type="checkbox"/></p> <p>I have two hobbies painting and hockey. <input type="checkbox"/></p> <p>I have two hobbies: painting and hockey. <input checked="" type="checkbox"/></p> | <p>1 mark</p> |

| | |
|--|---------------|
| <p>6 gradually <input type="checkbox"/></p> <p>quickly <input checked="" type="checkbox"/></p> <p>slowly <input type="checkbox"/></p> <p>casually <input type="checkbox"/></p> | <p>1 mark</p> |
| <p>7 On Thursday, <u>Millie</u> played at her friend's house.</p> | <p>1 mark</p> |
| <p>8 <input type="checkbox"/> was <input type="checkbox"/></p> | <p>1 mark</p> |
| <p>9 us / We <input type="checkbox"/></p> <p>me / It <input type="checkbox"/></p> <p>we / They <input checked="" type="checkbox"/></p> <p>me / Them <input type="checkbox"/></p> | <p>1 mark</p> |
| <p>10 It's too rainy for the picnic today, <u>which</u> is a shame.</p> | <p>1 mark</p> |

Name:

Date:

| |
|-------------|
| 10 |
| total marks |

Year 6 English Grammar and Punctuation Test 2

1. Fill in the gaps in the sentence below using the past progressive form of the verb in the boxes.

Whilst I was on the slide, my dad was
 my sister on the swing.
↑ ↑
 to play to push

| |
|--------|
| 1 mark |
|--------|

2. Add brackets to this sentence in the correct place.

The children who were very excited couldn't wait to meet the Queen.

| |
|--------|
| 1 mark |
|--------|

3. Circle the relative pronoun in this sentence.

This is the girl who helps out at the weekends.

| |
|--------|
| 1 mark |
|--------|

| |
|------------------------|
| total for this page |
|------------------------|

4. Which sentence is the most likely to happen? **Tick one.**

- We could go to the swimming pool today.
- He can come to my party today.
- She will buy some new shoes today.
- They might have fish fingers for tea today.

1 mark

5. Alligators in Florida have been known to attack and eat humans. Bearing this in mind, **tick** the sentence below which has been **punctuated correctly**.

- Beware of the man eating alligators - if you travel by boat in Florida.
- Beware of the man-eating alligators if you travel by boat in Florida.
- Beware of the man eating-alligators if you travel by boat in Florida.

1 mark

6. **Draw lines** to match the informal words to their formal synonym.

- | | |
|--|---------------------------------------|
| <input type="text" value="find out"/> | <input type="text" value="request"/> |
| <input type="text" value="go in"/> | <input type="text" value="discover"/> |
| <input type="text" value="ask for"/> | <input type="text" value="prepare"/> |
| <input type="text" value="get ready"/> | <input type="text" value="enter"/> |

1 mark

total for this page

7. **Rewrite** the sentence below so that it begins with the adverbial. Use only the same words and remember to punctuate your sentence correctly.

1 mark

The wizard mixed up a new spell late at night.

8. In a café, a waiter is very busy taking orders. He has lots of customers. Bearing this in mind, which sentence is correctly punctuated? **Tick one.**

1 mark

The waiter took the customers order's.

The waiter took the customer's orders.

The waiter took the customers' orders.

9. **Circle all the determiners** in the sentence below.

1 mark

The man's hair was very long, so my uncle cut it using a pair of the clippers he owns.

10. **Underline** the subordinate clause in this sentence.

1 mark

I don't need a school dinner today because I have brought sandwiches.

END OF TEST

total for this page

| | |
|--|---------------|
| <p>1 Whilst I was <input type="text" value="playing"/> on the slide, my dad was my <input type="text" value="pushing"/> sister on the swing.</p> | <p>1 mark</p> |
| <p>2 The children (who were very excited) couldn't wait to meet the Queen.</p> | <p>1 mark</p> |
| <p>3 This is the girl (who) helps out at the weekends.</p> | <p>1 mark</p> |
| <p>4 We could go to the swimming pool today. <input type="checkbox"/></p> <p>He can come to my party today. <input type="checkbox"/></p> <p>She will buy some new shoes today. <input checked="" type="checkbox"/></p> <p>They might have fish fingers for tea today. <input type="checkbox"/></p> | <p>1 mark</p> |
| <p>5 Beware of the man eating alligators - if you travel by boat in Florida. <input type="checkbox"/></p> <p>Beware of the man-eating alligators if you travel by boat in Florida. <input type="checkbox"/></p> <p>Beware of the man eating-alligators if you travel by boat in Florida. <input checked="" type="checkbox"/></p> | <p>1 mark</p> |

| | |
|---|---------------|
| <p>6</p> <div style="display: flex; flex-wrap: wrap;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin: 5px;">find out</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin: 5px;">request</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin: 5px;">go in</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin: 5px;">discover</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin: 5px;">ask for</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin: 5px;">prepare</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin: 5px;">get ready</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin: 5px;">enter</div> </div> | <p>1 mark</p> |
| <p>7</p> <div style="border: 1px solid black; border-radius: 10px; padding: 10px; text-align: center;"> <p>Late at night, the wizard mixed up a new spell.</p> </div> | <p>1 mark</p> |
| <p>8 The waiter took the customers order's. <input type="checkbox"/></p> <p>The waiter took the customer's orders. <input type="checkbox"/></p> <p>The waiter took the customers' orders. <input checked="" type="checkbox"/></p> | <p>1 mark</p> |
| <p>9 (The) man's hair was very long, so (my) uncle cut it using (a) pair of (the) clippers he owns.</p> | <p>1 mark</p> |
| <p>10 I don't need a school dinner today <u>because</u> <u>I have brought sandwiches.</u></p> | <p>1 mark</p> |

Name:

Date:

10
total marks

Year 6 English Grammar and Punctuation Test 3

1. **Fill in the gap** in the sentence below using the present perfect form of the verb in the box.

You since I last saw you.

↑
 to grow

1 mark

2. **Circle** the word or words that make this sentence a question.

You went to Ireland for your holiday, didn't you?

1 mark

3. Which sentence uses inverted commas correctly? **Tick one.**

“Harry! Come quickly! shouted Mum”.

“Harry!” Come quickly!” shouted Mum.

“Harry! Come quickly!” shouted Mum.

1 mark

total for
this page

4. What type of word is underlined in this sentence? **Tick one.**

1 mark

Alex said that we could go to his house to play.

noun

verb

determiner

5. Which box shows where a comma should be used? **Tick one.**

1 mark

Since moving to the city Tanya had struggled to make new friends.

6. **Circle** the modal verbs in this sentence.

1 mark

If I can leave early, I would like to meet Anna at the park, as she said she might be there.

total for this page

7. **Complete** the sentence below using the correct conjunctions. Use each conjunction once only.

You can have butter jam marmalade on your toast, we don't have any honey.

and but or

1 mark

8. Read this sentence. Which words in the table below show a synonym and an antonym for the word 'considerate'? **Tick one pair.**

Cinderella was nothing like her sisters - she was sweet and considerate.

| synonym | antonym | Tick one pair |
|------------|----------|---------------|
| kind | naughty | |
| thoughtful | selfish | |
| generous | uncaring | |

1 mark

9. **Add the correct possessive pronoun** to the sentence below.

Gran smiled slowly and reached out hand.

1 mark

total for this page

10. Tick **one box** to show whether the word ‘before’ is used as a preposition or a subordinating conjunction.

1 mark

| Sentence | ‘before’ used as a subordinating conjunction | ‘before’ used as a preposition |
|---|--|--------------------------------|
| We left the cinema before the film had ended. | | |
| Simon finished before Paul in the race. | | |
| Train tickets are often cheaper before 9am. | | |



END OF TEST

total for this page

1 You since I last saw you. 1 mark

2 You went to Ireland for your holiday, 1 mark

3 "Harry! Come quickly! shouted Mum". 1 mark
 "Harry!" Come quickly!" shouted Mum.
 "Harry! Come quickly!" shouted Mum.

