

ACHIEVE



Year

6

Grammar, Spelling and Punctuation

SATs Practice Papers

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The answers can be found in a pull-out section in the middle of this book.

Introduction

About the Practice Tests for Grammar, Punctuation and Spelling

The tests are written to cover the content domain of the *Key Stage 2 English grammar, punctuation and spelling test framework for the National Curriculum tests from 2016* (Standards & Testing Agency, 2015). The tests **as a whole** provide complete coverage of the content domain.

There are six papers in total: three assessing grammar, punctuation and vocabulary strategies (as per *Paper 1: questions* from the National Tests) and three assessing spelling (as per *Paper 2: spelling* from the National Tests).

The tests are intended for use during the spring and summer terms of Year 6 in preparation for the National Tests. Test demand increases within each test, as in the National Tests, so initial questions are easier than those towards the end of each test.

How to use the Practice Tests

Preparation and timings

- 1 Make enough copies of the test(s) for each child to have their own copy.
- 2 Hand out the papers and ensure children are seated appropriately so that they can't see each others' papers.
- 3 Children will need pens or pencils, and erasers.
- 4 There are no time limits for the tests but you should be guided by the timings of the actual tests in relation to the number of marks available. Help with reading may be given using the same rules as when providing a reader with the Key Stage 2 tests.

Spelling task: Introduce children to the test by telling them that you will read out each sentence including the missing word. You will then say the missing word. Finally, you will repeat the whole sentence.

- Children need to write the missing words in the spaces on their answer sheets.
- Children should make their best attempts at the spelling, even for words that may be unfamiliar.
- The full scripts for the spelling tests are provided in the answer section which can be found in a pull-out section in the middle of this book.

Supporting children during the tests

Before the tests, explain to the children that each test is an opportunity to show what they know, understand and can do. They should try to answer all the questions but should not worry if there are some they can't do.

Many children will be able to work independently in the tests, with minimal support. However, children should be encouraged to 'have a go' at a question, or to move on to a fresh question if they appear to be stuck. If they have time at the end of the test, they can come back to questions they have missed out.

Marking the tests

Use the mark scheme and your professional judgement to award marks. Do not award half marks. Note that a number of questions in each test may require children to do more than one thing for one mark. The mark scheme provides clear guidance in the allocation of marks to support consistent marking of the tests.

It is useful to use peer marking of test questions from time to time. Children should exchange test sheets and mark them as you read out the question and answer. You will need to check that children are marking accurately. This approach also provides an opportunity to recap on any questions that children found difficult to answer.

Further guidance on marking is available on page 60.

Name:

Class:

Date:

Total marks: /50

Test 3, Paper 1: questions

1 Which of the sentences below have a **capital letter** missing?

Tick **two**.

We often build snowmen in the winter.

I went to see the dentist about my toothache.

The pyrenees is a range of mountains in Spain.

One of England's coasts faces the atlantic Ocean.

1 mark

2 Circle all the **verbs** in the sentence below.

Traffic stood still as the procession passed through the centre of town.

1 mark

3 Add a question tag at the end of the sentence below to make it a **question**.

Sarah hasn't arrived yet, _____?

1 mark

/3

Total for
this page

- 4 Label the boxes with **D (determiner)**, **A (adverb)**, **N (noun)** or **P (preposition)** to show the parts of the sentence.

1 mark

Now our river is much cleaner, otters have come back to live in

the area.

- 5 Circle all the **conjunctions** in the passage below.

1 mark

The explorers had followed the path until they met a river.

As they could not cross it, they sat down on the bank while they considered a plan.

- 6 Label the boxes with **S (subject)** and **O (object)** in the sentences below.

1 mark

The cows are contentedly munching grass in their field.

We shook the rattle and the baby laughed.

/3

Total for
this page

7 One of the words in the sentence below is used incorrectly.

They done the shopping and then they went home for lunch.

Underline the word and write the correct word on the line below.

1 mark

8 Tick **all** the sentences that correctly use **apostrophes**.

Teri didn't like the snake's at the zoo.

Ahmed always enjoy's eating biscuits and cakes.

They hadn't visited Henry's house before.

It's time to go home now.

