

## Arithmetic Practice

### Adding 100 and 1000

1.  $913 + 100 =$
2.  $245 + 1000 =$
3.  $980 + 100 =$
4.  $546 + 1000 =$
5.  $9,888 + 1000 =$

### Adding 2 and 3-digits

1.  $367 + 76 =$
2.  $287 + 99 =$
3.  $346 + 87 =$
4.  $298 + 45 =$
5.  $595 + 72 =$

### Multiplying and Dividing by 1 and 0

1.  $435 \div 1 =$
2.  $2365 \times 1 =$
3.  $546 \times 0 =$
4.  $7678 \div 1 =$
5.  $1 \times 559 =$

### Near Multiples of 10 (+ and -)

1.  $546 - 9 =$
2.  $1043 + 19 =$
3.  $572 - 29 =$
4.  $888 + 99 =$
5.  $1243 - 999 =$

### Adding two 3-digit Numbers

1.  $435 + 237 =$
2.  $651 + 876 =$
3.  $287 + 165 =$
4.  $871 + 638 =$

5.  $437 + 987 =$

### Short Division Method

1.  $85 \div 5 =$
2.  $623 \div 7 =$
3.  $345 \div 3 =$
4.  $2826 \div 6 =$
5.  $7696 \div 8 =$

### Adding 4 and 5-digit Numbers

1.  $34,678 + 3,876 =$
2.  $2,765 + 56,980 =$
3.  $65,189 + 5,555 =$
4.  $87,235 + 8,900 =$
5.  $12,123 + 7,897 =$

### Multiples of 10 (+ and -)

1.  $\underline{\quad} = 450 - 30$
2.  $\underline{\quad} = 976 - 400$
3.  $356 + 200 =$
4.  $\underline{\quad} = 567 + 100$
5.  $4387 - 1000 =$

### Short Multiplication

1.  $543 \times 7 =$
2.  $287 \times 9 =$
3.  $4 \times 654 =$
4.  $8 \times 276 =$
5.  $9 \times 765 =$

### Using Known $\times$ and $\div$ Facts

1.  $50 \times 60 =$
2.  $300 \times 8 =$

3.  $400 \div 5 =$
4.  $2700 \div 9 =$
5.  $400 \times 3000 =$

x and  $\div$  by 10, 100 and 1000

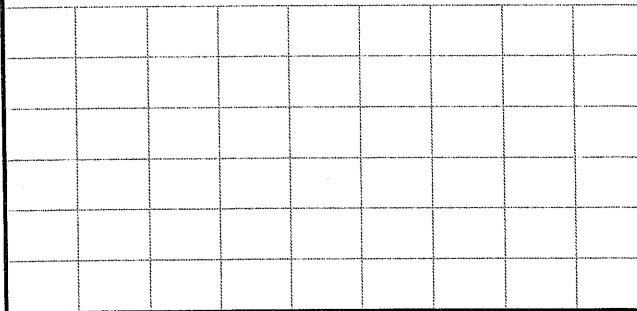
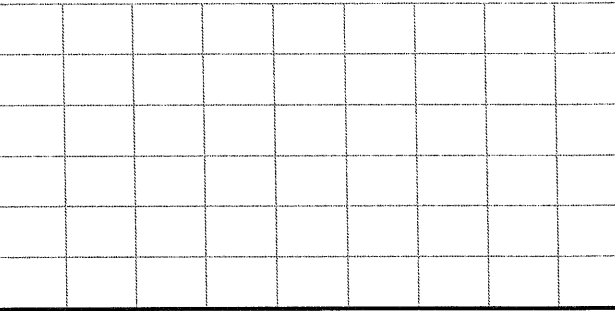
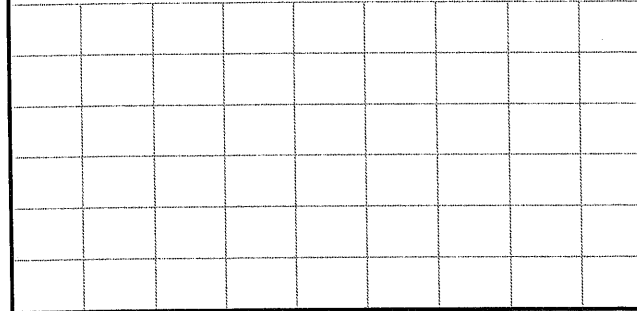
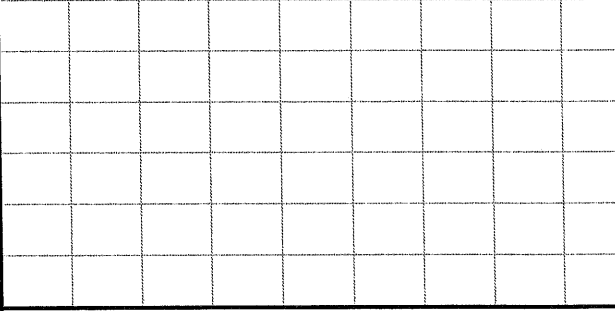
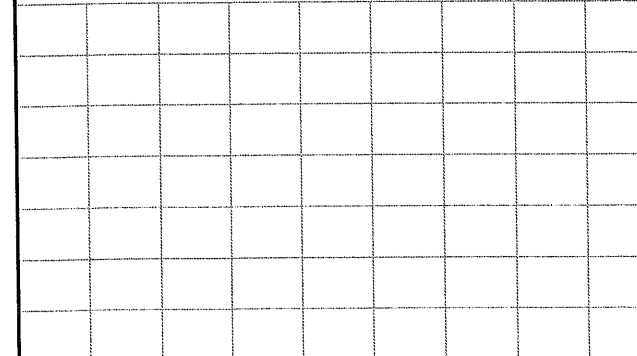
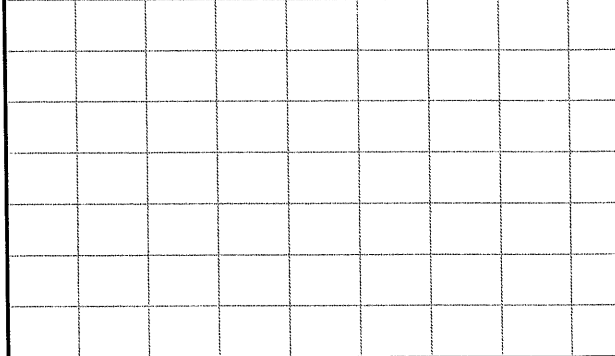
1.  $45 \times 10 =$
2.  $547 \div 10 =$
3.  $845 \times 1000 =$
4.  $945 \div 100 =$
5.  $45.8 \times 100 =$

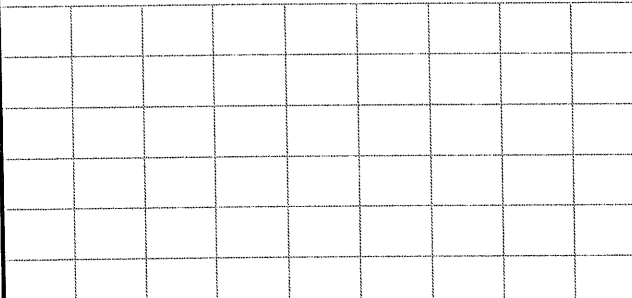
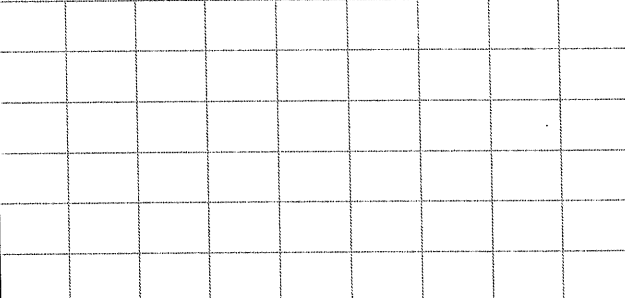
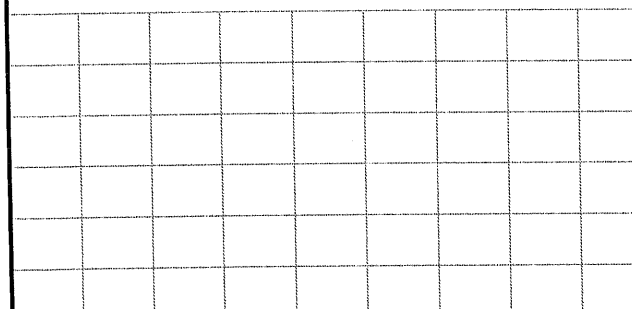
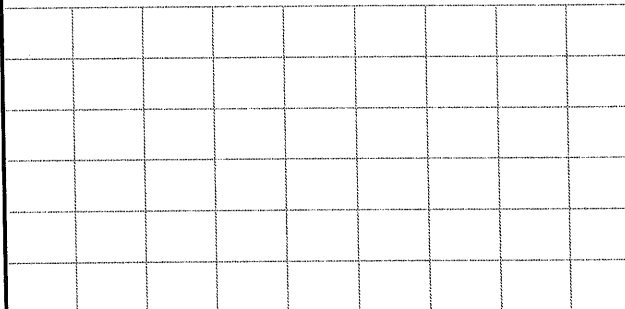
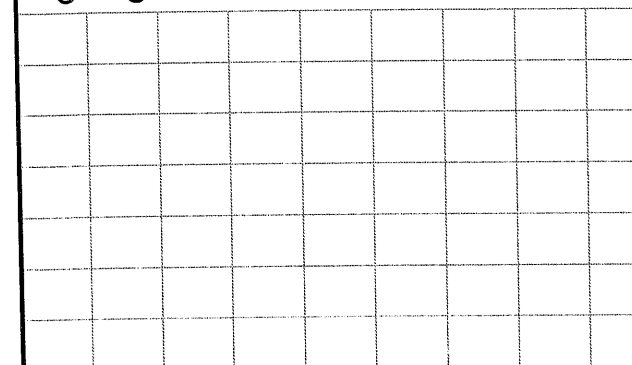
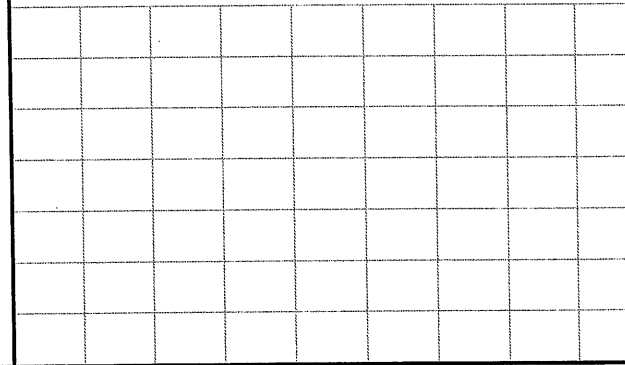
+ and - Decimal Numbers