4 noun 1 mark
 verb
 determiner

5 Since moving to the city Tanya had 1 mark
 struggled to make new friends.

6 If I leave early, I like to meet Anna at the park, as she said she be there. 1 mark

7 You can have butter jam marmalade on your toast, we don't have any honey. 1 mark

8

| synonym | antonym | Tick one pair |
|------------|----------|---------------|
| kind | naughty | |
| thoughtful | selfish | x |
| generous | uncaring | |

 1 mark

9 Gran smiled slowly and reached out hand. 1 mark

10

| Sentence | 'before' used as a subordinating conjunction | 'before' used as a preposition |
|---|--|--------------------------------|
| We left the cinema before the film had ended. | x | |
| Simon finished before Paul in the race. | | x |
| Train tickets are often cheaper before 9am. | | x |

 1 mark

Name:

Date:

| |
|-------------|
| 10 |
| total marks |

Year 6 English Grammar and Punctuation Test 4

1. Read the sentence below. **Tick one word** that is closest in meaning to the word 'dragged'.

Ali dragged the box out from the back of the cupboard.

carried

packed

pulled

lifted

1 mark

2. **Circle the direct speech** in this sentence.

"Watch out!" cried the farmer.

1 mark

3. Read the sentences below. **Tick the preposition** which best completes **both** sentences.

She starts her new school next week.

Jim and John are the cinema this afternoon.

in

at

around

1 mark

total for
this page

4. The sentence below has an error. **Circle the error and write the correction below.**

We wasn't very happy being stuck in the traffic jam.

1 mark

5. **Underline the adverbial phrase** in this sentence.

The music teacher played the piano better than her student.

1 mark

6. Read the words below. **Tick one suffix** which would correctly change each noun into a verb.

| Noun | ate | ify | ise |
|----------|-----|-----|-----|
| apology | | | |
| solid | | | |
| medicine | | | |

1 mark

7. **Complete** the sentence below using the past perfect tense.

He is sure that he her before.

↑

1 mark

total for this page

8. Read these sentences. **Tick one box for each sentence** to show whether it is written in the active voice or passive voice.

1 mark

| Sentence | Active voice | Passive voice |
|---|--------------|---------------|
| Our dog burst my brother's football. | | |
| My brother's football was burst by our dog. | | |

9. Read the sentences below. **Tick** the sentence which uses a **semi-colon** correctly.

1 mark

Jack is a boy Jill; is a girl.

Jack is a boy; Jill is a girl.

Jack is a boy Jill is; a girl.

Jack; is a boy Jill is a girl.

10. Which list punctuates bullet points correctly? **Tick one.**

1 mark

To make a cake you will need:

- flour
- sugar
- eggs
- butter

To make a cake you will need:

- flour,
- sugar;
- eggs
- butter,

END OF TEST

total for this page

1 carried
 packed
 pulled
 lifted 1 mark

2 "Watch out!" cried the farmer. 1 mark

3 in
 at
 around 1 mark

4 We wasn't very happy being stuck in the traffic jam. 1 mark

5 The music teacher played the piano better than her student. 1 mark

6

| Noun | ate | ify | ise |
|----------|-----|-----|-----|
| apology | | | x |
| solid | | x | |
| medicine | x | | |

 1 mark

7 He is sure that he her before. 1 mark

8

| Sentence | Active voice | Passive voice |
|---|--------------|---------------|
| Our dog burst my brother's football. | x | |
| My brother's football was burst by our dog. | | x |

 1 mark

9 Jack is a boy Jill; is a girl.
 Jack is a boy; Jill is a girl.
 Jack is a boy Jill is; a girl.
 Jack; is a boy Jill is a girl. 1 mark

10

| | |
|---|---|
| To make a cake you will need: • flour • sugar • eggs • butter | To make a cake you will need: • flour • sugar • eggs • butter |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> |

 1 mark

Name:

Date:

10
total marks

Year 6 English Grammar and Punctuation Test 5

1. **Draw lines** to match the words to the correct prefix.

super

freeze

auto

market

anti

biography

1 mark

2. **Add 'a' or 'an'** to the sentence below.

I need to get loaf of bread, pint of milk and orange from the shops.

1 mark

3. The sentence below is missing dashes. **Add a pair of dashes** so that the sentence is punctuated correctly.

My favourite sandwich filling egg mayonnaise is also my Mum's favourite.

1 mark

total for this page

4. Use a prefix at the start of each verb to make it mean the opposite.

respect

understand

activate

1 mark

5. Read the sentences below. Tick one box to show which sentence uses a colon correctly.

We've chosen two cities to visit London: and Paris.

We've chosen: two cities to visit London and Paris.

We've chosen two cities: to visit London and Paris

We've chosen two cities to visit: London and Paris.

1 mark

6. Circle the adverbs in this sentence.

I might go swimming, or perhaps I'll go tomorrow instead.

1 mark

total for this page

7. **Rewrite** the sentence below in the active voice.

1 mark

Bread is baked and sold by the baker.



8. Read the passage below. **Tick one** adverbial which would complete it.

1 mark

I think it might be best if we travelled to the airport on the train. , if we go in the car we won't have to carry the cases as far.

As a consequence

In contrast

On the other hand



total for this page

9. Which option completes the sentence below so that it uses the subjunctive mood? **Tick one.**

1 mark

I wish able to come to your party, but I'm afraid I will be busy.

I was

I will be

I would be

I were



10. Which list uses colons and semi-colons correctly? **Tick one.**

1 mark

Four schools attended the choral contest: Woodside, Farmbridge, Collington and Maybrook.

Four schools attended the choral contest; Woodside: Farmbridge: Collington: and Maybrook.



END OF TEST

total for this page

1

| | |
|-------|-----------|
| super | freeze |
| auto | market |
| anti | biography |

2 I need to get loaf of bread, pint of milk and orange from the shops.

3 My favourite sandwich filling - egg mayonnaise - is also my Mum's favourite.

4 respect
 understand
 activate

5 We've chosen two cities to visit London: and Paris.
We've chosen: two cities to visit London and Paris.
We've chosen two cities: to visit London and Paris
We've chosen two cities to visit: London and Paris.

1 mark

1 mark

1 mark

1 mark

6 I might go swimming , or perhaps I'll go tomorrow .

7

8 As a consequence
In contrast
On the other hand

9 I was
I will be
I would be
I were

10 Four schools attended the choral contest: Woodside, Farmbridge, Collington and Maybrook
Four schools attended the choral contest; Woodside: Farmbridge: Collington: and Maybrook.

1 mark

1 mark

1 mark

1 mark

Name:

Date:

10
total marks

Year 6 English Grammar and Punctuation Test 6

1. **Draw lines** to match the words to others in their word family.

solve

familiar

horrified

family

horrific

soluble

horror

solution

familiarise

1 mark

2. **Complete this sentence** using the conjunctions in the box. Use each conjunction only once.

I am going to wash up you tidy the table that

we can be ready quickly our guests will be arriving very soon.

because so while

1 mark

3. Read the sentence below. **Add inverted commas** in the correct places to punctuate the direct speech correctly.

Tickets please! shouted the conductor. All tickets, please!

1 mark

total for this page

4. Read the sentences below. **Tick one box** to show which sentence uses plural nouns correctly.

Romulus and Remus were twin boy's.

The holly bush in the school yard is full of berrys.

The thieves stole my purse.

My favourite superheroes are Batman and Superman.

1 mark

5. Look at the table below. **Put a tick in each row** to show whether the apostrophe is used for omission or possession.

| Sentence | Omission | Possession |
|---------------------------------------|----------|------------|
| We won't be able to see from here. | | |
| The waiter took the customer's order. | | |
| Tom's house is next to the park. | | |

1 mark

6. The sentence below does not include a relative pronoun. Rewrite the sentence using the relative pronoun **'which'**.

The book on the table is mine.

1 mark

total for this page

7. **Complete** the passage below using the correct adverbial of number from the box below.

1 mark

There are three reasons I don't like wasps. they sting,
 they hang around at picnics and
they make too much noise.

| | | |
|---------|---------|----------|
| firstly | finally | secondly |
|---------|---------|----------|

8. The sentence below is missing two commas. Without them, Bill has a very odd breakfast! **Insert the commas in the right place** to avoid any misunderstanding.

1 mark

Bill loves coffee eggs toast and jam for breakfast.