1 mark

9 Write a **noun phrase** containing at least three words to complete the sentence below.

Remember to punctuate your sentence correctly.

_____ has moved in next door to us.

1 mark

/3

Total for
this page

10 Circle all the **determiners** in the passage below.

Do we have any biscuits in the cupboard? If there is a packet, can I have some?

1 mark

11 Which of the events in the sentences below is **most** likely to happen?

Tick **one**.

We could build a tunnel through the mountain.

They might be able to cross the river further downstream.

I will travel by plane in the morning.

She may call you this weekend.

1 mark

12 Which option correctly introduces the **subordinate clause** in the sentence below?

The winter's evening was very cold indeed _____ the fire was burning brightly to try to keep us warm.

Tick **one**.

in addition

instead of

although

however

1 mark

 /3

Total for this page

13 Tick one box in each row to show whether the sentences are written in the **active voice** or the **passive voice**.

1 mark

Sentence	Active	Passive
All of the paintings in the museum had been stolen.		
The thief entered through an open window.		
Some of the pictures were recovered by the police.		
Unfortunately, the robber escaped with the best ones.		

14 Which sentence is correctly punctuated?

Tick **one**.

- "Will everyone please listen? requested Meera."
- "Will everyone please listen? requested" Meera.
- "Will everyone please listen"? requested Meera.
- "Will everyone please listen?" requested Meera.

1 mark

15 Why is a **comma** used in the sentence below?

Whenever we go for a walk at the coast, we collect interesting shells and stones in a bucket.

Tick **one**.

- to separate items in a list
- to divide the sentence in half
- to mark the end of a clause
- to join two sentences together

1 mark

Total for this page

- 16** Tick two sentences that include verbs in the **present progressive form**.

Ants have six legs and each leg has six joints.

Although tiny, ants can lift 20 times their own body weight.

Ants are marching across the floor of my kitchen.

Marcus is sitting on the grass to watch the ants carrying leaves to their nest.

Tick **two**.

1 mark

- 17** Draw a line to match the correct **prefix** with each of the words below.

mis

integrate

dis

look

over

lead

un

necessary

1 mark

- 18** Tick one box to show the sentence that describes the houses that are 300 years old.

There are 300 year-old houses in my street.

There are 300 year old houses in my street.

There are 300-year-old houses in my street.

There are 300 year old-houses in my street.

Tick **one**.

1 mark

/3

Total for
this page

19 Add a **colon** in the correct place to the sentence below.

We have a number of people visiting this weekend aunts, uncles, grandparents and cousins.

1 mark

20 Rewrite the sentence below to change the position of the **adverbial phrase**.

Remember to punctuate your answer correctly.

Without hesitation, Isaac raised his hand.

1 mark

21 Tick one box to show which **pronouns** should complete this sentence.

The instructions were so difficult to follow that he had to

ask _____ brother to help _____ with

_____.

Tick **one**.

he her those

his him them

her them it

my his they

1 mark

/3

Total for
this page

- 22** Explain why the words underlined are placed between a pair of **commas**.

My cousin, who used to work in India, is moving to a new job in England.

1 mark

- 23** Add a **suffix** to change the word forgive into a noun.

I will forgive you.

You have my forgive _____.

1 mark

- 24** Which of the sentences below correctly uses a **single dash**?

Tick **one**.

The tiger is the biggest species of the cat family – it can reach lengths of up to 3.3 metres.

Tigers are endangered by hunting – and destruction of their environments.

Tiger cubs leave their mothers – at about two years old.

Tigers can reach speeds of up to 40 miles an hour – when hunting.

1 mark

/3

Total for
this page

25 Tick one box in each row to show whether a **semi-colon** is used correctly or incorrectly.

1 mark

Sentence	Correct	Incorrect
Trekking through a jungle can be very hard work; pushing through bushes, climbing over creepers.		
The tops of mountains can have extreme climates; they can be extremely hot, or extremely cold.		
Surprisingly, a desert supports many types of plant; and wildlife.		

26 Fill in the gap in the sentence below, using the **past progressive form** of the verb in the box.

1 mark

to run

While we _____ for the bus, I tripped and fell.

27 Rewrite the sentence below, using the **passive voice**.

1 mark

Remember to punctuate your answer correctly.