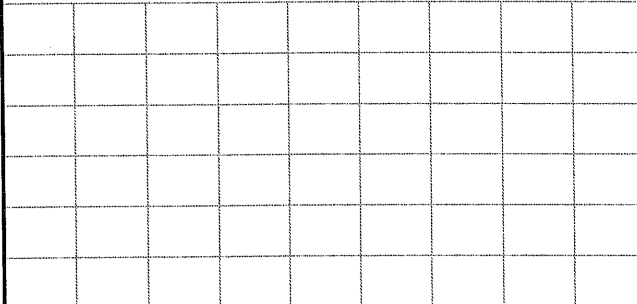
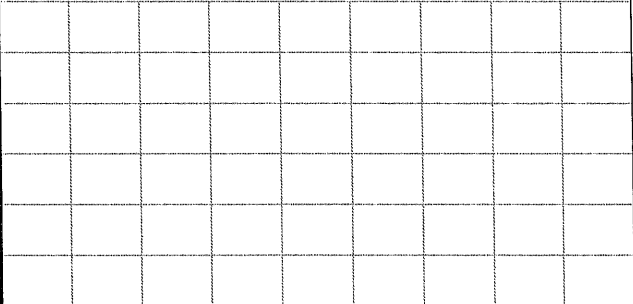
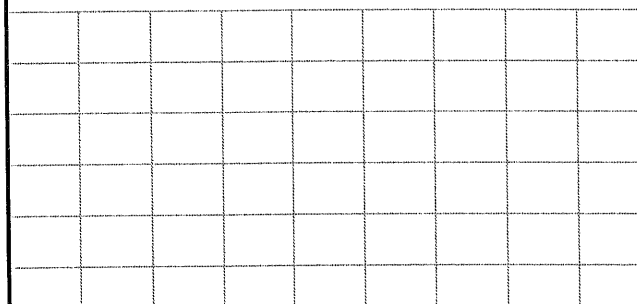
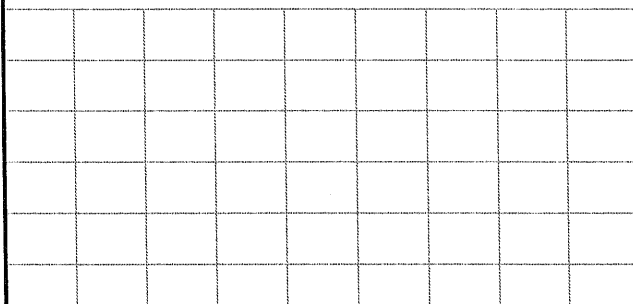
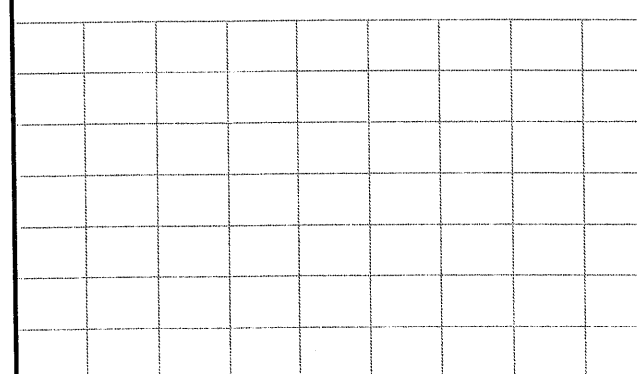
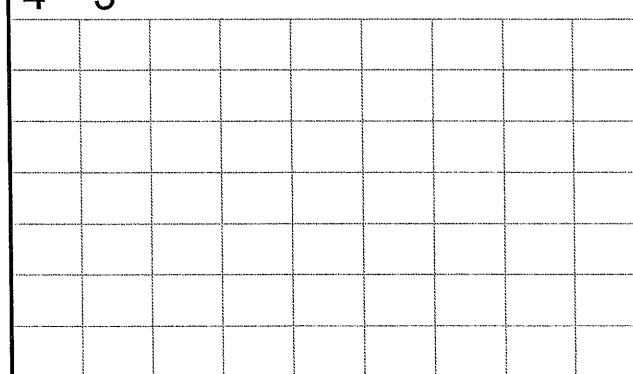
1.  $3.4 + 5.09 =$
2.  $0.09 + 3.7 =$
3.  $6.67 + 0.02 =$
4.  $5.05 - 3.02 =$
5.  $7.78 - 2.3 =$

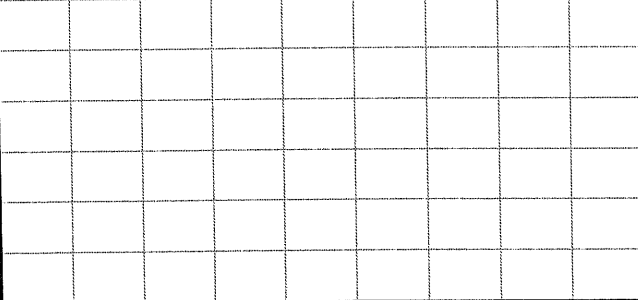
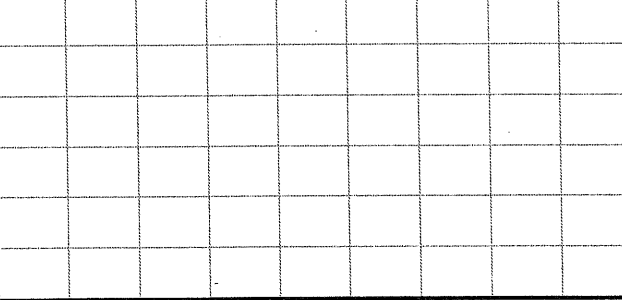
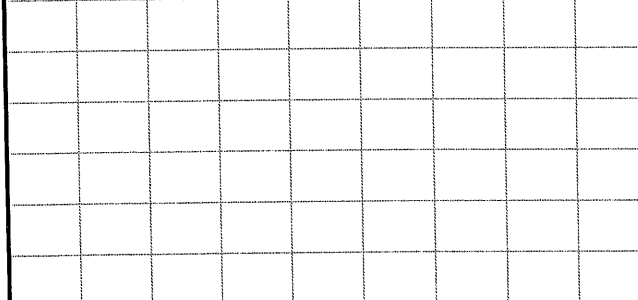
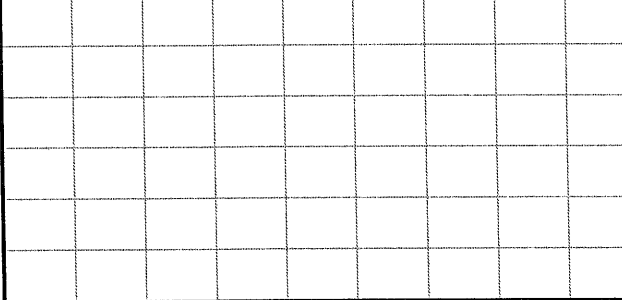
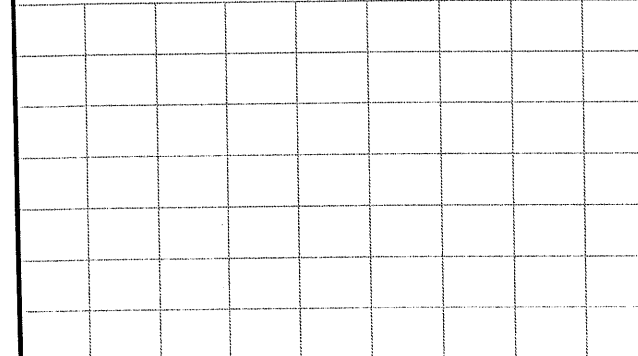
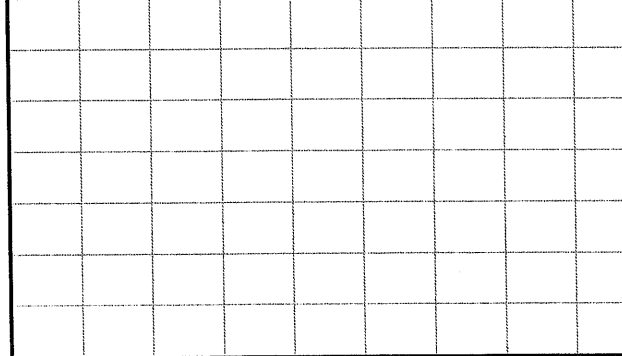
Arithmetic Year 6

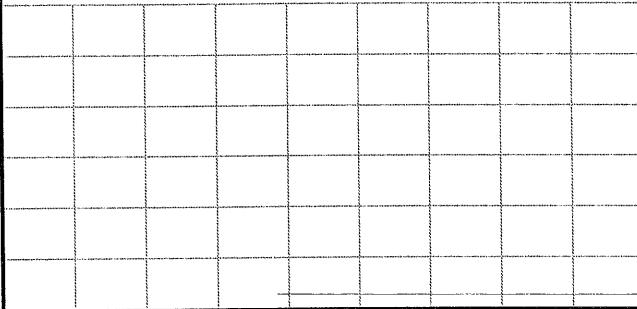
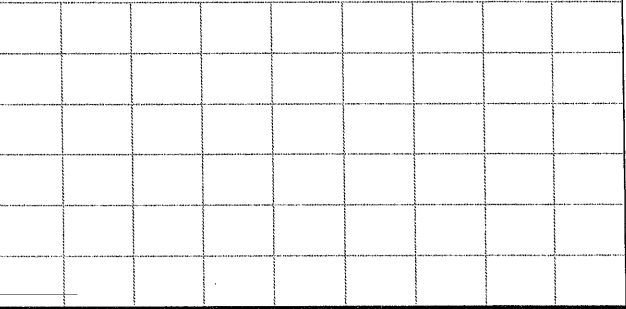
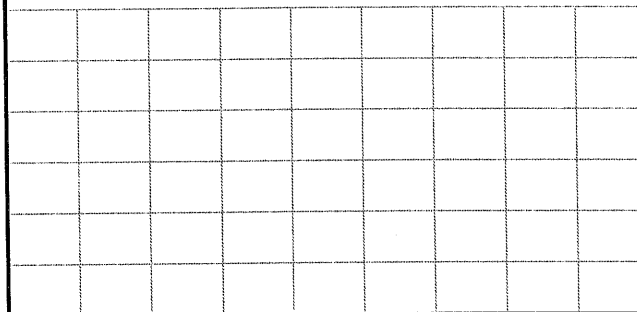
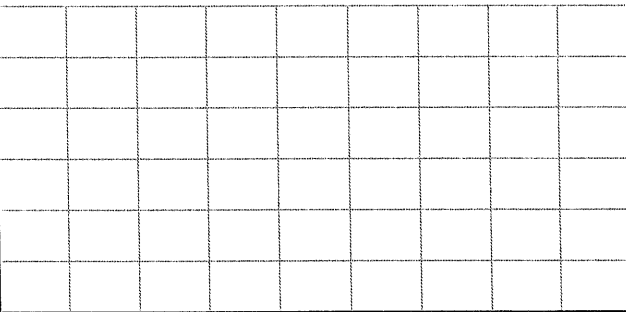
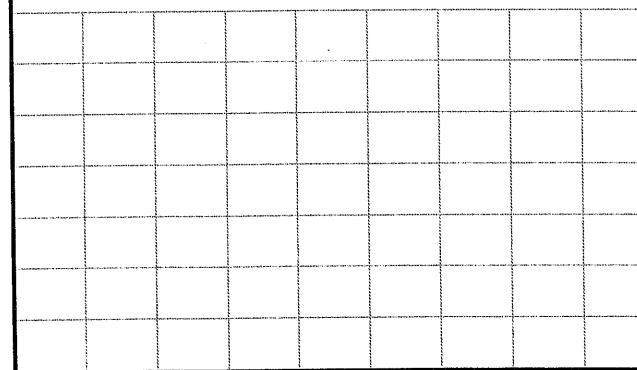
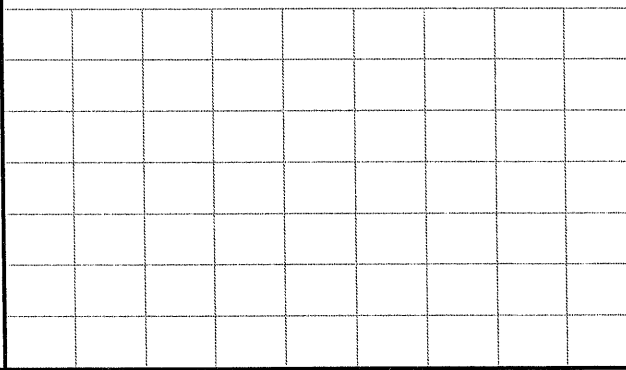
Test 1