9. The sentence below is missing a question tag. **Tick one** which would complete the sentence appropriately.

1 mark

They've been here before

- didn't they?
- haven't they?
- weren't they?

total for this page

10. Read the sentences below. **Circle the word** which best fits in the space.

1 mark

A had been spotted in the sea.

After the race, it took me a long time to .

That is a .

.....

END OF TEST

total for
this page

1

| | | |
|--------|----------|-------------|
| solve | familiar | horrified |
| family | horrific | soluble |
| horror | solution | familiarise |

1 mark

2 I am going to wash up you tidy the table that we can be ready quickly our guests will be arriving very soon.

1 mark

3 "Tickets please!" shouted the conductor. "All tickets, please!"

1 mark

4 Romulus and Remus were twin boy's.

The holly bush in the school yard is full of berrys.

The thieves stole my purse.

My favourite superheroes are Batman and Superman.

1 mark

5

| Sentence | Omission | Possession |
|---------------------------------------|----------|------------|
| We won't be able to see from here. | x | |
| The waiter took the customer's order. | | x |
| Tom's house is next to the park. | | x |

1 mark

6 1 mark

7 There are three reasons I don't like wasps. they sting, they hang around at picnics and they make too much noise.

1 mark

8 Bill loves coffee, eggs, toast and jam for breakfast.

1 mark

9 didn't they?

haven't they?

weren't they?

1 mark

10 A had been spotted in the sea.

After the race, it took me a long time to .

That is a .

1 mark

Grammar and Punctuation

Guided PowerPoint

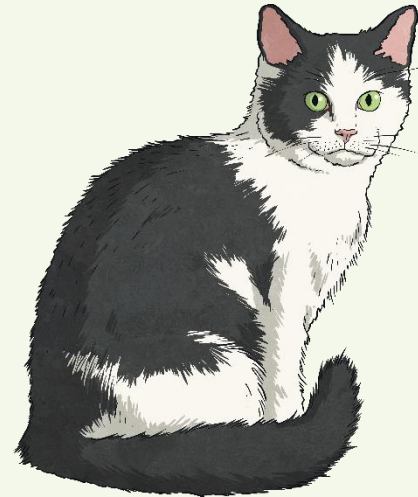
Test 1



1. **Circle** the object in this sentence.

1
mark

I stroked the **cat** carefully.



The object of the sentence is the 'thing' having the verb done to it.

What is being 'stroked' in this sentence? What is the subject of the sentence?

Key Skill: G.1.9 To recognise the subject and object in sentences.

2. **Fill in the gaps** in the sentence below using the passive form of the verb in the boxes.

1
mark

After he **was given** his breakfast, the dog **was walked** by his owner.

to give

to walk

What does 'passive' mean?

Remember that **passive** sentences use **is/was/were** followed by a past participle verb form, e.g. was taken.

Key Skill: G4.4 – To understand the use of the passive to affect the presentation of information in a sentence.

3. Add a comma to this sentence in the correct place.

1
mark

Although she had left on time she was late for school.

We need to add a comma after the subordinate clause.

Where does it end?

Key Skill: G.5.6.b. To use commas after fronted adverbials/ subordinate clauses.

4. Read the sentences. Which punctuation mark is missing from the box? **Circle one.**

1
mark

It's very hot today you'd better put on some sunscreen.

colon

semi colon

comma

question mark

Read the sentence carefully to ensure you understand the meaning.

Think about the function of the different punctuation marks to decide which one to use. Are the two parts of the sentence independent clauses?

Key Skill: G.5.11. To use semi colons to mark the boundary between independent clauses.

5. Which sentence is punctuated correctly? **Tick one.**

1
mark

I have two hobbies; painting and hockey.

I have two hobbies painting and hockey.

I have two hobbies: painting and hockey.



We use **colons** to introduce lists.

Can you see any lists in these sentences?

Key Skill: G.5.10. To use colons to introduce lists.

6. What does the word 'swiftly' mean in this sentence? **Tick one.**

1
mark

The owl flew **swiftly** towards its prey.

gradually

quickly

slowly

casually



Which of these words has the same meaning as 'swiftly'?

Key Skill: G.6.1. To understand how words are related by meaning as synonyms.

7. **Circle** the subject in this sentence.

1
mark

On Thursday, **Millie** played at her friend's house.

The '**subject**' of a sentence is usually a noun.

The actions of the subject are described by the verb in the sentence.

Can you find any nouns in this sentence? Which one has its actions described by the verb?

Key Skill: G.1.9 To recognise the subject and object in sentences.

8. **Replace the verb** in the sentence with the correct Standard English form.

1
mark



I **were** first to arrive at the park.

↑
was

What is meant by
'Standard English'?

Read the sentence with the word you
have chosen to ensure that it now
sounds correct.

Key Skill: G.7.1. – To use Standard English forms.

9. Read the passage below. **Tick** the pair of **pronouns** which best completes the sentence.

1
mark

My brother and I love ice-skating and both have a pair of skates.
 are much better than the skates you hire from the ice-rink.

us / We

me / It

we / They

me / Them

Which pronouns sound right in these sentences? Read them carefully with all of the options to decide which ones are correct.

Key Skill: G1.5 - To use appropriate pronouns to avoid repetition.

10. **Circle** the **relative pronoun** in the sentence below.

1
mark

It's too rainy for the picnic today, **which** is a shame.

Remember that a '**relative pronoun**' comes at the beginning of a relative clause. Can you find the relative clause in this sentence?

Relative pronouns include who, which, where, when, whose and that.

Key Skill: G.3.1.a. To recognise relative clauses beginning with relative pronouns
–e.g. who, which, where, when, whose, that.



Grammar and Punctuation

Guided PowerPoint

Test 2



1
mark

1. **Fill in the gaps** in the sentence below using the past progressive form of the verb in the boxes.

Whilst I was **playing** on the slide, my dad was **pushing** my sister on the swing.

to play

to push

'Past progressive' verbs describe events that took place in the past over a period of time.

In this sentence, you already have the auxiliary verb 'was' so you now need to add the continuous form of the main verbs.

Key Skill: G.1.2. To recognise and use past progressive verb form.

1
mark

2. **Add** brackets to this sentence in the correct place.

The children (who were very excited) couldn't wait to meet the Queen.

'Parenthesis' is a word, phrase or sentence that is put in writing as extra information or an afterthought. If you took the parenthesis away, the passage would still be complete without it.

Brackets, dashes or commas can be used to indicate parenthesis, but in this question you are being asked to use **brackets**.

Key Skill: G.5.9. To use brackets, dashes or commas to indicate parenthesis.

3. **Circle** the relative pronoun in this sentence.

1
mark

This is the girl **who** helps out at the weekends.



Remember that a '**relative pronoun**' comes at the beginning of a relative clause. Can you find the relative clause in this sentence?

Relative pronouns include who, which, where, when, whose and that.

Key Skill: G.3.1.a. To recognise relative clauses beginning with relative pronouns
–e.g. *who, which, where, when, whose, that.*

4. Which sentence is the most likely to happen? **Tick one.**

1
mark

We could go to the swimming pool today.

He can come to my party today.

She will buy some new shoes today.

They might have fish fingers for tea today.

Modal verbs usually come before another verb to show the possibility or certainty of the action happening. Which sentence is the most certain?

Key Skills: G.4.1.c. To recognise modal verbs that indicate degrees of possibility.

1
mark

5. Alligators in Florida have been known to attack and eat humans. Bearing this in mind, **tick** the sentence below which has been **punctuated correctly**.

- Beware of the man eating alligators - if you travel by boat in Florida.
- Beware of the man-eating alligators if you travel by boat in Florida.
- Beware of the man eating-alligators if you travel by boat in Florida.

Hyphens join together words or parts of words. They are very useful as they can help to clarify the meaning of a word or phrase and avoid ambiguity in writing.

Key Skill: G.5.13. To recognise and use hyphens to avoid ambiguity.

6. **Draw lines** to match the informal words to their formal synonym.

1
mark

| | |
|-----------|----------|
| find out | request |
| go in | discover |
| ask for | prepare |
| get ready | enter |

Think carefully about the meaning of these words to find their **synonym**.

Key Skill: G.6.1. To understand how words are related by meaning as synonyms.

