ACHIEVE

The higher score

Year 6

Grammar, Spelling and Punctuation

SATs Revision

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& Madeleine Barnes

RISING STARS

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Welcome to Achieve GPS: The Higher Score – Revision

Well done for completing *Achieve GPS: The Expected Score* revision book, revising everything you need to achieve the expected scaled score of 100 in the Key Stage 2 English Grammar, Punctuation and Spelling (GPS) tests. You are now ready for the next step. In this book you will find key information and activities for more practice and to help you achieve the higher score. You will look again at some of the key knowledge that was in *Achieve the Expected Score*, but you will use it to tackle trickier questions and apply it in more complex ways.

About the Key Stage 2 Grammar, Punctuation and Spelling National Tests

The tests will take place in the summer term in Year 6. They will be done in your school and will be marked by examiners – not by your teacher.

The tests are divided into two papers:

Paper 1: questions – 45 minutes (50 marks)

- You will answer short questions about grammar, punctuation and language strategies.
- Some questions will ask you to tick a box, circle or underline. Other questions will ask you to add words to a sentence, or to rewrite it making a change. You may be asked to explain why a sentence is written in a particular way.
- The questions will include the language of grammar and punctuation.
- Most questions are worth 1 mark, but you should check to make sure before you answer each question, in case you need to give more than one answer.
- Spelling counts for questions that test tenses, plurals, suffixes and contractions.

Paper 2: spelling – approximately 15 minutes (20 marks)

Twenty sentences will be read aloud to you, one at a time. You will be asked to spell a particular word in each sentence. Some words may require a correctly placed apostrophe.

- The words may be taken from the word lists for Years 1–6.
- Each correct answer is worth 1 mark.

Test techniques

Before the tests

- Try to revise little and often, rather than in long sessions.
- Choose a time of day when you are not tired or hungry.
- Choose somewhere quiet so you can focus.
- Revise with a friend. You can encourage and learn from each other.
- Read the 'Top tips' throughout this book to remind you of important points in answering test questions.
- Make sure that you know what the words in the glossary mean.

During the tests

- READ THE QUESTION AND READ IT AGAIN.
- If you find a question difficult to answer, move on; you can always come back to it later.
- Always answer a multiple-choice question. If you really can't work out an answer, try to think of the most sensible response and read the question again.
- Read the question again after you have answered it. Check you have done what the question asked you to do.
- If you have any time left at the end, go back to the questions you have missed.

Where to get help:

- Page 62 contains a glossary to help you understand key terms about grammar, punctuation and spelling.
- Pages 63–64 provide the answers to the 'Try this' questions.

How to use this book

1 ***Introduction*** – This introduces each question strand. Each strand has been broken down into smaller strands to help you. Words in bold can be found at the back of the book in the glossary.

2 ***What you need to know*** – Important facts are given in this section. Read them carefully. Words in bold are key words and those in purple are also defined in the glossary at the back of the book.

3 ***Let's practise*** – This gives an example question for you to read through. Follow the steps carefully and work through the example.

GRAMMAR

Pronouns

1

To achieve the higher score you need to know what **pronouns** are and how to use them.

What you need to know

2

- A **pronoun** is a word that takes the place of a noun in a sentence. They help to avoid repeating the same words. There are different types of pronouns.
  - **Personal** (or demonstrative) **pronouns**:
    - *I, you, he, she, it, we, they* (used as the subject of a sentence)
    - *me, you, him, her, it, us, them* (used as the object of a sentence)
  - **Relative pronouns** introduce **relative clauses**: *which, who, when, whose, that*
  - **Possessive pronouns**: *mine, yours, his, hers, its, ours, theirs*

Let's practise

3

Underline all the **pronouns** in the passage below.
The teachers all sang in the summer concert. They enjoyed it and the audience said it was great fun.

1 Read the question and read it again. What is it asking?

The question is asking you to find all the pronouns in the passage.

2 Find the words that are used instead of a noun.

They **is used instead of the teachers and *it* is used instead of the concert.**

3 Check your answer.

The teachers all sang in the summer concert. They enjoyed it and the audience said it was great fun.

4

Top tips

- **Watch out:** *It's* is a subject pronoun + a verb (e.g. *It's* (*It is*) *my birthday.*). *Its* is a possessive pronoun (e.g. *The car has lost its wheel.*).
- You can decide if a word is a pronoun by testing whether you can replace it with a noun.

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4 *Top tips* – These hints help you to do your best. Use them well.

5 *Try this* – Practise answering the questions for yourself.

Notebook – Use a notebook or a piece of paper.

5

Try this

1 Tick ✔ one box in each row to show whether the sentences contain **pronouns**.

Sentence	Pronoun	No pronoun
Mr White was tidying his classroom.		
I can't believe that he won.		
The children were playing outside.		
The kittens were asleep in their bed.		