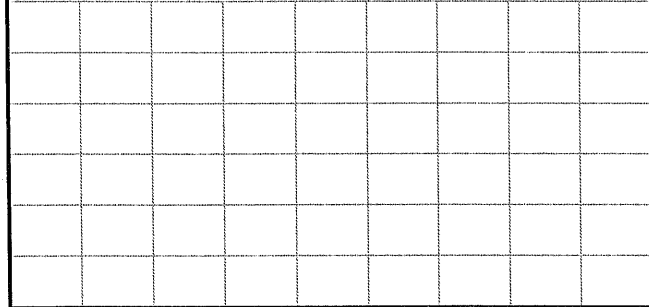
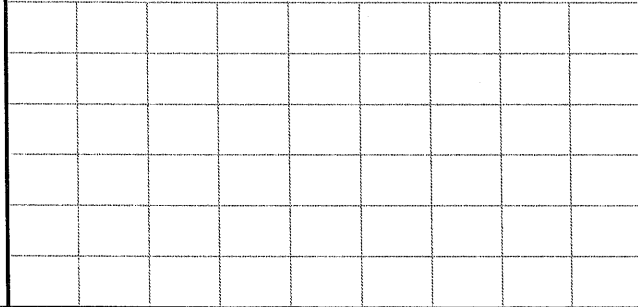
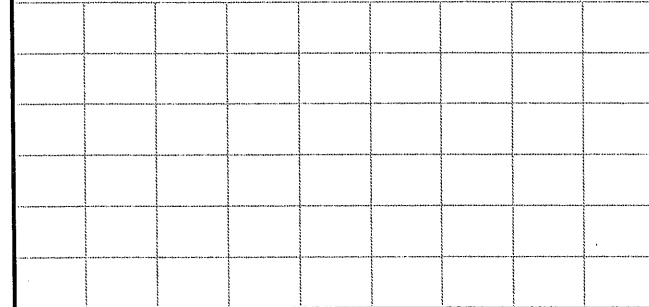
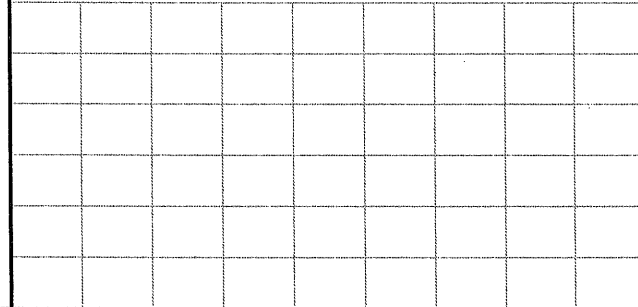
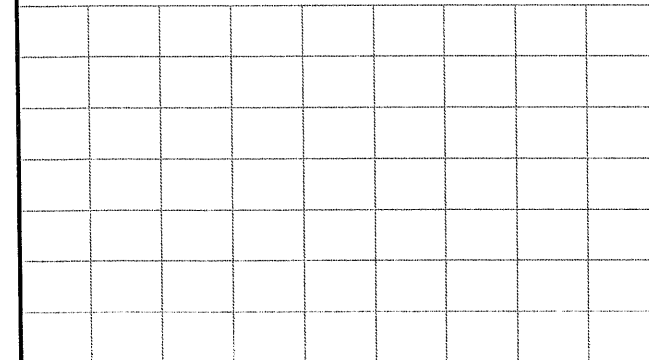
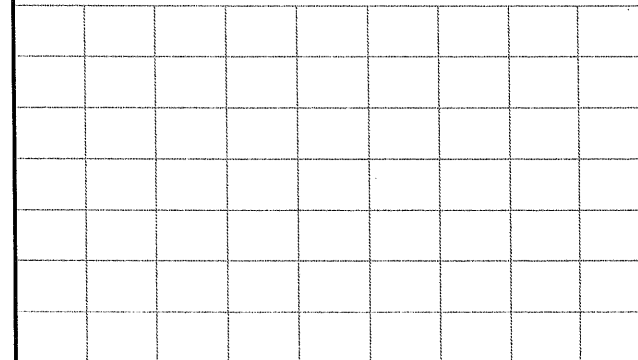
$4 \times 5 =$	1	$60 \div 5 =$	1
$30 \div 5 =$	1	$12 \times 12 =$	1
$50\% \text{ of } 800 =$	1	$\frac{1}{4} \text{ of } 720 =$	1
$1693 + 347 =$ 	1	$2409 \div 3 =$ 	1
$9341.6 - 279.56 =$ 	1	$5822 \times 17 =$ 	1
$\frac{7}{8} - \frac{3}{8} =$ 	1	$8 \times 2\frac{1}{2} =$ 	1

$3 \times 5 =$	1	$77 \div 7 =$	1
$84 \div 12 =$	1	$10 \times 9 =$	1
$80\% \text{ of } 15,300 =$	1	$\frac{3}{4} \text{ of } 640 =$	1
$7385 - 596 =$ 	1	$443 \times 6 =$ 	1
$71267.4 + 4897.2 =$ 	1	$10,557 \div 23 =$ 	1
$\frac{1}{8} + \frac{5}{8} =$ 	1	$\frac{2}{9} \div 2 =$ 	1

$2 \times 4 =$	1	$32 \div 8 =$	1
$50 \div 5 =$	1	$7 \times 9 =$	1
$80\% \text{ of } 1260 =$	1	$\frac{5}{8} \text{ of } 7200 =$	1
$753 + 752 =$ 	1	$2958 \div 3 =$ 	1
$7320.5 - 3856.3 =$ 	1	$478 \times 44 =$ 	1
$\frac{2}{9} + \frac{4}{9} =$ 	1	$\frac{1}{4} \times \frac{1}{3} =$ 	1

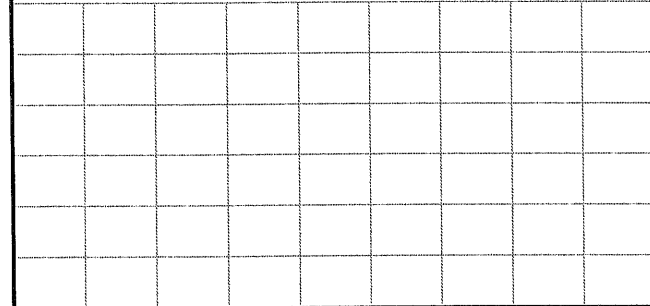
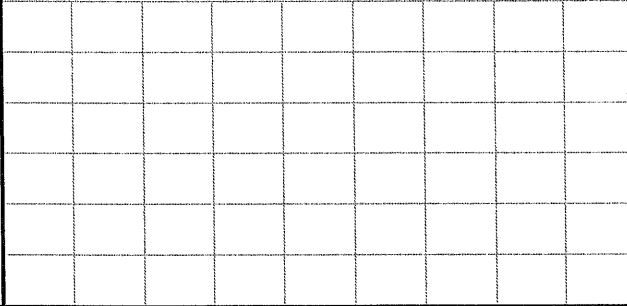
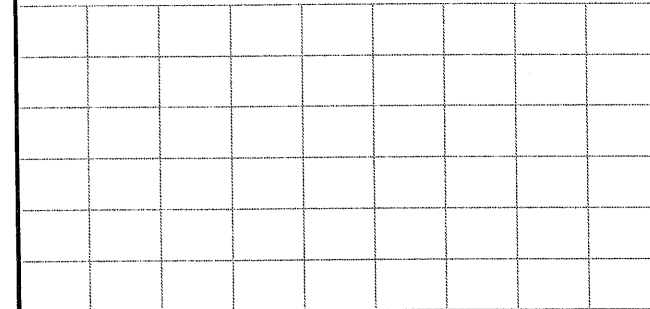
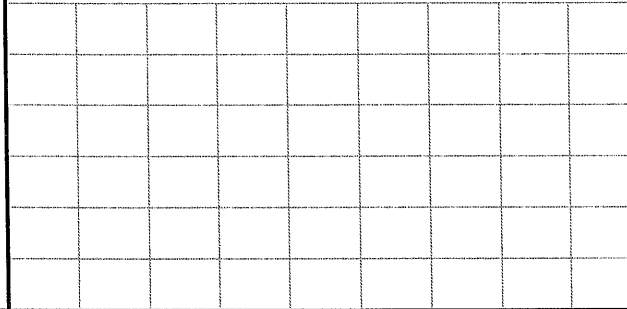
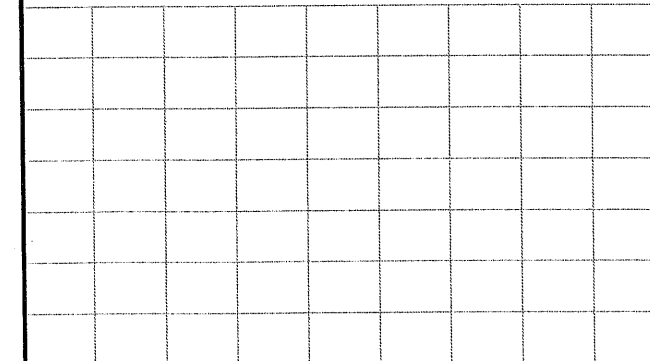
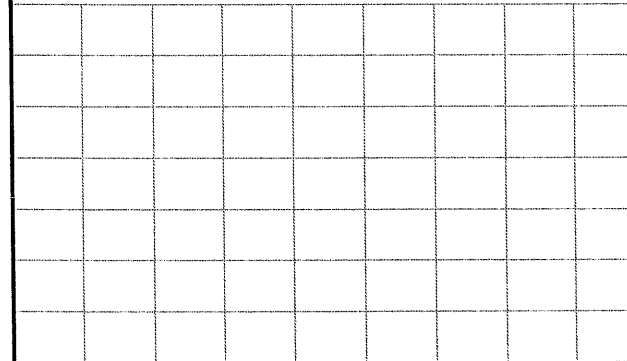
$11 \times 6 =$	1	$30 \div 10 =$	1
$18 \div 3 =$	1	$7 \times 5 =$	1
$65\% \text{ of } 2100 =$	1	$\frac{7}{8} \text{ of } 800 =$	1
$6898 - 624 =$ 	1	$842 \times 8 =$ 	1
$174.81 + 962.7 =$ 	1	$7365 \div 15 =$ 	1
$\frac{4}{7} - \frac{3}{7} =$ 	1	$\frac{2}{5} \times \frac{1}{5} =$ 	1