1
mark

7. **Rewrite** the sentence below so that it begins with the adverbial. Use only the same words and remember to punctuate your sentence correctly.

The wizard mixed up a new spell late at night.

Late at night, the wizard mixed up a new spell.

What is an **adverbial**? Where is the adverbial phrase in this sentence?

'Fronted adverbials' are words or phrases at the beginning of a sentence which are used to describe the action that follows (time, place, frequency, manner, degree or possibility).

Key Skill: G.1.6.a./G5.6.a. To use commas for clarity with fronted adverbials.

8. In a café, a waiter is very busy taking orders. He has lots of customers. Bearing this in mind, which sentence is correctly punctuated? **Tick one.**

1
mark

The waiter took the customers order's.

The waiter took the customer's orders.

The waiter took the customers' orders.

How is the **apostrophe** being used in each of these sentences?
Which one shows that there were lots of customers?

Key Skill: G5.8: To use apostrophes to mark plural possession.

9. Circle all the determiners in the sentence below.

1
mark

The man's hair was very long, so my uncle cut it using a pair of the clippers he owns.

What are '**determiners**'?

Determiners are words that come before the noun phrase. They tell us whether the noun phrase is specific or general. They can also show possession and quantity.

Key Skill: G1.8. To recognise and use appropriate determiners.

10. **Underline** the subordinate clause in this sentence.

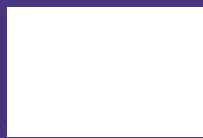
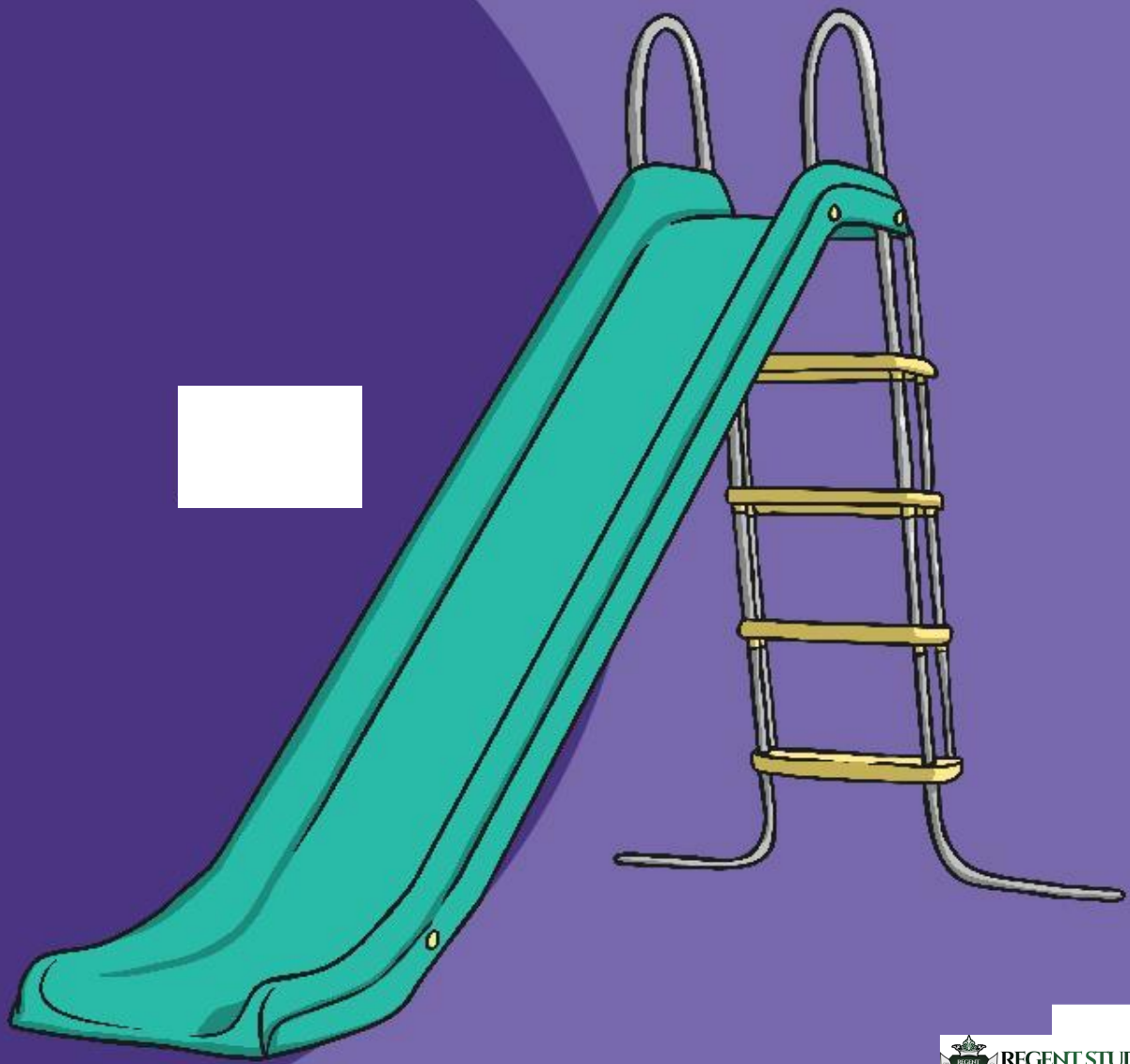
1
mark

I don't need a school dinner today because I have brought sandwiches.

What are '**subordinate clauses**'?

A **subordinate clause** adds extra information to make a multi-clause (complex) sentence. It doesn't make sense on its own – which part of this sentence does not stand alone?

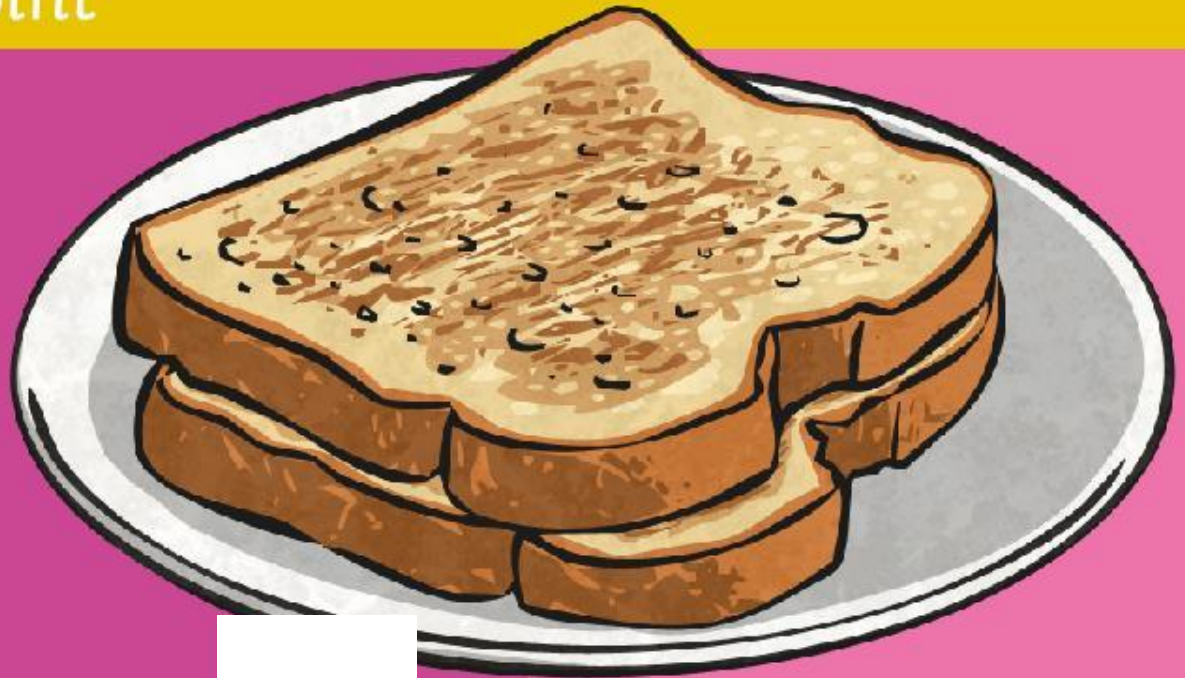
Key Skill: G.3.4. To recognise and use subordinate clauses.