2 Tick ✔ one box in each row to show the type of **pronoun** used in each sentence.

Sentence	Personal	Possessive	Relative
Where is mine?			
Jane, who was the oldest, took care of everyone.			
She didn't believe the story.			

3 Circle all the **pronouns** in this passage.

I packed our lunchboxes and put them in the car. My mum asked if I had remembered my sandwiches and her flask of tea.

4 Rewrite the sentence below using two **pronouns**. Remember to punctuate your answer correctly.

Simon went to Anna's house.

_____

5 Tick ✔ one box to show the **pronouns** that complete the sentence below.

While I was walking the puppy, ___ was pulling on ___ lead and ___ arm was hurting.

Tick **one**.

I	it's	my	☐
he	her	I	☐
it	its	my	☐
she	my	her	☐

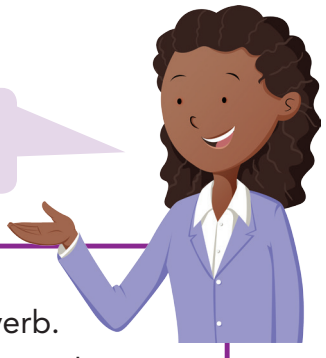
6 Explain why the underlined **pronoun** is used in the passage below.

Jessica was late for school. <u>She</u> had overslept.

_____

Adverbials

To achieve the higher score you need to identify and construct **adverbials**.



What you need to know

- An **adverbial** is a phrase or clause that tells us more about the verb. It tells us how, when, where or why an action is done. An adverb can be an adverbial, but an adverbial can also be a whole phrase.
- A **fronted adverbial** is often followed by a **comma**, for example: 'Yesterday,'.

Let's practise

Rewrite the sentence below so that it begins with the **adverbial**.

The singers were all smiling after the concert.

1	Read the question and read it again. What is it asking?	**The question is asking you to do two things: find the adverbial phrase and move it to the beginning of the sentence.**
2	Find the verb.	***Were smiling* is the verb.**
3	Check if there is any information about the verb. Does the sentence tell you how, when, where, or why, the singers *were smiling*?	***After the concert* tells you *when* they were smiling. This is the adverbial.**
4	Rewrite the sentence putting the adverbial at the beginning. Remember to add a comma after the adverbial when it begins the sentence.	**After the concert, the singers were all smiling.**
5	Check your answer.	

Top tips

- *How? When? Where? Why?* Use the same method each time so that you don't forget any of the questions to ask about the verb.
- If an adverbial begins a sentence, it is followed by a comma.

Try this

1 Circle the **adverbial phrase** in the sentence below.

A herd of elephants was bathing in the river.

2 Tick ✔ the boxes to show which of the sentences below contain **adverbials.**

Before the start of the film, let's get some popcorn. ☐

I'll give you some money to buy ice-creams for everyone. ☐

I would like a lovely new bicycle. ☐

Mr Carter will come to collect the parcels. ☐

3 Add a suitable **adverbial** to complete the sentence below.

The school football team practises _____.

4 Rewrite the sentence below so that it has an **adverb** at the start of the sentence. Remember to use correct capital letters and punctuation.

Aisling brushed her teeth before going to the dentist.

_____

5 Explain the function of the underlined **adverbial** in the sentence below.

Callum enjoyed the party <u>at Josh's house</u>.

_____

6 Tick ✔ the boxes to show which of the sentences below contain **adverbials**.

The class would go bug-hunting in the woods after lunch. ☐

Please put the books on the table before you leave. ☐

Can I offer you some assistance? ☐

Would you like a drink before supper? ☐

Main clauses and subordinate clauses

To achieve the higher score you need to recognise and use **main** and **subordinate clauses**.

What you need to know

- Two main clauses are joined together by the conjunctions ***and, or, but, so***.
- A subordinate clause on its own is not a complete sentence. It includes a subordinating conjunction (e.g. *because*, *as*, *so*, *if*, *although*, *despite*, *unless*).
- The subordinate clause can appear before, inside or after a main clause.
- A main clause makes sense on its own.
- **Watch out:** Some words can function as prepositions or as conjunctions, depending on their role in the sentence (*before*, *since*, *after*). A preposition introduces only a noun phrase (e.g. *before the show*) in a sentence. A subordinating conjunction introduces a whole clause, which includes a verb (e.g. *before we watched the show*) in a sentence.

Let's practise

Tick ✔ the boxes to show the sentences that contain a **subordinate clause**.

We have been best friends since we first met. ☐
John has lived here since January. ☐
Since Alisha won the dance competition, she has practised even harder. ☐

1. Read the question and read it again. What is it asking?

   The question is asking you to identify which sentences contain a subordinate clause.