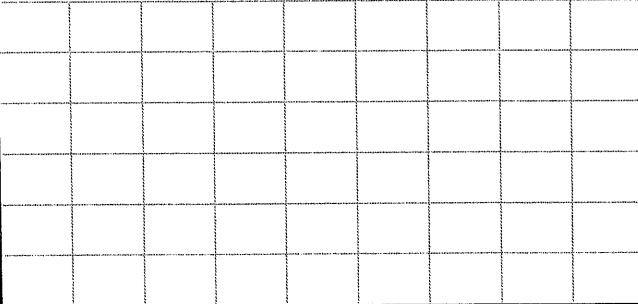
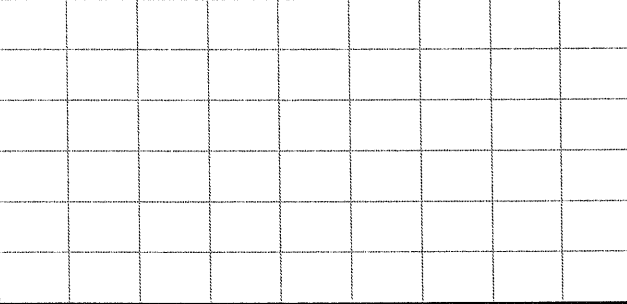
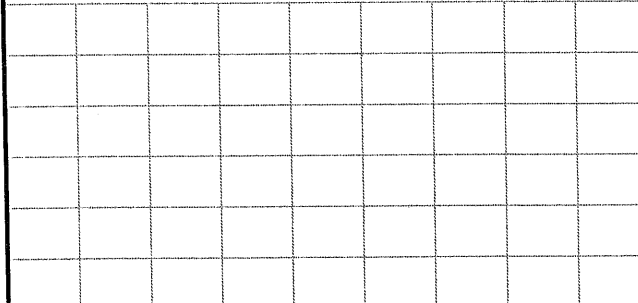
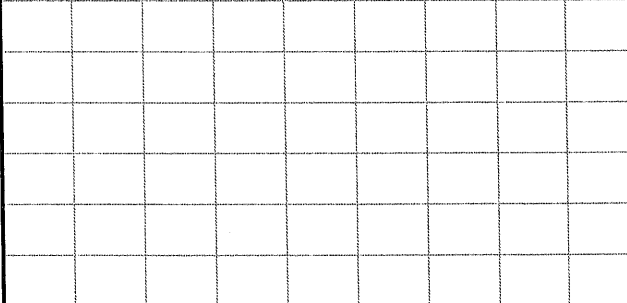
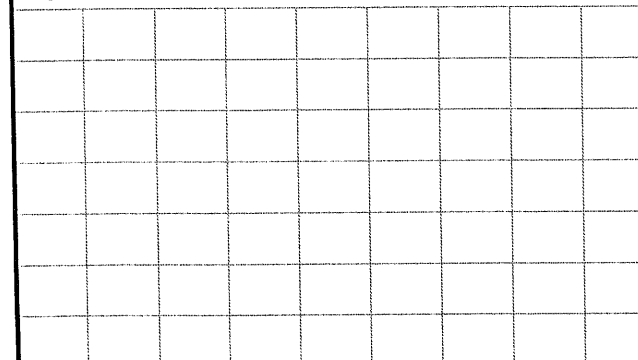
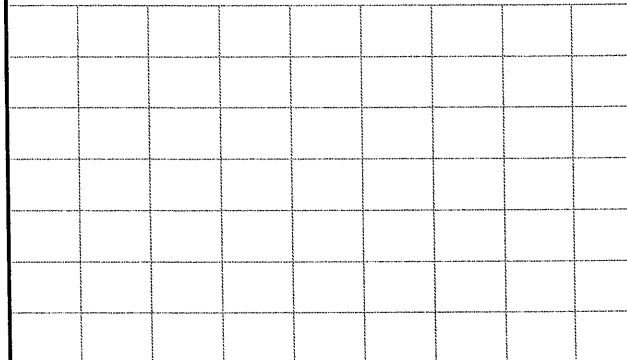
$6 \times 5 =$	1	$81 \div 9 =$	1
$6 \div 8 =$	1	$6 \times 12 =$	1
$20\% \text{ of } 1300 =$	1	$\frac{1}{8} \text{ of } 1200 =$	1
$4819 + 461 =$ 	1	$1440 \div 6 =$ 	1
$5413.26 - 3382.5 =$ 	1	$987 \times 28 =$ 	1
$\frac{12}{6} + \frac{5}{6} =$ 	1	$\frac{3}{8} \div 3 =$ 	1

$3 \times 7 =$	1	$60 \div 5 =$	1
$24 \div 3 =$	1	$5 \times 8 =$	1
$65\% \text{ of } 200 =$	1	$\frac{1}{5} \text{ of } 250 =$	1
$4205 - 383 =$ 	1	$958 \times 8 =$ 	1
$7728.19 + 982.3 =$ 	1	$18879 \div 21 =$ 	1
$\frac{3}{10} + \frac{3}{10} =$ 	1	$16 \times 1 \frac{1}{2} =$ 	1

Arithmetic Year 6

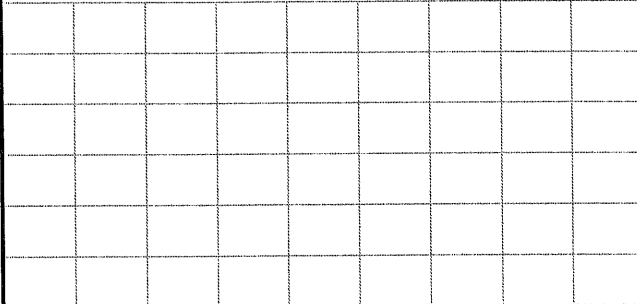
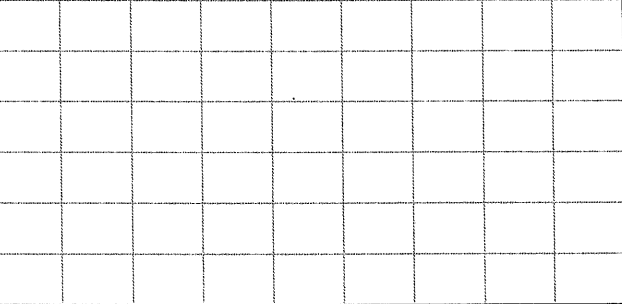
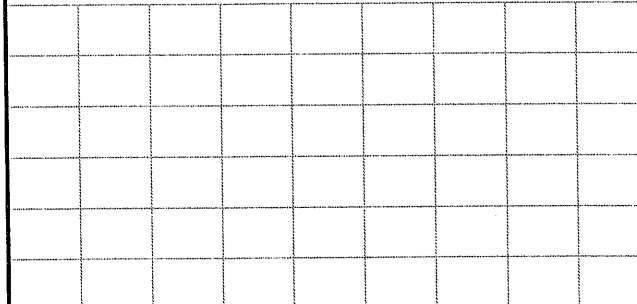
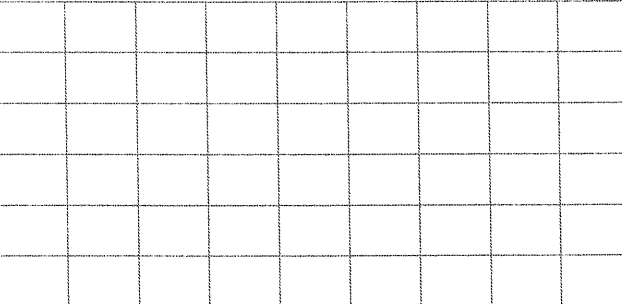
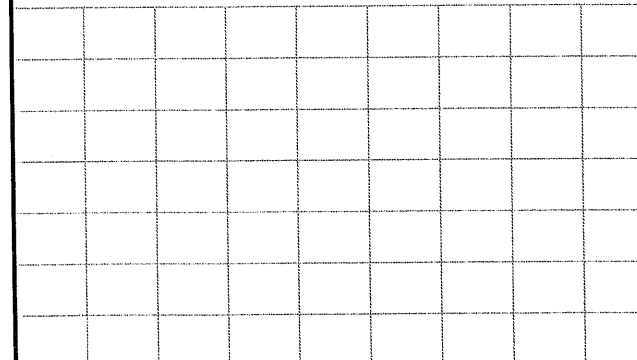
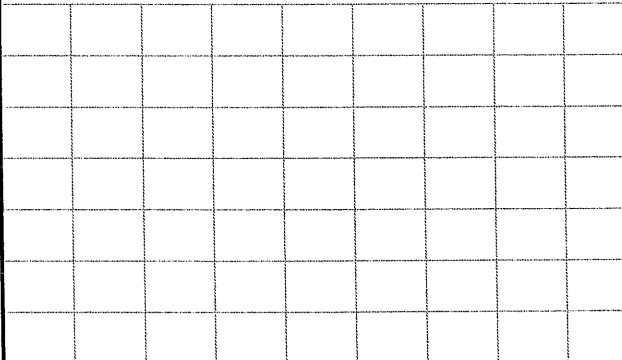
Test 7