Grammar and Punctuation

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Test 3



1
mark

1. **Fill in the gap** in the sentence below using the present perfect form of the verb in the box.

You **have grown** since I last saw you.

to grow



Read the sentence carefully to ensure you understand the meaning. How do you create the present perfect tense?

Read it again with the words you have chosen to check that it sounds right.

Key Skill: G.4.1.b. To recognise and use the perfect form of verbs to mark relationships of time and cause.

2. **Circle** the word or words that make this sentence into a question.

1
mark

You went to Ireland for your holiday, **didn't you?**



If you removed the **question tag**, you would be left with a statement.

Key Skill: G.2.2. To recognise how the grammatical patterns in a sentence indicate its function as a question.

3. Which sentence uses inverted commas correctly? **Tick one.**

1
mark

“Harry! Come quickly! shouted Mum”.

“Harry!” Come quickly!” shouted Mum.

“Harry! Come quickly!” shouted Mum.

Think carefully about all of the rules for punctuating speech correctly.
Where are the spoken words?

Key Skill: G.5.7. To accurately use inverted commas and other punctuation to indicate direct speech.

4. What type of word is underlined in this sentence? **Tick one.**

1
mark

Alex said that we could go to his house to play.

noun

verb

determiner

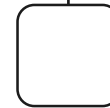
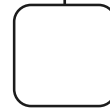
Read the sentence carefully to ensure you understand the meaning.
What is the function of the word 'his'?

Key Skills: G.1.8. To recognise and use correct determiners.

5. Which box shows where a comma should be used? **Tick one.**

1
mark

Since moving to the city Tanya had struggled to make new friends.



We need to add a comma after the fronted adverbial.

Where does it end?

Key Skill: G.5.6.b. To use commas after fronted adverbials.

6. **Circle** the modal verbs in this sentence.

1
mark

If I **can** leave early, I **would** like to meet Anna at the park, as she said she **might** be there.

What are '**modal verbs**'?

Modal verbs usually come before another verb to show the possibility or certainty of the action happening. You need to spot all of the modal verbs to get the mark!

Key Skills: G.4.1.c. To recognise modal verbs that indicate degrees of possibility.

7. **Complete** the sentence below using the correct conjunctions.
Use each conjunction only once.

1
mark

You can have butter **and** jam **or** marmalade on your
toast, **but** we don't have any honey.

and

but

or

Read the sentence carefully to ensure you understand the meaning. Tick
the conjunctions off as you use them.

Read it again when you have inserted the words to check that it
sounds correct.

Key Skill: G.3.3. To recognise and use co-ordinating conjunctions (or, and, but).

8. Read this sentence. Which words in the table below show a synonym and an antonym for the word 'considerate'?
Tick one pair.

1
mark

Cinderella was nothing like her sisters – she was sweet and **considerate**.

| synonym | antonym | Tick one pair |
|------------|----------|---------------|
| kind | naughty | |
| thoughtful | selfish | ✓ |
| generous | uncaring | |

Think carefully about the meaning of 'considerate' to be able to find its **synonym** and **antonym**.

Key Skill: G.6.1. To understand how words are related by meaning as synonyms and antonyms.

9. Add the correct possessive pronoun to the sentence below.

1
mark

Gran smiled slowly and reached out hand.



Possessive pronouns are used in place of the noun to indicate who something belongs to.

Who does the 'hand' belong to?

Key Skill: G1.5a: To use possessive pronouns.

10. Tick one box to show whether the word 'before' is used as a preposition or a subordinating conjunction.

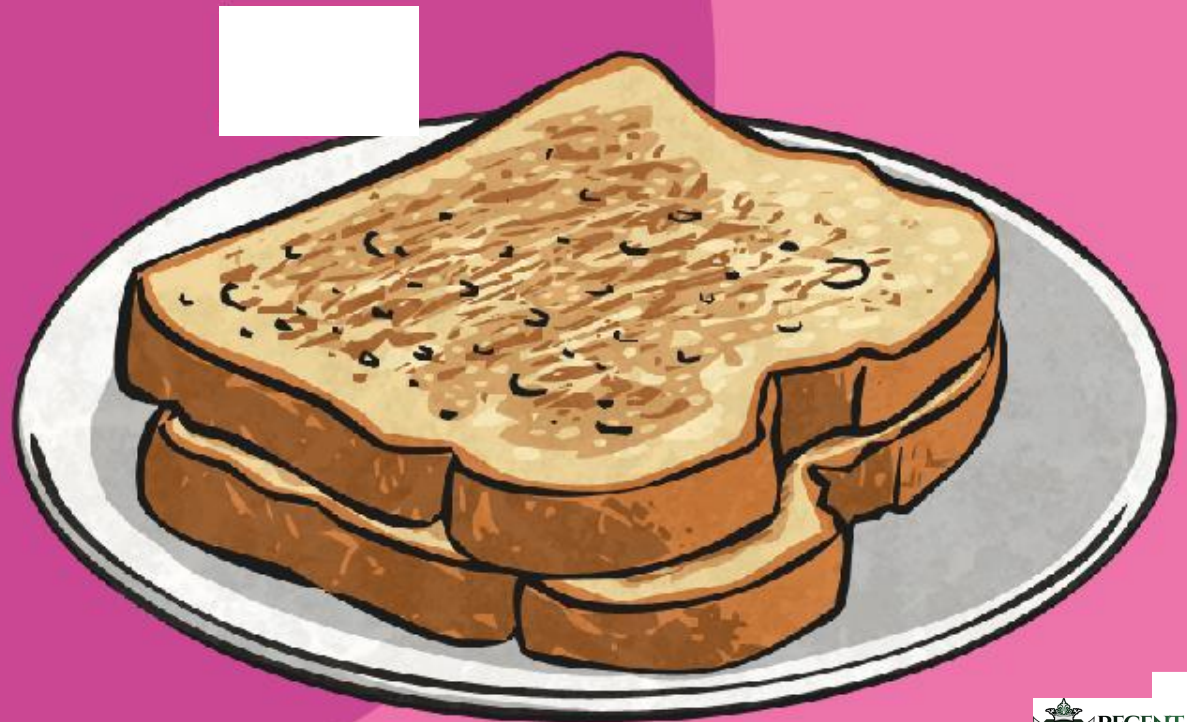
1
mark

| Sentence | 'before' used as a subordinating conjunction | 'before' used as a preposition |
|---|--|--------------------------------|
| We left the cinema before the film had ended. | ✓ | |
| Simon finished before Paul in the race. | | ✓ |
| Train tickets are often cheaper before 9am. | | ✓ |

Is 'before' at the beginning of a **subordinate clause** that contains a subject and a verb? If it is, then it is being used as a **subordinating conjunction**.

If 'before' has just a **noun** (with or without modifiers) following it, then it is being used as a **preposition**.

