

"Let's eat Grandma!"



"Let's eat, Grandma!"

**PUNCTUATION
SAVES LIVES.**

SPaG

Spelling Punctuation and Grammar

What terminology can you remember from your school days?

What do you think will be on the Year 6 curriculum that children need to know?

25

Use the information in the box to complete the sentence below with a **relative clause**. Remember to punctuate your answer correctly.

My grandma, _____, went on holiday to Spain.

My grandma loves travelling.

12

Draw a line to match each word below to its **antonym**.

Word

near

cold

distant

warm

Antonym

close

far

hot

cool

1

Underline the **subject** of the sentence below.

A whale lives in the sea.

SPaG terminology

Subordinating conjunction

commas

Direct speech

Exclamation marks

adverbial

determiners

Suffix

Past tense

Question marks

Subordinating clause

pronouns

Singular and plural

Main clause

prefix

adjectives

Semi-colons

Dash

Prepositions

Active and passive voice

Synonyms

Adverbs

Relative clause

Modal verbs

subjunctive

colon

conjunctions

hyphen

Apostrophes

parenthesis

KS2 Grammar SATs papers analysis by @_MissieBee

% of questions by content domain

Content domain	'17	'18	'19	'22	'23	'24
G1	26	24	26	24	24	24
G2	8	6	4	4	8	6
G3	8	10	8	12	8	8
G4	10	14	12	16	12	12
G5	34	30	32	30	32	32
G6	10	10	12	10	10	12
G7	4	6	6	4	6	6

Content domain reference



G1 grammatical terms or word classes

G2 functions of sentences

G3 combining words, phrases and clauses

G4 verb forms, tenses and consistency

G5 punctuation

G6 vocabulary

G7 standard English and formality

What will 2025 bring?

Qu.	Spelling
1	young
2	island
3	famous
4	texture
5	social
6	replacing
7	symbol
8	increase
9	examination
10	frequently
11	veins
12	league
13	chaos
14	queue
15	solution
16	reluctance
17	memorable
18	persuasion
19	referring
20	nutritious

Spelling

- Our dogs are _____ and full of energy.
- The swans nested on an _____ in the lake.
- We met a _____ writer.
- The linen fabric had a rough _____.
- It is important to stay safe on _____ media.
- The school is _____ its minibus.
- This bracelet is a _____ of our friendship.
- Working hard will _____ our chance of success.
- The dentist gave my teeth a thorough _____.
- We go to the beach _____ in summer.

- Your _____ carry blood to your heart.
- We were delighted when our team won the _____.
- There was _____ because of the snow.
- We waited in the _____ to buy tickets.
- I have a _____ to your problem.
- It was with some _____ that Jon went upstairs to start his homework.
- Sports day last year was a _____ event.
- After some _____, Dad agreed that we could stay up late.
- Is this the book you were _____ to?
- The cook served a _____ meal.

Qu.	Spelling	Mark	Content domain reference
1	young	1	S40 – the /ʌ/ sound spelt <i>ou</i>
2	island	1	S60 – words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
3	famous	1	S46 – the suffix <i>–ous</i>
4	texture	1	S44 – words with endings sounding like /ʒə/ or /tʃə/
5	social	1	S54 – endings which sound like /ʃəl/
6	replacing	1	S38 – adding suffixes beginning with vowel letters to words of more than one syllable S41 – prefixes
7	symbol	1	S39 – the /i/ sound spelt <i>y</i> other than at the end of words
8	increase	1	S41 – prefixes
9	examination	1	S42 – the suffix <i>–ation</i>
10	frequently	1	S43 – the suffix <i>–ly</i>
11	veins	1	S52 – words with the /eɪ/ sound spelt <i>ei</i> , <i>igh</i> , or <i>ey</i>
12	league	1	S50 – words ending with the /g/ sound spelt <i>–gue</i> and the /k/ sound spelt <i>–que</i>
13	chaos	1	S48 – words with the /k/ sound spelt <i>ch</i>
14	queue	1	S61 – homophones and near homophones (Years 3 and 4) homophones and other words that are often confused (Years 5 and 6)
15	solution	1	S47 – endings that sound like /ʃən/, spelt <i>–tion</i> , <i>–sion</i> , <i>–ssion</i> , <i>–cian</i>
16	reluctance	1	S55 – words ending in <i>–ant</i> , <i>–ance</i> , <i>–ancy</i> , <i>–ent</i> , <i>–ence</i> , <i>–ency</i>
17	memorable	1	S56 – words ending in <i>–able</i> and <i>–ible</i> words ending in <i>–ably</i> and <i>–ibly</i>
18	persuasion	1	S45 – endings that sound like /ʒən/
19	referring	1	S57 – adding suffixes beginning with vowel letters to words ending in <i>–fer</i> S38 – adding suffixes beginning with vowel letters to words of more than one syllable
20	nutritious	1	S53 – endings which sound like /ʃəs/ spelt <i>–cious</i> or <i>–tious</i>

How you can help at home?

Year 6 English Grammar and Punctuation Test 1

1. Circle the object in this sentence.

I stroked the cat carefully.

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

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

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

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.

colon semi colon comma question mark

Top Ten ways to learn a spelling

- 1 Break it into sounds eg CAT
- 2 Break it into syllables eg REMEMBER
- 3 Break it into root words and affixes eg UNLIKE
- 4 Use a mnemonic eg NECESSARY (one collar, two sleeves)
- 5 Use your knowledge of word roots eg MUSIC, MUSICAL, MUSICIAN
- 6 Use word families eg WOULD, SHOULD, COULD
- 7 See words within words eg a friend to the end, a rat in separate (SEPARATE)
- 8 Use spelling rules eg CRY, CRIES
- 9 By sight - learn the shape of the word eg Help
- 10 By movement - get used to writing the word with your finger, a pen, in the air. eg write