$4 \times 11 =$	1	$20 \div 8 =$	1
$121 \div 11 =$	1	$9 \times 9 =$	1
$25\% \text{ of } 5200 =$	1	$\frac{2}{5} \text{ of } 8500 =$	1
$3391 + 538 =$ 	1	$7371 \div 9 =$ 	1
$7953.8 - 401.05 =$ 	1	$340 \times 41 =$ 	1
$\frac{3}{4} - \frac{1}{3} =$ 	1	$\frac{24}{2} \div \frac{2}{5} =$ 	1

$9 \times 9 =$	1	$24 \div 8 =$	1
$56 \div 8 =$	1	$4 \times 10 =$	1
$30\% \text{ of } 800 =$	1	$\frac{3}{5} \text{ of } 800 =$	1
$9211 - 926 =$ 	1	$245 \times 4 =$ 	1
$2866.64 + 4006.8 =$ 	1	$2159 \div 17 =$ 	1
$\frac{5}{8} - \frac{1}{8} =$ 	1	$6 \times \frac{23}{4} =$ 	1

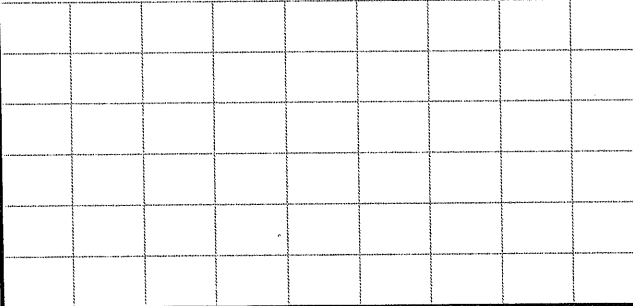
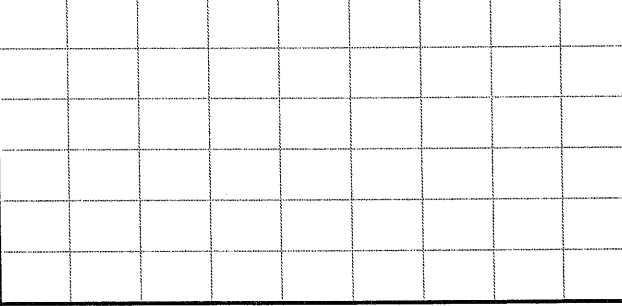
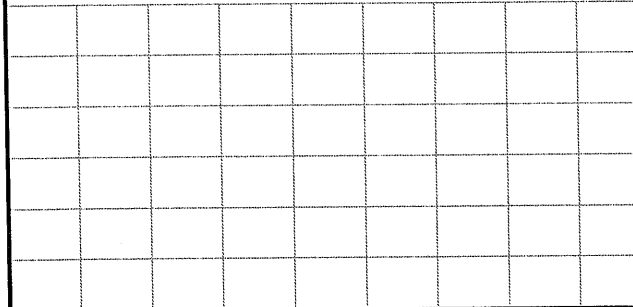
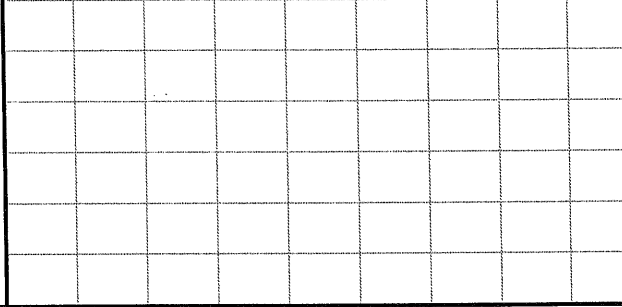
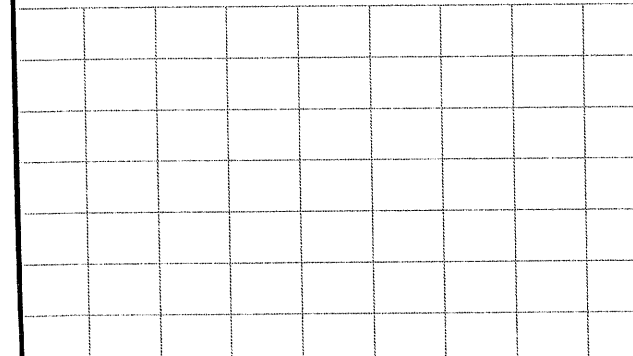
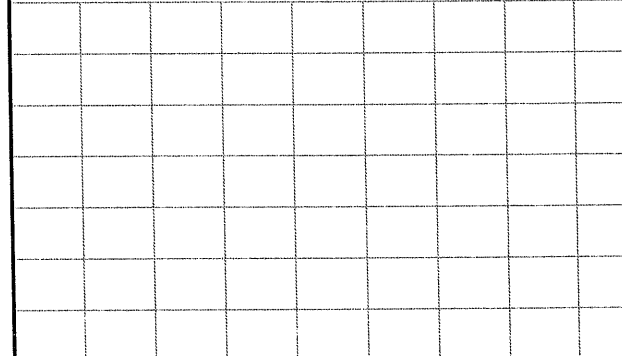
Arithmetic Year 6

Test 9

$9 \times 12 =$	1	$15 \div 5 =$	1
$\sqrt{64} =$	1	$4 \times 9 =$	1
$45\% \text{ of } 1000 =$	1	$\frac{1}{4} \text{ of } 160 =$	1
$6936 + 462 =$ 	1	$2952 \div 6 =$ 	1
$9764.9 - 337.67 =$ 	1	$344 \times 14 =$ 	1
$\frac{3}{10} + \frac{2}{5} =$ 	1	$\frac{2}{3} \div 2 =$ 	1

Arithmetic Year 6

Test 10

$4 \times 4 =$	1	$121 \div 11 =$	1
$24 \div 3 =$	1	$12 \times 12 =$	1
$70\% \text{ of } 6500 =$	1	$\frac{5}{8} \text{ of } 3200 =$	1
$6458 - 869 =$ 	1	$464 \times 3 =$ 	1
$2129.9 + 130.91 =$ 	1	$7344 \div 18 =$ 	1
$\frac{3}{4} + \frac{1}{4} =$ 	1	$6 \times \frac{18}{2} =$ 	1



7  $5 \times 9 =$

8  $6.012 + 0.7 =$

9  $6 \times 3 \times 6 =$

10  $\frac{5}{6} - \frac{1}{6} =$

11  $70 \times 7 =$

12  $6^2 + 7 =$



13  $7.56 \times 100 =$

14  $3980 - 827 =$

15  $1.3 \times 1000 =$

16  $\frac{3}{10} + \frac{4}{10} =$

17 25% of 1400 =

18  $1210 \div 11 =$



19

$$140 - 68.2 =$$

20

$$30\ 000 + 4562 =$$

21

$$2.15 \times 8 =$$

22

$$4572 \div 6 =$$

23

$$22.3 - 6.42 =$$

24

$$670\ 381 - 34\ 917 =$$



25  $\frac{1}{3} \times \frac{1}{5} =$

26  $45 \times 19 =$

$$\begin{array}{r} 45 \\ \times 19 \\ \hline \end{array}$$

27 85% of 280 =

28  $9 \times 2\frac{1}{4} =$

29  $\frac{2}{3} + \frac{1}{4} =$



30

$3598 \div 14 =$

1	4	3	5	9	8
---	---	---	---	---	---

2 marks

31

$\frac{3}{8} \div 3 =$

1 mark

32

$2 \times (17 - 6) =$

1 mark

33

$786 \times 56 =$

	7	8	6
x	5	6	

2 marks



34  $2\frac{1}{3} - \frac{2}{5} =$

1 mark

35  $2795 \div 43 =$

4	3	2	7	9	5
---	---	---	---	---	---

2 marks

36  $\frac{2}{3} \div 3 =$

1 mark





## Year 6 maths quiz: memory mastermind!

### Multiplication and division vocabulary

- 1) List all the **factors** of 36: \_\_\_\_\_
- 2) List all the **common factors** of 24 and 32: \_\_\_\_\_
- 3) List all the **prime numbers** under 20: \_\_\_\_\_
- 4) What's a **composite number**? \_\_\_\_\_
- 5) What are the **prime factors** of 12? \_\_\_\_\_
- 6) List the first 6 **multiples** of 9: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_
- 7) What is the **lowest common multiple** of 4 and 6? \_\_\_\_\_
- 8) List 3 different **square numbers**: \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_
- 9) What is  $3^3$ ? \_\_\_\_\_

### Fractions, decimals & percentages

Complete the conversion grid.

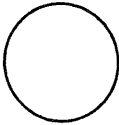
Fraction	Decimal	Percentage	Operation
$\frac{1}{2}$			
	0.2		
		1%	
			$\div 10$
$\frac{3}{4}$			$\div 4, \times 3$
	0.25		
		5%	

### Angles

Complete the grid.

How many degrees...	
in a full turn?	°
in a half turn?	°
in a right angle?	°
in an acute angle?	°
in an obtuse angle?	°
in a reflex angle?	°
on a straight line?	°
inside a triangle?	°
inside a quadrilateral?	°

### Shape vocabulary

Draw a <b>horizontal</b> line.	Draw a <b>vertical</b> line.	Draw a pair of <b>parallel</b> lines.	Draw a pair of <b>perpendicular</b> lines.	Label this circle with its <b>circumference, radius and diameter</b> .
				

### Roman numerals

Complete the grid.

1 = I	= X	100 =	1000 =
= V	50 =	= D	

## 2D shapes

Complete the grid.

Name	No. of sides
octagon	
	5
nonagon	
	7
quadrilateral	
	10
hexagon	

What is a **polygon**? \_\_\_\_\_

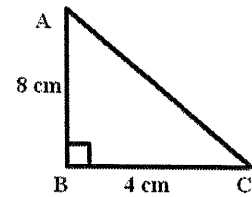
What's the difference between a **regular** and **irregular** polygon?

\_\_\_\_\_

\_\_\_\_\_

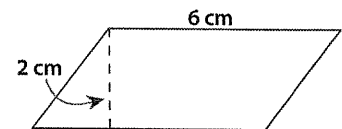
What is the area of this triangle?

Area = \_\_\_\_\_



What is the area of this parallelogram?

Area = \_\_\_\_\_



Below each shape, write its name (don't just write 'triangle' for the first 3 – be specific!)

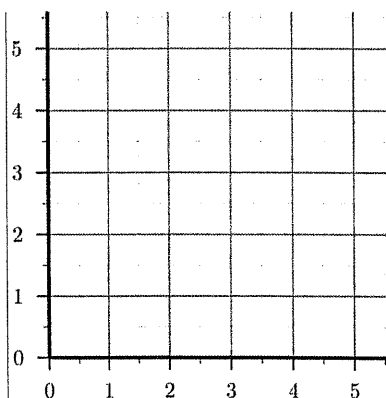

### Measurement conversions

- List all the months that have exactly 31 days: \_\_\_\_\_
- List all the months that have exactly 30 days: \_\_\_\_\_
- What's different about a leap year? \_\_\_\_\_

Complete the conversions.