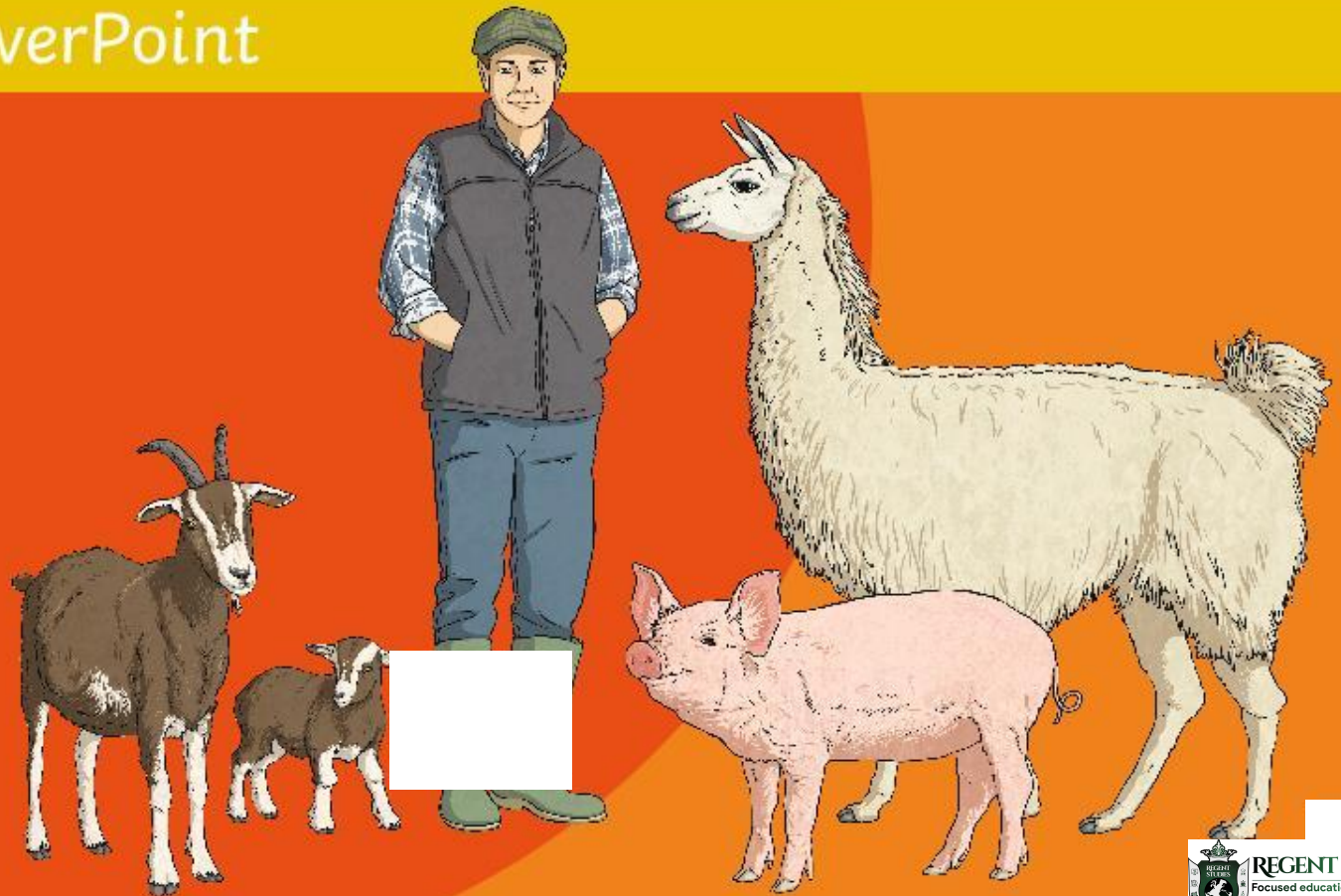
Key Skills: G1.7: To recognise prepositions to express time, place and cause / **G3.4.** To recognise subordinating conjunctions.



Grammar and Punctuation

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Test 4



1. Read the sentence below. **Tick one word** that is closest in meaning to the word 'dragged'.

1
mark

Ali dragged the box out from the back of the cupboard.

carried

packed

pulled

lifted



Which of these words has the same meaning as 'dragged'?

Key Skill: G.6.1. To understand how words are related by meaning as synonyms.

2. **Circle** the **direct speech** in this sentence.

1
mark

“Watch out!” cried the farmer.



‘Direct speech’ is what is actually being said so will be contained within **inverted commas**.

Key Skill: G.5.7. To recognise direct speech within a sentence.

3. Read the sentences below. **Tick the preposition** which best completes **both** sentences.

1
mark

She starts her new school next week.

Jim and John are the cinema this afternoon.

in

at

around

Read the sentences carefully to decide which **preposition** sounds correct in **both** sentences.

Key Skills: G1.7: To recognise prepositions to express time, place and cause.

4. The sentence below has an error. **Circle the error and write the correction below.**

1
mark

We **wasn't** very happy being stuck in the traffic jam.

weren't or were not

or

He/she wasn't

Read the sentence carefully to ensure you understand the meaning.
Which verb isn't written in Standard English form?

Reread the sentence with the verb you have chosen to make sure it sounds correct.

Key Skills: G.7.1. To use Standard English verb forms.

5. **Underline** the **adverbial phrase** in this sentence.

1
mark

The music teacher played the piano better than her student.



Read the sentence carefully to ensure you understand the meaning.

Adverbial phrases describe how, where, when, how long or why something happens and do not make sense alone. Where is the adverbial phrase in this sentence?

Key Skill: G.1.6.a. To recognise and use adverbial phrases.

6. Read the words below. **Tick one suffix** which would correctly change each noun into a verb.

1
mark

| Noun | ate | ify | ise |
|----------|-----|-----|-----|
| apology | | | ✓ |
| solid | | ✓ | |
| medicine | ✓ | | |

Say each new word aloud – do they sound right?

Key Skill: G.6.3. To convert nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify).

8. Read these sentences. **Tick one box for each sentence** to show whether it is written in the active voice or passive voice.

1
mark

| Sentence | Active voice | Passive voice |
|---|--------------|---------------|
| Our dog burst my brother's football. | ✓ | |
| My brother's football was burst by our dog. | | ✓ |

What do 'active' and 'passive' mean?

Top Tip: Passive sentences often contain the word 'by'.

Key Skill: G4.4: To recognise active and passive voice.

9. Read the sentence below. **Tick** the sentence which uses a **semi-colon** correctly.

1
mark

Jack is a boy Jill; is a girl.

Jack is a boy; Jill is a girl.

Jack is a boy Jill is; a girl.

Jack; is a boy Jill is a girl.



Semi-colons are used to mark the boundary between independent clauses – can you spot two independent clauses in this sentence?

Key Skill: G.5.11. To use semi-colons to mark the boundary between independent clauses.

1
mark

10. Which list punctuates bullet points correctly? **Tick one.**

To make a cake you will need:

- flour
- sugar
- eggs
- butter

To make a cake you will need:

- flour,
- sugar;
- eggs,
- butter,

Look carefully to see which list is consistent in its punctuation.

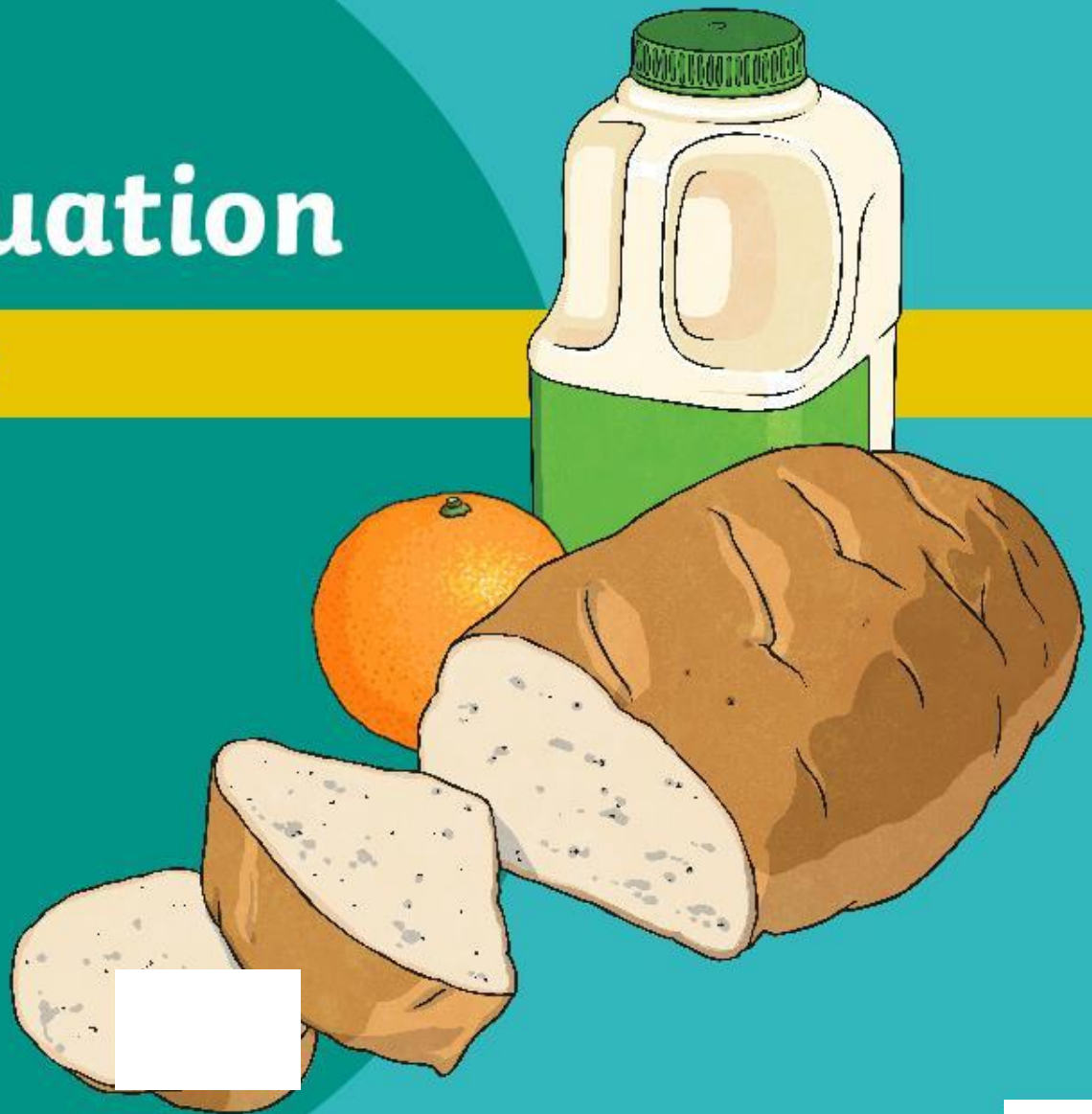
Key Skill: G.5.14. To use consistent punctuation of bullet points to list information.