Alex played a lovely solo on the piano.

/3

Total for this page

- 28** Explain how the word might changes the meaning of the sentence.

I will practise my spellings before the test.

I might practise my spellings before the test.

1 mark

- 29** Correctly insert a set of **brackets** in the sentence below.

Golden eagles have been known to attack a variety of large animals foxes, wild cats, deer and even goats using their large talons and beaks.

1 mark

- 30** Tick the words that mean the same as envelop.

Tick **one**.

cover surround

send communicate

locate find

present display

1 mark

Total for
this page

31 Underline the **subordinate clause** in the sentence below.

Some lizards can detach their tails if they are caught by predators.

1 mark

32 Tick one box in each row to show whether the word after is used as a **subordinating conjunction** or as a **preposition**.

Sentence	Subordinating conjunction	Preposition
Shall we go to the museum <u>after</u> we have seen the castle?		
The concert will begin <u>after</u> everyone has sat down.		
Let's make some cakes <u>after</u> school today.		

1 mark

33 Draw a line to match each sentence to the correct **determiner**.

Use each determiner only **once**.

We went to a farm and I collected _____ apple.

the

We all had _____ fantastic time.

a

I hope we can go to _____ farm again.

an

1 mark

 / 3

Total for this page

- 34 What is the **word class** of the underlined words in the sentence below?

We saw a very unusual bird while on holiday in Wales.

Tick **one**.

- adjectives
- adverbs
- pronouns
- nouns

1 mark

- 35 Rearrange the words in the question below to make it a **statement**.

Use only the given words.

Remember to punctuate your sentence correctly.

Question: Are they going to the park?

Statement: _____

1 mark

- 36 Replace the underlined words in the sentences below with their **expanded forms**.

He's going to meet me after dinner, so I'll make sure I am on time.

I really don't want to be late.

1 mark

Total for
this page

37 Tick the option that correctly completes the sentence below.

_____ will take place on Fridays at 1:30 p.m.

Tick **one**.

After half-term swimming, lessons

After half-term, swimming lessons

After, half-term swimming lessons

After half-term, swimming lessons,

1 mark

38 Complete the sentence with an appropriate **subordinating conjunction**.

We cannot go swimming today _____ it is too cold.

1 mark

39 Circle the **two** words that show the **tense** in the sentence below.

The zoo was shut, so we went to the cinema instead.

1 mark

/3

Total for
this page

40 Underline the **relative clause** in the sentence below.

The girl who sits next to me is called Jackie.

1 mark

41 Which sentence uses the word point as a **verb**?

Tick **one**.

What was the point in that?

My pencil has an extremely sharp point.

Don't point, it's rude.

Place the ruler next to the point.

1 mark

42 Write a **command** which could be the first step in the instructions for getting ready for bed.

Remember to punctuate your answer correctly.

1 mark

/3

Total for
this page

43 Which sentence is a **statement**?

Do not lift that equipment by yourself

Be careful when you lift the equipment

You can carry the equipment with a partner

Do you know how to carry the equipment

Tick **one**.

1 mark

44 Circle the **adverb** in the sentence below.

I really love to travel and hope I can go to Italy soon.

1 mark

45 Tick the option that must end with an **exclamation mark**.

How amazing that present is

How did you manage to do that

Give it to me

Stand up

Tick **one**.

1 mark

/3

Total for
this page

- 46 Which **verb** completes the sentence so that it uses the **subjunctive form**?

I wish I _____ able to come, but I already have plans.

Tick **one**.

- were
- be
- am
- was

1 mark

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

The multi-coloured kites were very popular on the beach.

Tick **one**.

- as an adverbial
- as a noun phrase
- as a subordinate clause
- as a fronted adverbial

1 mark

- 48 Complete the table below with the correct **singular** or **plural** form.

one fox → seven _____

one _____ → some lorries

one cactus → several _____

1 mark

/3

Total for
this page

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

1 mark

Sentence	Active	Passive
The girls won the trophy.		
Everybody was surprised when they won.		
The winning goal was scored by Jess.		

50 Which one **prefix** can be added to all three words below to make their **antonyms**?

1 mark

Write the prefix in the box.

understanding

read

spell

/2

Total for
this page