1cm =	mm	1km =	m	1 litre =	ml
1m =	cm	1 mile =	km	1 kilogram =	g

**Co-ordinates** Write an X on the co-ordinate (3,5).



### The mean

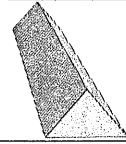
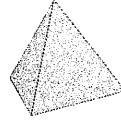
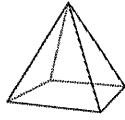
What is the mean of the following numbers?

5, 7, 2, 8, 3

Mean = \_\_\_\_\_

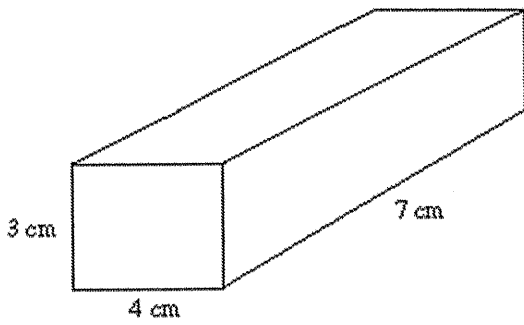
### 3D shapes

Complete the grid.



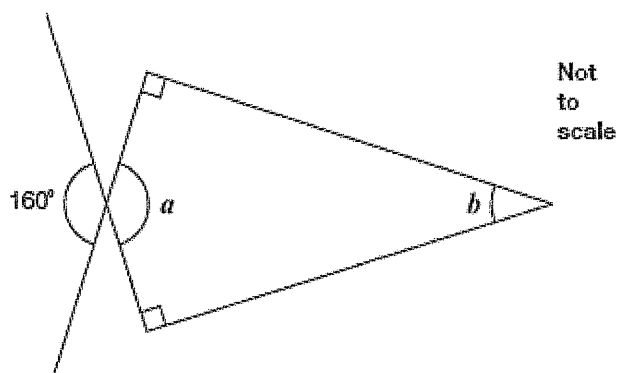
What is this shape called?			
How many <b>faces</b> does it have?			
How many <b>edges</b> does it have?			
How many <b>vertices</b> does it have?			

What's the volume of this cuboid? \_\_\_\_\_



## SATs Papers - Geometry

Calculate the size of angles  $a$  and  $b$  in this diagram.



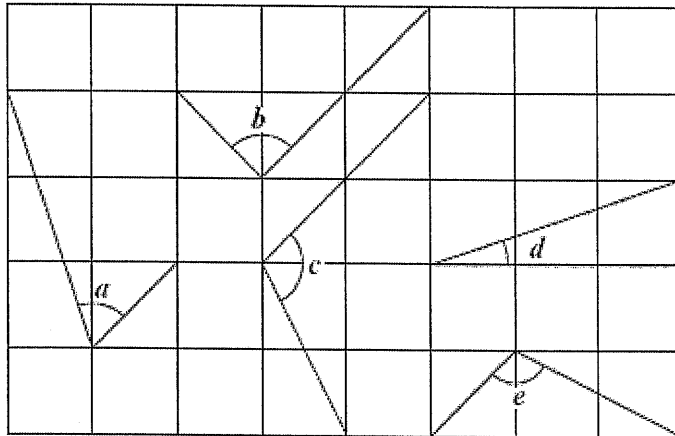
$$a = \boxed{\phantom{000}}^\circ$$

1 mark

$$b = \boxed{\phantom{000}}^\circ$$

1 mark

Here are five angles marked on a grid of squares.



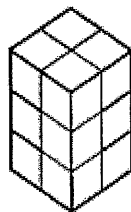
Write the letters of the angles that are obtuse.

\_\_\_\_\_ 1 mark

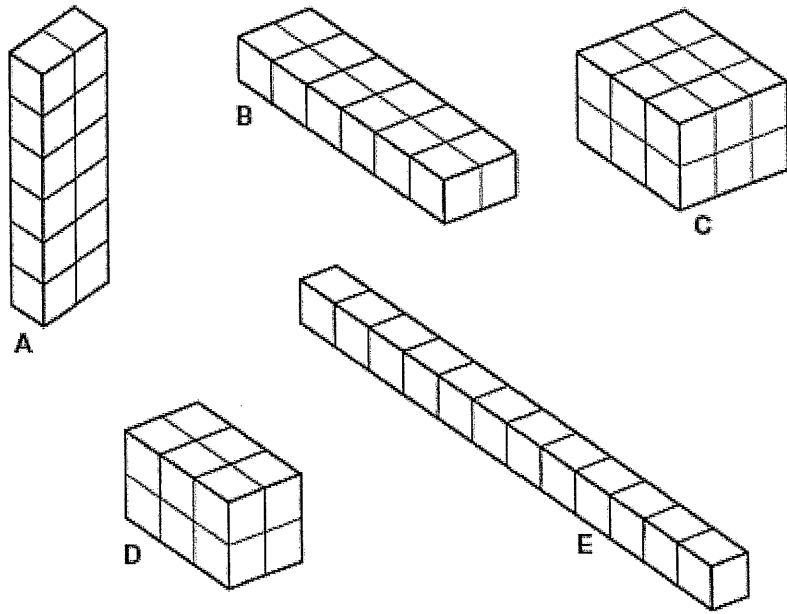
Write the letters of the angles that are acute.

\_\_\_\_\_ 1 mark

Emma makes a cuboid using 12 cubes.

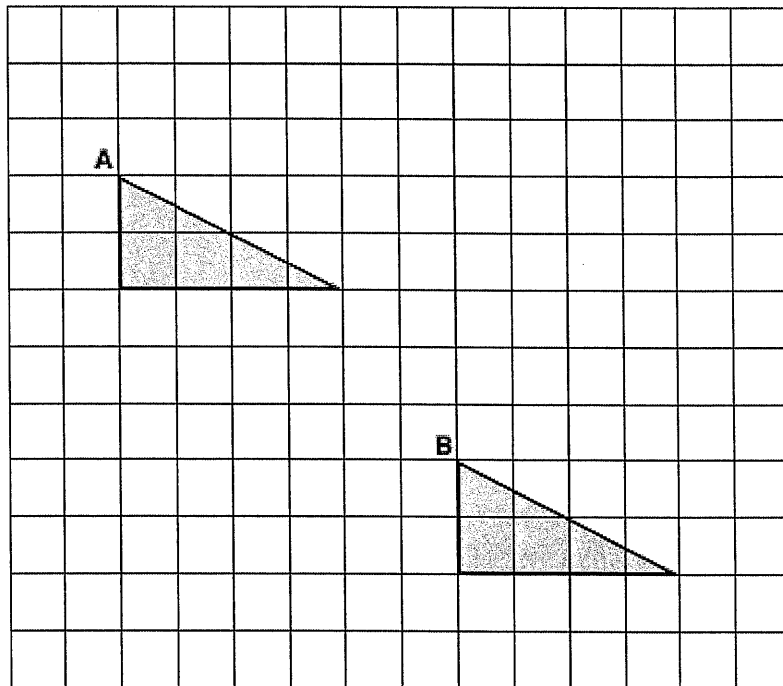


Write the letter of the cuboid that has a different volume from Emma's cuboid.



1 mark

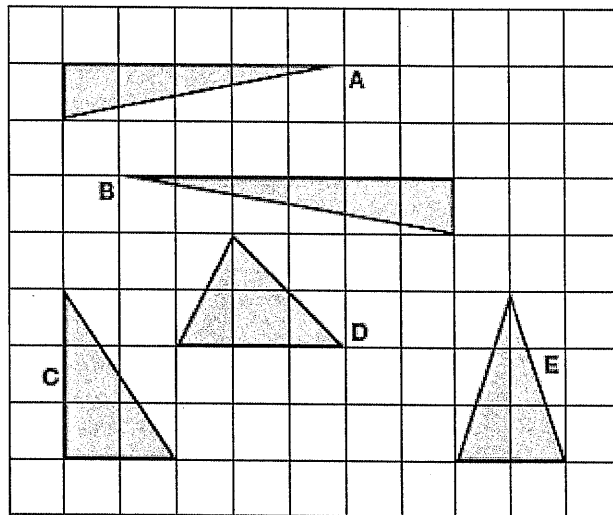
A triangle is translated from position A to position B.



Complete the sentence.

The triangle has moved  squares to the right  
and  squares down.

Here are five triangles on a square grid.

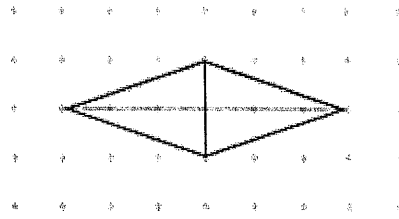


Four of the triangles have the same area.

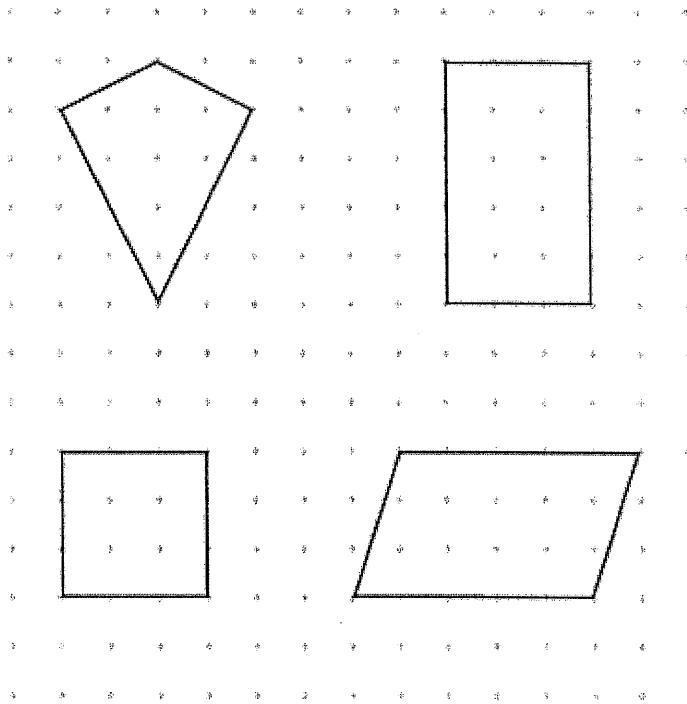
Which triangle has a **different** area?

\_\_\_\_\_

The diagonals of this quadrilateral cross at right angles.



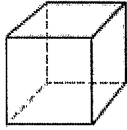
Tick **all** the quadrilaterals that have diagonals which cross at right angles.



2 marks

Here are diagrams of some 3-D shapes.

Tick each shape that has the same number of faces as vertices.