Grammar and Punctuation

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Test 5



1
mark

1. **Draw lines** to match the words to the correct **prefix**.

| | |
|-------|-----------|
| super | freeze |
| auto | market |
| anti | biography |

Read the words you have made to ensure that they sound correct.

Key Skill: G.6.2. To form nouns using prefixes (e.g. super-, anti-, auto-).

2. Add 'a' or 'an' to the sentence below.

1
mark

I need to get loaf of bread, pint of milk and orange from the shops.

Do the following words begin with a vowel or a consonant? This should help you decide whether to insert 'a' or 'an'.

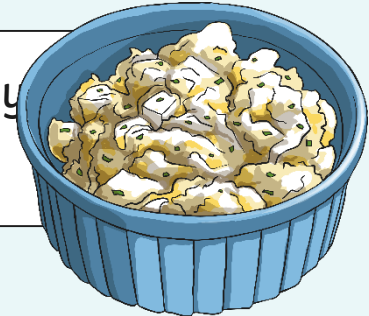
Read the sentence carefully to make sure that your choices sound right.

Key Skill: G.1.8. To use the forms a or an according to whether the next word begins with a consonant or a vowel.

3. The sentence below is missing dashes. **Add a pair of dashes** so that the sentence is punctuated correctly.

1
mark

My favourite sandwich filling - egg mayonnaise - is also my
Mum's favourite.



Parenthesis is a word, phrase or sentence that is put in writing as extra information or an afterthought. If you took the parenthesis away, the passage would still be complete without it.

Brackets, dashes or commas can be used to indicate parenthesis, but in this question you are being asked to use **dashes**.

Key Skill: G.5.9. To use brackets, dashes or commas to indicate parenthesis.

4. Use a **prefix** at the start of each verb to make it mean the opposite.

1
mark

dis

respect

mis

understand

de

activate



Think about all of the prefixes that you know. What would fit before these root words?

Say each new word aloud – do they sound right?

Key Skills: G.6.2 – To use verb prefixes (dis-, re-, de-, mis-, over-, etc).

5. Read the sentences below. **Tick one box** to show which sentence uses a colon correctly.

1
mark

We've chosen two cities to visit London: and Paris.

We've chosen: two cities to visit London and Paris.

We've chosen two cities: to visit London and Paris.

We've chosen two cities to visit: London and Paris.

Colons are used to introduce lists – can you see a list within this sentence?

Key Skill: G.5.10. To use colons to introduce lists.

6. Circle the adverbs in this sentence.

1
mark

I might go swimming, or perhaps I'll go tomorrow instead

Can you see the two different **adverbs** in this sentence?

Hint: one is an adverb of possibility. Don't get muddled up with modal verbs!

Key Skill: G.1.6. To recognise and use adverbs.

7. **Rewrite** the sentence below in the active voice.

1
mark

Bread is baked and sold by the baker.

The baker bakes and sells bread.

Read the sentence carefully to understand the meaning.

Reread the sentence with the prefix and suffix you have chosen to make sure they sound correct.

Key Skill: G4.4: To recognise active and passive voice.

8. Read the passage below. **Tick one** adverbial which would complete it.

1
mark

I think it might be best if we travelled to the airport on the train.

, if we go in the car we won't have to carry the cases as far.

As a consequence

In contrast

On the other hand



Read the sentences carefully to ensure you understand the meaning.
Which adverbial 'fits' in the context of these sentences?

Key Skill: G.1.6.a. To recognise and use adverbials.

9. Which option completes the sentence below so that it uses the subjunctive mood? **Tick one.**

1
mark

I wish able to come to your party, but I'm afraid I will be busy.

I was

I will be

I would be

I were



The subjunctive talks about wishes for the future.

Key Skill: G.4.3. To recognise and use subjunctive verb forms.

10. Which list uses colons and semi-colons correctly? **Tick one.**

1
mark

Four schools attended the choral contest: Woodside, Farmbridge, Collington and Maybrook.



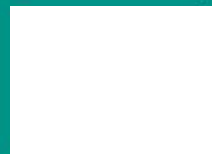
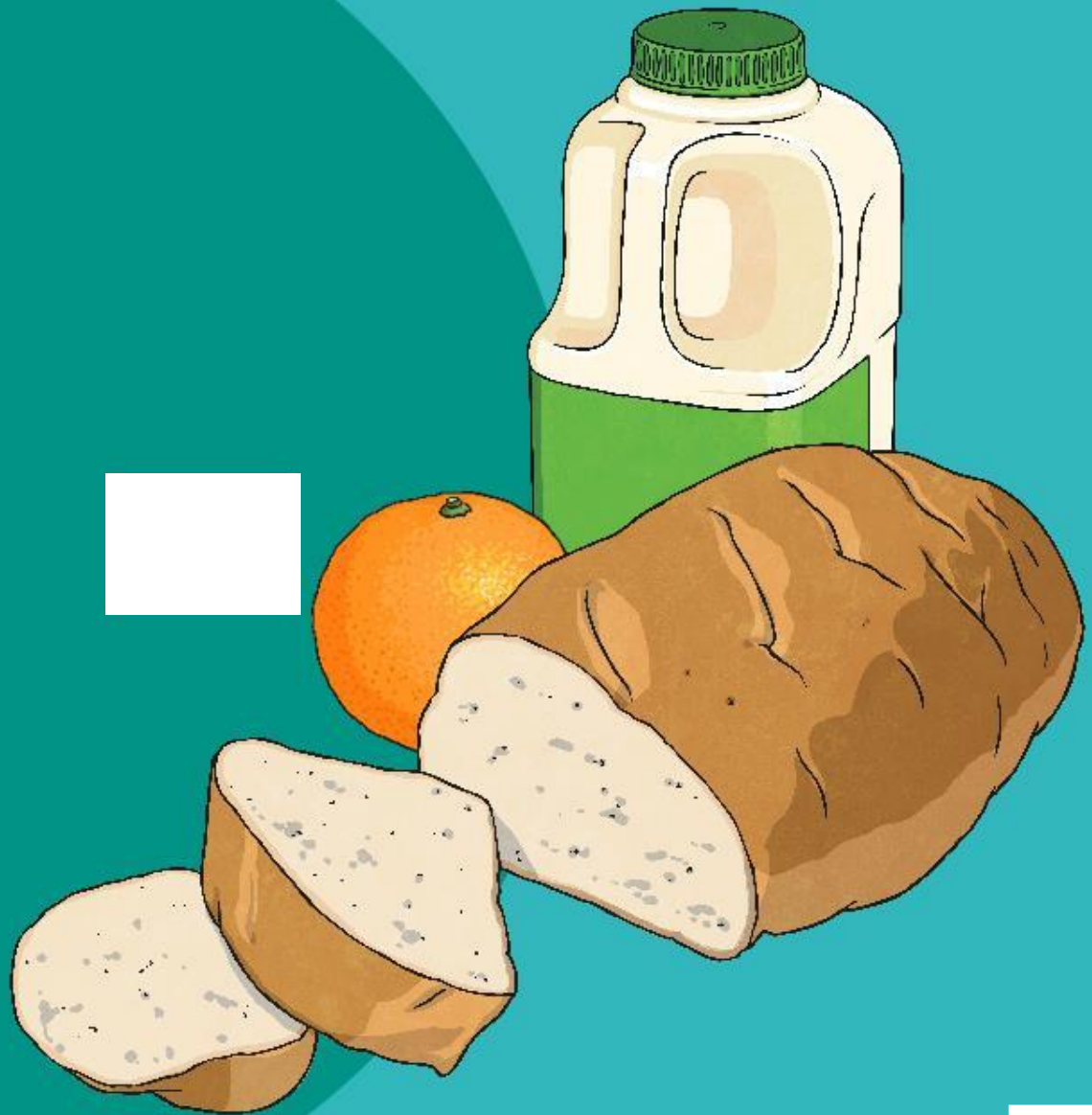
Four schools attended the choral contest; Woodside: Farmbridge: Collington: and Maybrook.