2. Find the main clause in each sentence by checking which part of the sentence can work independently.

   We have been best friends / John has lived here since January / She has practised even harder **are all main clauses.**

3. Check that the other parts of the sentence are subordinate clauses by finding the conjunction.

   Since we first met / Since Alisha won the dance competition.

4. Check that the other use of *since* is not a conjunction.

   In the second sentence *since* is not a conjunction because it is followed only by a noun, not a verb.

5. Check your answer.

   We have been best friends since we first met. ✔
   Since Alisha won the dance competition, she has practised even harder. ✔

Try this

1 Underline the **subordinate clauses** in the passage below.

Otters are an endangered species that require very clean water in which to live. They have increased in number in some parts of England since rivers have become less polluted.

2 Add the correct words to complete the **subordinate clauses**.

that	although	unless	when

The school play will be a great success _____ Sam forgets his lines again. _____ he has spent ages learning them, _____ he goes on stage, he sometimes gets so nervous _____ he forgets them.

3 Complete the sentence below with a **subordinate clause**.

Please feed the cat before _____.

4 Underline the **main clause** in the sentence below.

My favourite cousin, who lives in Germany, is coming to visit.

5 Tick ✔ the sentences in which the underlined words form a **subordinate clause**.

Bats generally fly after dark. ☐

Birds puff up their feathers when the weather is very cold. ☐

Because they have incredible night vision, owls can hunt at night. ☐

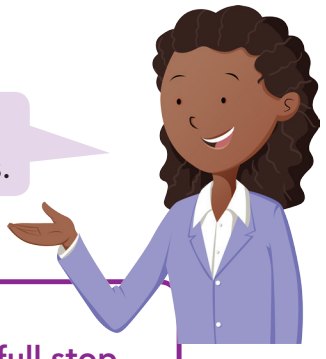
If you feed the birds in your garden, they will visit you regularly. ☐

Top tips

- Do the clauses make a complete sentence on their own? If so, they are main clauses. If not, they are subordinate clauses.
- A subordinate clause begins with a subordinating conjunction such as *while, if, when, because* (see page 20).

Capital letters, full stops, exclamation marks and question marks

To achieve the higher score you need to use **capital letters**, **full stops**, **exclamation marks** and **question marks** in the right places in sentences.



What you need to know

- Every sentence begins with a **capital letter** and ends with either a **full stop**, an **exclamation mark** for **exclamations** or a **question mark** for questions.
- Proper nouns require a capital letter (e.g. for names of places, people, nationalities, days and months, brand names).

Let's practise

Add the correct **capital letters** and **full stops** to the passage below.

arthur took his dogs, henry and hettie, on holiday to wales they had a super time even though it was very cold in february

1 Read the question and read it again. What is it asking?

The question is asking you to find beginnings and endings of sentences, and where to use capital letters for proper nouns.

2 Read the passage carefully to help you find the sentence ending(s). Mark where each full stop should go. Don't forget the final one.

arthur took his dogs, henry and hettie, on holiday to wales. they had a super time even though it was very cold in february.

3 Check whether there are any names of people, places or brands in the sentence that would need a capital letter.

Arthur took his dogs, Henry and Hettie, on holiday to Wales. they had a super time even though it was very cold in February.

4 Check for any beginnings of sentences. Add a capital letter.

Arthur took his dogs, Henry and Hettie, on holiday to Wales. They had a super time even though it was very cold in February.

5 Check your answer.

Try this

1 Add a **punctuation mark** from the box to each sentence below. You may use each one only once.

?	!	.

How interesting that was ____

What would you like to do____

Although you're late, it's great to see you____

2 Add **capital letters** and **full stops** to the passage below.

the door opened suddenly and the class all turned to look the special guest had arrived everyone had been looking forward to this moment

3 Rewrite the sentence below adding correct **capital letters** and **punctuation**.

at heathton school, our classes learn spanish and french

_____

Select one of the words that has a capital letter and explain why a **capital letter** is used.

_____

4 Why does the sentence below have an **exclamation mark**?

What a dreadful thing to say!

_____

5 Add **capital letters**, **full stops** and a **question mark** to the passage below.

I had never seen such a strange creature whatever could it be living in spain was turning out to be full of surprises

6 Underline the words that need **capital letters** in the sentence below.

We will visit london next tuesday and see 10 downing street, the home of the prime minister.

Top tip

- Remember that all parts of proper nouns need capital letters (e.g. *Sally Smith*, *United Kingdom*, *Rising Stars Limited*).

Commas

To achieve the higher score you need to use **commas** to mark clauses or phrases, to separate items in a list and to clarify meanings.

What you need to know

- Commas are used to separate items in a list and to mark phrases or clauses.
- The use of a comma can change the meaning of a sentence.
- A comma splice is a common comma error, when a comma is used incorrectly instead of a full stop or **semi-colon**.