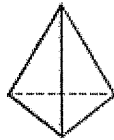
Cube



Square-based pyramid



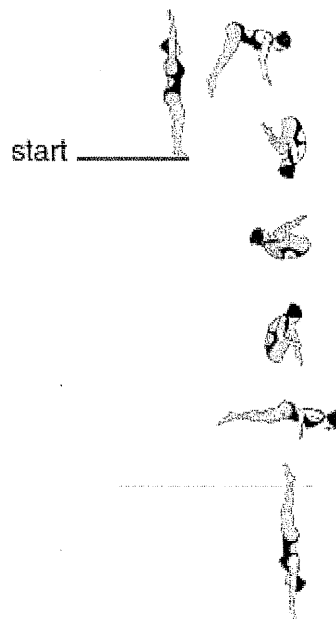
Triangular prism



Triangular-based pyramid

2 marks

Layla completes one-and-a-half somersaults in a dive.



How many degrees does Layla turn through in her dive?

1 mark

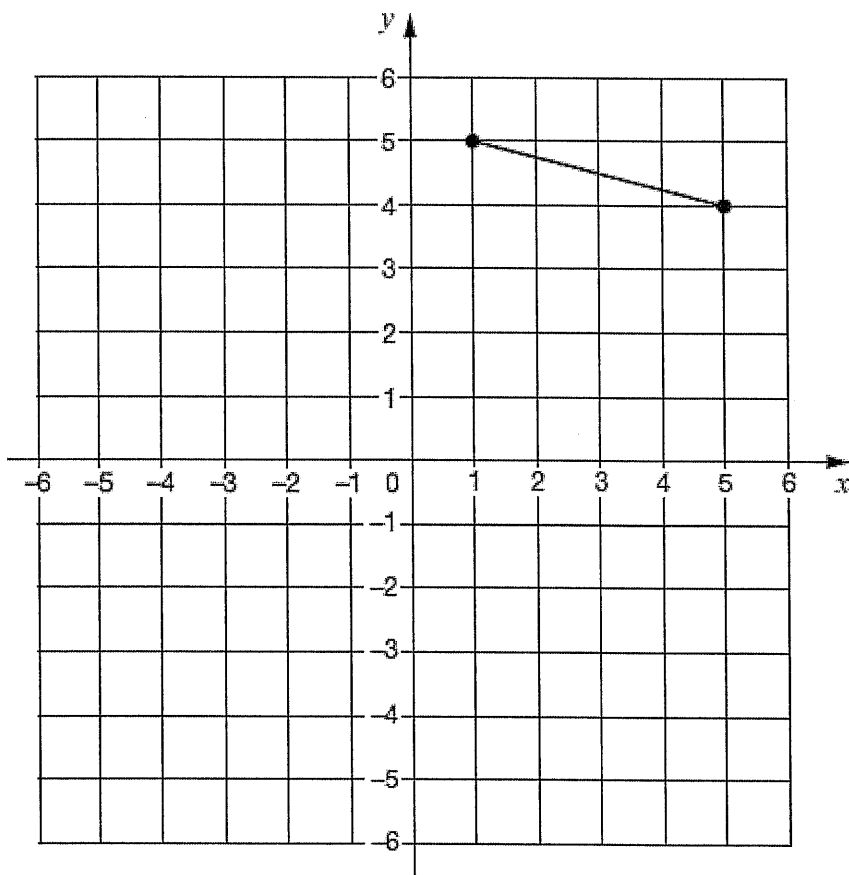
The vertices of a quadrilateral have these coordinates.

(1, 5)      (5, 4)      (1, -3)      (-3, 4)

One side of the quadrilateral has been drawn on the grid.

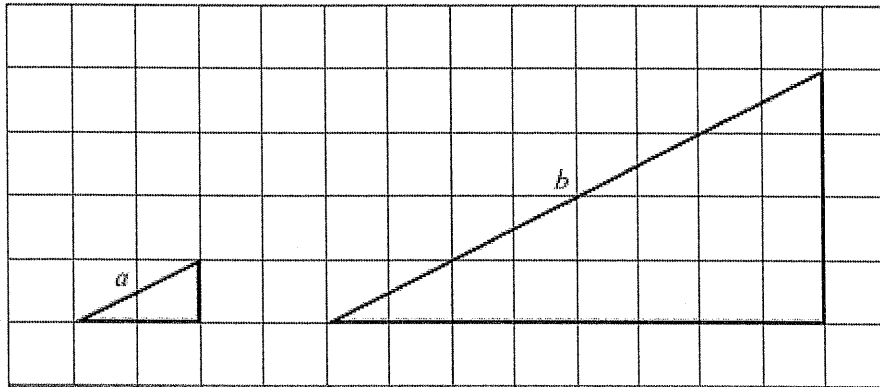
Complete the quadrilateral.

Use a ruler.



1 mark

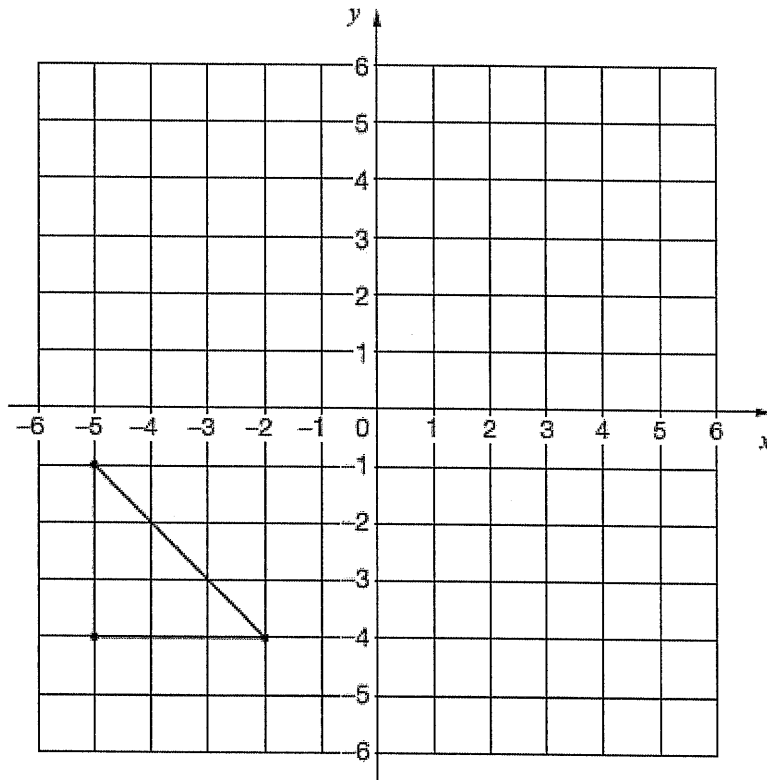
Here are two similar right-angled triangles.



Write the ratio of side  $a$  to side  $b$ .

$$a:b = \boxed{\quad : \quad}$$

Here is a triangle drawn on a coordinate grid.

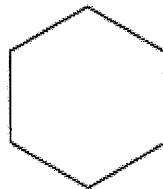
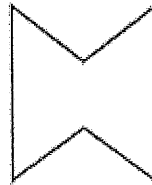
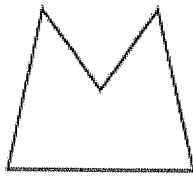
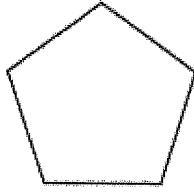


1 mark

The triangle is translated **7 right** and **5 up**.

Draw the triangle in its new position.

Circle the pentagon with exactly four acute angles.



---

1 mark

Look at the letters below.

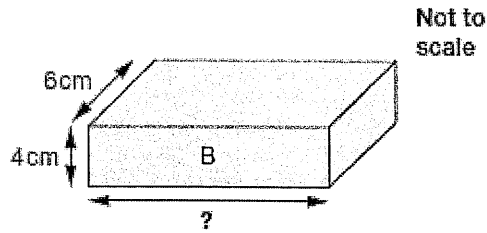
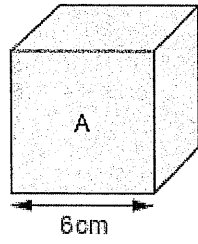
Circle the letter below that has both parallel and perpendicular lines.

A C E L Z

1 mark

24

Cube A and cuboid B have the same volume.



Calculate the missing length on cuboid B.

Show your method

A large grid for showing the method. A small rectangular box is drawn on the grid, containing the text 'cm'.

2 marks



Name:

Date:

## Year 6 Reasoning Quiz 1

### Reading and Writing Numbers up to 10 000 000 10, 100 and 1000 More or Less Than a Number

1. Write the number that is 100 less than one million.

---



2. Write the number in words that is 30 less than 300 000.

---



3. 678 is 200 less than what number?

---




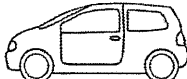
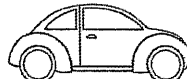
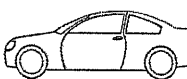

4. Write in words the number that is half of one million and ten.

---



### Order and Compare Numbers

5. Put these cars in order of price, starting with the lowest price. One has been done for you.

A  £31,750	B  £30,570	C  £3,900	D  £37,150	E  £31,900
---	---	--	--	---

**B**

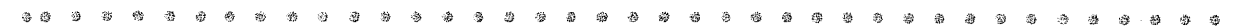
---

---

---

---

---



6. Order the following numbers from smallest to largest.

11.1	1.01	1.1	10.1	10.11



**Place Value**

7. In the number 178 390.82

a) Which digit is in the ten thousands place? \_\_\_\_\_

b) Which digit is in the hundredths place? \_\_\_\_\_



8. In the number 217 361.05

a) Which digit is in the hundreds place? \_\_\_\_\_

b) Which digit is in the tenths place? \_\_\_\_\_



**Roman Numerals**

9. Here is a number written in Roman numerals.      DCCIX

Write the number in figures. \_\_\_\_\_



10. Write the year 2017 in Roman numerals.

\_\_\_\_\_

## Rounding

11. Round 263 874

a) to the nearest 10 000 \_\_\_\_\_

b) to the nearest 1 000 \_\_\_\_\_

c) to the nearest 100 \_\_\_\_\_



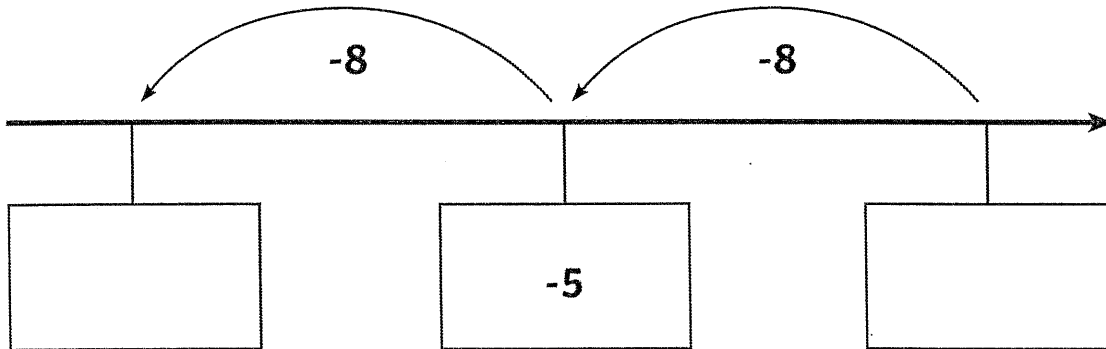
## Negative Numbers

12. What number is 12 more than -7? \_\_\_\_\_



13. Here is part of a number line.

Write the missing numbers in the boxes.