We use **colons** to introduce lists.

Can you see any lists in this sentence?

Key Skill: G.5.10. To use colons to introduce lists.



Grammar and Punctuation

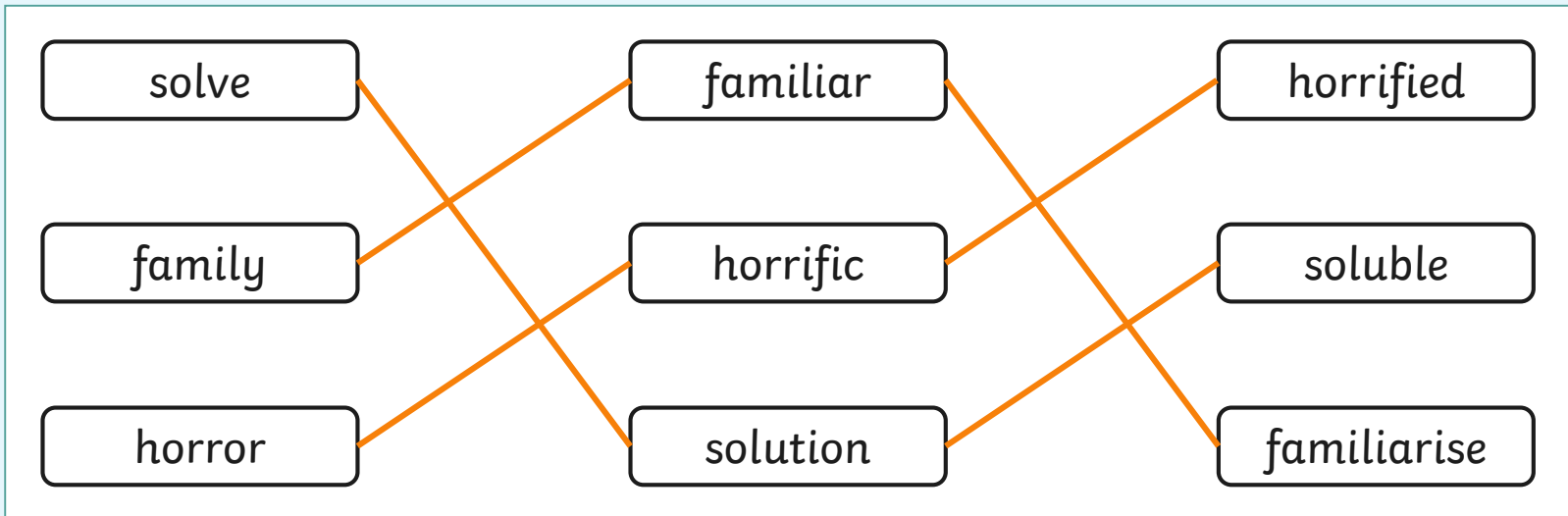
Guided PowerPoint

Test 6



1. **Draw lines** to match the words to others in their word family.

1
mark



Think carefully about the meaning of the different words to be able to match them together. Do any share a common root word?

Key Skill: G.6.4. To know word families based on common words.

2. **Complete this sentence** using the conjunctions in the box.
Use each conjunction only once.

1
mark

I am going to wash up **while** you tidy the table **so** that we
can be ready quickly **because** our guests will be arriving very soon.

because

so

while

Read your completed sentence aloud to ensure that the words you have
chosen sound right.

Key Skill: G.3.4. To extend the range of sentences with more than one clause by
using a wider range of conjunctions.

3. Read the sentence below. **Add inverted commas** in the correct places to punctuate the direct speech correctly.

1
mark

“Tickets please!” shouted the conductor. “All tickets, please!”

Read the sentence carefully to decide which parts are direct spoken words.

Put **inverted commas** around **all** of the direct speech.

Key Skill: G.5.7. To accurately use inverted commas to indicate direct speech.

4. Read the sentences below. **Tick one box** to show which sentence uses plural nouns correctly.

1
mark

Romulus and Remus were twin boy's.

The holly bush in the school yard is full of berrys.

The thiefs stole my purse.

My favourite superheroes are Batman and Superman.

Do we ever use apostrophes for plural nouns?

Look at the spelling of each plural noun carefully to see which sentence is correct.

Key Skills: G.1.1. To recognise and accurately use plural nouns.

5. Look at the table below. **Put a tick in each row** to show whether the apostrophe is used for omission or possession.

1
mark

| Sentence | Omission | Possession |
|---------------------------------------|----------|------------|
| We won't be able to see from here. | ✓ | |
| The waiter took the customer's order. | | ✓ |
| Tom's house is next to the park. | | ✓ |

If an apostrophe is used for **'omission'**, it is showing where letters have been removed from words.

If an apostrophe is used for **'possession'**, it shows us that something belongs to someone.

Key Skill: G.5.8. To recognise and use apostrophes for omission and possession.

6. The sentence below does not include a relative pronoun. Rewrite the sentence using the relative pronoun **'which'**.

1
mark

The book on the table is mine.

The book which is on the table is mine.

Read the sentence carefully to ensure you understand the meaning.

Read your new sentence to check that it still has the same meaning. Does the relative pronoun come after a noun?

Key Skill: G.3.1.a. To recognise and use relative clauses beginning with a relative pronoun.

7. **Complete** the passage below using the correct adverbial of number from the box below.

1
mark

There are three reasons I don't like wasps. **Firstly** they sting, **secondly** they hang around at picnics and **finally** they make too much noise.

firstly

finally

secondly

Think carefully about the placement of each word to ensure that the passage makes sense. Do these adverbials have to be used in a certain order?

Key Skill: G.1.6.a. To link ideas using adverbials of time.

8. The sentence below is missing two commas. Without them, Bill has a very odd breakfast! **Insert the commas in the right place** to avoid any misunderstanding.

1
mark

Bill loves coffee, eggs, toast and jam for breakfast.

We use **commas** to separate items in a list.

Can you see a list of items within this sentence?

Key Skill: G.5.5. to use commas to separate items in a list.

9. The sentence below is missing a question tag. **Tick one** which would complete the sentence appropriately.

1
mark

They've been here before

didn't they?

haven't they?

weren't they?



You need to ensure verb consistency in your sentence. Read your completed sentence aloud – does it make sense?

Key Skill: G.2.2. To recognise how the grammatical patterns in a sentence indicate its function as a question.

10. Read the sentences below. **Circle the word** which best fits in the space.

1
mark

A had been spotted in the sea.

After the race, it took me a long time to .

That is a .

Think carefully about the meaning of the sentence. Does the hyphen help to avoid ambiguity?

Key Skill: G.5.13. To use hyphens to avoid ambiguity.

