

# Year 6 Grammar and Punctuation test

1. Rewrite this sentence using the passive voice.

Leila and Joshua tidied the whole classroom while the others went outside.

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1 mark

2. Tick the correct column to show whether the sentence is written in the present or the past tense.

	Present tense	Past tense
At my school, we all have a piece of fruit at breaktime.		
My dad makes the best chips in the whole wide world.		
Yesterday, my brother baked a fantastic chocolate cake.		

1 mark

3. What is the name of the **punctuation mark** used between the two main clauses below?

My sister loves team sports; my brother, on the other hand, prefers individual sports – such as athletics.

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1 mark

Total for this page

## Year 6 Grammar and Punctuation test

4. Circle the prefix which will make this word have the opposite meaning.

tidy

- 

1 mark

5. Tick one box in each row to show whether the underlined word is an **adjective** or an **adverb**.

Sentence	Adjective	Adverb
It is a <u>direct</u> flight to Spain.		
I hate arriving <u>late</u> .		
The door opened <u>wide</u> .		
That is the <u>wrong</u> spelling.		

1 mark

6. Add the correct relative pronoun to this sentence.

The village \_\_\_\_\_ I live is about two kilometres from my school.

- 

1 mark

Total for this page

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7. Complete the sentence with an **adjective** formed from the verb create.

The artist was very \_\_\_\_\_ and produced many original works.

1 mark

8. Tick to show which sentence uses the **past progressive**.

Tick **one**.

After Ali finished his homework, he went out to play.

Gemma was doing her science homework.

Jamie learnt his spellings every night.

Anna found her history homework difficult.

1 mark

9. Write **one** preposition to complete **both** sentences.

Write the preposition in the box.

Please don't take any more chips \_\_\_\_\_ my plate!

You will need to read \_\_\_\_\_ page one to page nine to answer the questions.

1 mark

Total for this page

## Year 6 Grammar and Punctuation test

10. Underline the **verb form** that is in the **present perfect** in the passage below.

Rachel loves music and has wanted to learn how to play the piano for years. She was hoping for piano lessons, and was delighted when her parents gave her a keyboard for her birthday.

1 mark

**Total for  
this test**

# Answers and mark schemes

## Year 6 Grammar and Punctuation

Test	Mark	NC Domain	PF Code	Extra information		
1. The whole classroom was tidied by Leila and Joshua while the others went outside.	1	Writing	6.3.b.4			
<p><b>NAHT KPI Statement:</b> Uses the passive voice to affect the presentation of information in a sentence (eg 'I broke the window in the greenhouse' versus 'The window in the greenhouse was broken (by me)')</p>						
<p><b>Progression Framework Statement:</b> 6.3.b.4 Using passive verbs to affect the presentation of information in a sentence</p>						
2.	1	Writing	6.3.b.3	Award 1 mark for all correct.		
					<b>Present tense</b>	<b>Past tense</b>
At my school, we all have a piece of fruit at breaktime .					Tick	
My dad makes the best chips in the whole wide world.					Tick	
Yesterday , my brother baked a fantastic chocolate cake.			Tick			
<p><b>NAHT KPI Statement:</b> Uses the correct choice and consistent use of present tense and past tense throughout a written piece</p>						
<p><b>Progression Framework Statement:</b> 6.3.b.3 Develop their understanding of the concepts set out in English Appendix 2 by: using the perfect form of verbs to mark relationships of time and cause</p>						

## Year 6 Grammar and Punctuation

Test	Mark	NC Domain	PF Code	Extra information															
<p><b>3.</b> Award 1 mark for the correct response.</p> <ul style="list-style-type: none"> <li>• <i>semi-colon</i></li> </ul>	1		6.3.c.1	<p><b>Also accept</b> plausible misspellings and responses that do not use a hyphen, e.g.</p> <ul style="list-style-type: none"> <li>• <i>semicolon</i></li> <li>• <i>semi colon</i></li> </ul>															
<p><b>NAHT KPI Statement:</b> Use of the semi-colon, colon and dash to mark the boundary between independent clauses</p>																			
<p><b>Progression Framework Statement:</b> 6.3.c.1 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</p>																			
<p><b>4.</b> un-</p>	1	Writing	6.1.b.1																
<p><b>NAHT KPI Statement:</b></p>																			
<p><b>Progression Framework Statement:</b> 6.1.b.1 Use further prefixes and suffixes and understand the guidelines for adding them</p>																			
<p><b>5.</b> Award 1 mark for a correctly completed table.</p> <table border="1" data-bbox="172 1182 671 1570"> <thead> <tr> <th>Sentence</th> <th>Adjective</th> <th>Adverb</th> </tr> </thead> <tbody> <tr> <td>It is a <u>direct</u> flight to Spain.</td> <td>✓</td> <td></td> </tr> <tr> <td>I hate arriving <u>late</u>.</td> <td></td> <td>✓</td> </tr> <tr> <td>The door opened <u>wide</u>.</td> <td></td> <td>✓</td> </tr> <tr> <td>That is the <u>wrong</u> spelling.</td> <td>✓</td> <td></td> </tr> </tbody> </table>	Sentence	Adjective	Adverb	It is a <u>direct</u> flight to Spain.	✓		I hate arriving <u>late</u> .		✓	The door opened <u>wide</u> .		✓	That is the <u>wrong</u> spelling.	✓		1		6.2.b.4	
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I hate arriving <u>late</u> .		✓																	
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<p><b>NAHT KPI Statement:</b></p>																			
<p><b>Progression Framework Statement:</b> 6.2.b.4 Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>																			

# Answers and mark schemes

## Year 6 Grammar and Punctuation

Test	Mark	NC Domain	PF Code	Extra information
6. where	1	Writing	6.3.b.1	
<b>NAHT KPI Statement:</b>				
<b>Progression Framework Statement:</b> 6.3.b.1 Develop their understanding of the concepts set out in English Appendix 2 by: using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun				
7. <b>Award 1 mark</b> for a correct adjective formed from 'create', e.g.  • <i>creative</i>	1		6.1.b.1	<b>Do not accept</b> misspellings.
<b>NAHT KPI Statement:</b>				
<b>Progression Framework Statement:</b> 6.1.b.1 Use further prefixes and suffixes and understand the guidelines for adding them				
8. After Ali finished his homework, he went out to play. <input type="checkbox"/> Gemma was doing her science homework. <input checked="" type="checkbox"/> Jamie learnt his spellings every night. <input type="checkbox"/> Anna found her history homework difficult. <input type="checkbox"/>	1		6.2.b.4	
<b>NAHT KPI Statement:</b> ensuring the consistent and correct use of tense throughout a piece of writing				
<b>Progression Framework Statement:</b> 6.2.b.4 Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning				
9. from	1	Writing		
<b>NAHT KPI Statement:</b>				
<b>Progression Framework Statement:</b>				

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Test	Mark	NC Domain	PF Code	Extra information
<p>10. <b>Award 1 mark</b> for the correct words underlined.</p> <p>Rachel loves music... <u>has wanted</u> ... for her birthday.</p>	1		5.3.b.3	
<p><b>NAHT KPI Statement:</b> using the perfect form of verbs to mark relationships of time and cause</p>				
<p><b>Progression Framework Statement:</b> 5.3.b.3 Develop their understanding of the concepts set out in English Appendix 2 by: using the perfect form of verbs to mark relationships of time and cause</p>				