Let's practise

Add **commas** in the correct places to the sentence below.

Before we go on the bike ride check your tyres brakes and lights.

1	Read the question and read it again. What is it asking?	**The question is asking you to show where commas should go.**
2	Read the sentence clearly to find where the clauses meet.	**There are two parts to this sentence and the clauses meet after *ride*. Add a comma.**
3	Check if there is a list in the sentence.	***Tyres brakes and lights* is a list.**
4	Separate these items with commas, remembering that there is no comma before *and*.	**Check your tyres, brakes and lights.**
5	Check your answer.	**Before we go on the bike ride, check your tyres, brakes and lights.**

Top tips

- Remember to use two commas to mark an embedded clause or phrase (e.g. *Oscar, my favourite cat, often sits on my shoulder.*).
- Look out for adverbial phrases and clauses that require a comma (e.g. *Suddenly, I saw it. Next, it saw me.*).

Try this

1 Add the necessary **commas** to the sentence below.

Although Alma loves hamsters mice and rats she doesn't like gerbils.

2 Rewrite the sentence below using **commas** correctly.

Quickly before it rains run inside.

_____

3 Add **commas** to clarify the meaning of this sentence.

My favourite desserts are strawberry and vanilla ice-cream apple pie with custard and fresh fruit salad.

4 Add a **comma** to change the meaning of the sentence below.

I will tell Jake.

5 Explain how a **comma** changes the meaning of the sentence below.

Can you help Susie?

Can you help, Susie?

_____

6 Add the correct **commas** to the sentence below.

I play tennis which is my favourite sport at the weekends.

7 Tick ✔ the boxes to show the sentences in which **commas** are used correctly.

Two cars, a red one and a green one, were racing side by side. ☐

A country, with a tropical climate, can be extremely hot. ☐

A flock, of geese, spend the winter on a lake nearby. ☐

Trains, especially high-speed ones, are a comfortable way to travel. ☐

Prefixes and suffixes

To achieve the higher score you need to add **prefixes** and **suffixes** to words.

What you need to know

- **Prefixes** are added at the beginning of a root word (see page 49) and **suffixes** at the end of a root word to make a new word.
- Prefixes usually change the meaning of a word (e.g. *agree – disagree*).
- Suffixes usually change a word's form (e.g. an adjective to a noun: *clever – cleverness*).

Let's practise

Circle the **prefix** from the box that can be added to both of the words below.

dis- **mis-** **re-** **un-**

___introduce ___calculate

1. Read the question and read it again. What is it asking?
   - **The question is asking you to select the correct prefix that can be added to both words.**
2. Try out each prefix with both words to find the one that makes sense.
   - ***disintroduce*** ✘ ***discalculate*** ✘. ***Dis-*** **is not the answer.** ***misintroduce*** ✘ ***miscalculate*** ✔. ***Mis-*** **is not the answer.** ***reintroduce*** ✔ ***recalculate*** ✔.
3. Check the other option to make sure.
   - ***unintroduce*** ✘ ***uncalculate*** ✘. ***un-*** **is not correct so** ***re-*** **is the answer.**
4. Circle your answer, then check it.
   - **dis- mis- (re-) un-**

Try this

1 Make new words by adding a correct **prefix** or **suffix** to these words.

Prefixes: **un-** **dis-** **re-** **sub-** *Suffixes*: **-ness** **-ment** **-ful** **-ly**

conscious standard forgive believe judge commence thought

_____

2 Circle one **prefix** that can be added to both of these words.

dis- **mis-** **un-** **pre-** ___apprehend ___read

3 Underline the **suffixes** in the words below.

swiftest fruitless awareness payment

Synonyms and antonyms

To achieve the higher score you need to know the terms **synonym** and **antonym**, and identify examples.

What you need to know

- **Synonyms** are words that have the same meaning.
- **Antonyms** are words that have opposite meanings.

Let's practise

Tick ✔ the words that are the **antonyms** of victory.

triumph, success ☐ hesitation, pause ☐

defeat, loss ☐ popularity, fame ☐

1. Read the question and read it again. What is it asking?

   The question is asking you to find words which mean the opposite (antonym) of *victory*.

2. Try out each pair of words to find the opposite of *victory*.

   ***Triumph* and *success* can mean the same as *victory*; *hesitation*, *pause* and *popularity*, *fame* are not linked to the word *victory*; *defeat* and *loss* are opposite to *victory*.**

3. Tick the correct box.

   defeat, loss ✔

4. Check your answer.

Try this

1 Match the **synonyms**.

determination	spoil
investigate	check
fake	agree
corrupt	fraudulent
comply	persistence

2 Write **antonyms** for the words below.

illuminate _____

tragic _____

scarce _____

contemporary _____

Top tip

- Remember: *S* for synonym, *S* for same. *A* for antonym, *A* for against (opposite to).