14. The temperature outside is  $-4^{\circ}\text{C}$  and inside is  $15^{\circ}\text{C}$ . What is the difference in temperature between the outside and inside?

\_\_\_\_\_



\*\*END OF TEST\*\*

Name:

Date:

## Year 6 Reasoning Quiz 2

### Missing Number Questions

1. Write the three missing digits to make this addition correct.

$$\begin{array}{r} \square 5 2 7 \\ + 2 \square 1 \square \\ \hline 6 0 4 3 \end{array}$$

2. Write the four missing digits to make this subtraction correct.

$$\begin{array}{r} \square 4 \square 6 \\ - 3 \square 8 \square \\ \hline 4 1 2 5 \end{array}$$

3. Write the three missing digits to make this addition correct.

$$\begin{array}{r} 6 2 \square \\ + 2 \square 6 \\ \hline \square 0 5 \end{array}$$

4. Write the three missing digits to make this subtraction correct.

$$\begin{array}{r}
 71\boxed{\phantom{0}} \\
 - 4\boxed{\phantom{0}}3 \\
 \hline
 \boxed{\phantom{0}}93
 \end{array}$$

5. Write the two missing digits to make this long multiplication correct.

$$\begin{array}{r}
 5\boxed{\phantom{0}} \\
 \times \boxed{\phantom{0}}4 \\
 \hline
 228 \\
 1140 \\
 \hline
 1368
 \end{array}$$

6. Complete this division calculation by filling in the missing numbers.

$$\begin{array}{r}
 265 \\
 1\boxed{\phantom{0}}\overline{) \boxed{\phantom{0}}5\boxed{\phantom{0}}5} \\
 \underline{34} \\
 11\boxed{\phantom{0}} \\
 \underline{102} \\
 \boxed{\phantom{0}}5 \\
 \boxed{\phantom{0}}5 \\
 \hline
 00
 \end{array}$$





Name:

Date:

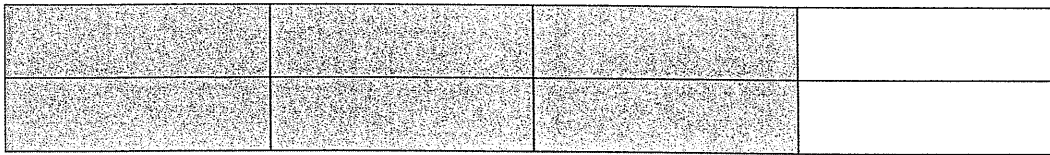
## Year 6 Reasoning Quiz 3

### Equivalent Fractions

1. Write the two missing values to make these equivalent fractions correct.

$$\frac{\boxed{\phantom{000}}}{4} = \frac{9}{12} = \frac{6}{\boxed{\phantom{000}}}$$

2. Write 2 equivalent fractions that can be represented by this drawing:



\_\_\_\_\_ and \_\_\_\_\_

3. Here are four fraction cards.

$$\frac{2}{3}$$

$$\frac{5}{6}$$

$$\frac{5}{9}$$

$$\frac{7}{12}$$

Use any **three** of the cards to make this correct.

$$\boxed{\phantom{000}} < \boxed{\phantom{000}} < \boxed{\phantom{000}}$$



### Decimal Number Problems

7. Circle two numbers that add together to equal 0.75.

0.03

0.7

0.72

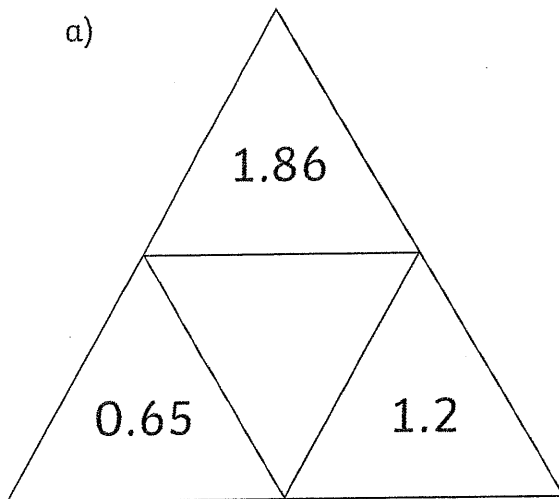
0.07

8. Continue the sequence to put the correct numbers in the unshaded boxes.

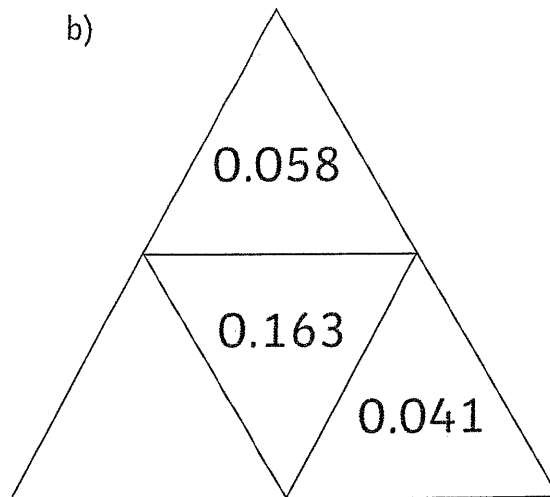
0.04	0.05	0.06	0.07	0.08
0.12	0.13	0.14	0.15	0.16

9. Complete the triangles so that the number in the centre is the sum of the numbers on the outside.

a)



b)



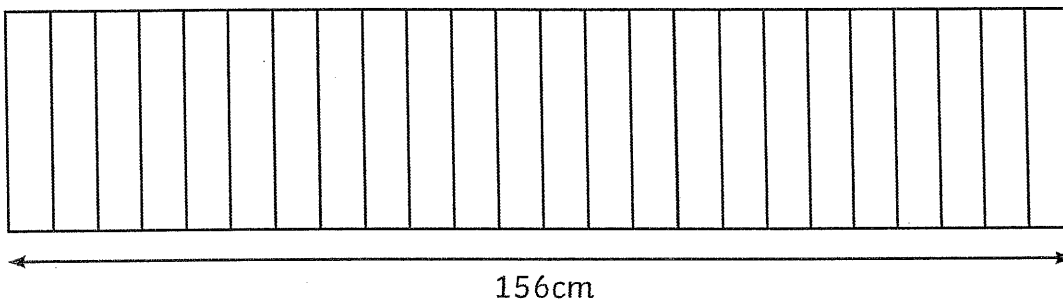
10. Round the following decimal numbers:

	Rounded to nearest	
1.5	whole number	
2.928	tenths	
0.185	hundredth	



**Ratio**

11. 24 identical books are on a shelf



Another four of the same book is added to the shelf.  
 What is the width of the books now?

Show your method.





Name:

Date:

## Year 6 Reasoning Quiz 4

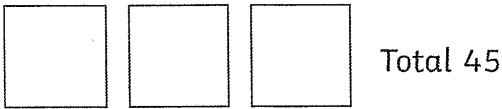
### Algebra

1.  $n = 24$   
What is  $3n - 15$ ?

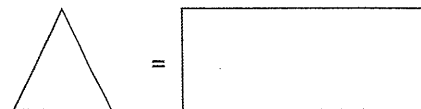
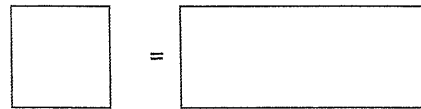
2.  $28 - 3t = 10$   
Work out the value of  $t$ .

$t =$

3. Each shape represents a number.



Work out the value of each shape.



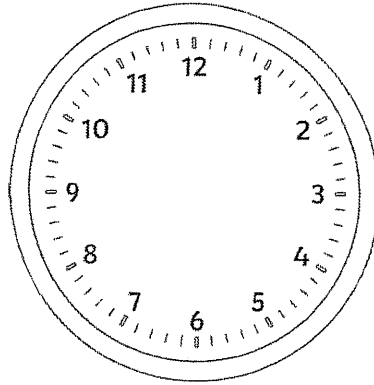
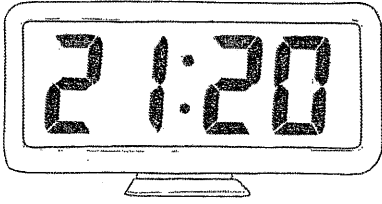
4. A plumber charges the following for any work done.

call-out charge = £15  
hourly rate = £21

Write a formula to explain what the plumber will charge for any number of hours work.

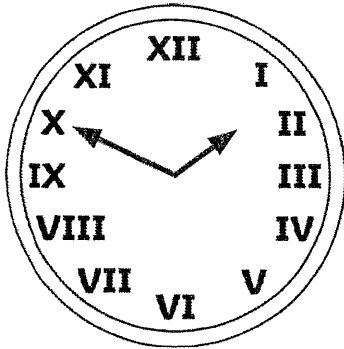
## Time

5. Draw the hands on this clock to show the time on this digital clock.



6. A film is 132 minutes long. It starts at 14:50. What time will it finish?

7. This clock is 17 minutes slow. What is the correct time?



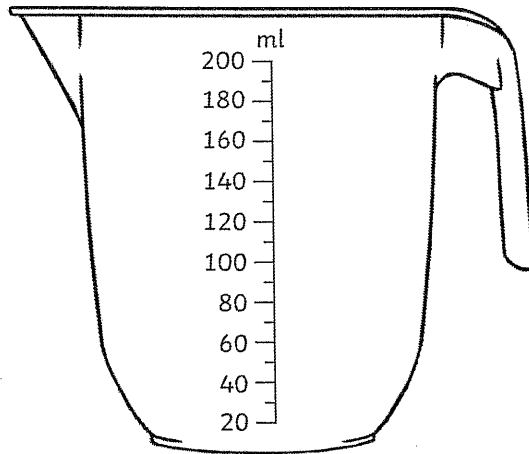




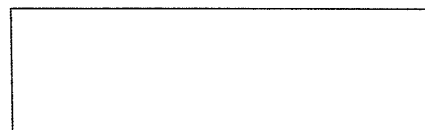


14. A jug contains 200ml of milk. Janek pours 135ml of milk into a bowl.

Mark on the jug how much milk will be left in the jug.



15. Measure the diagonal of this rectangle.



\*\*END OF TEST\*\*

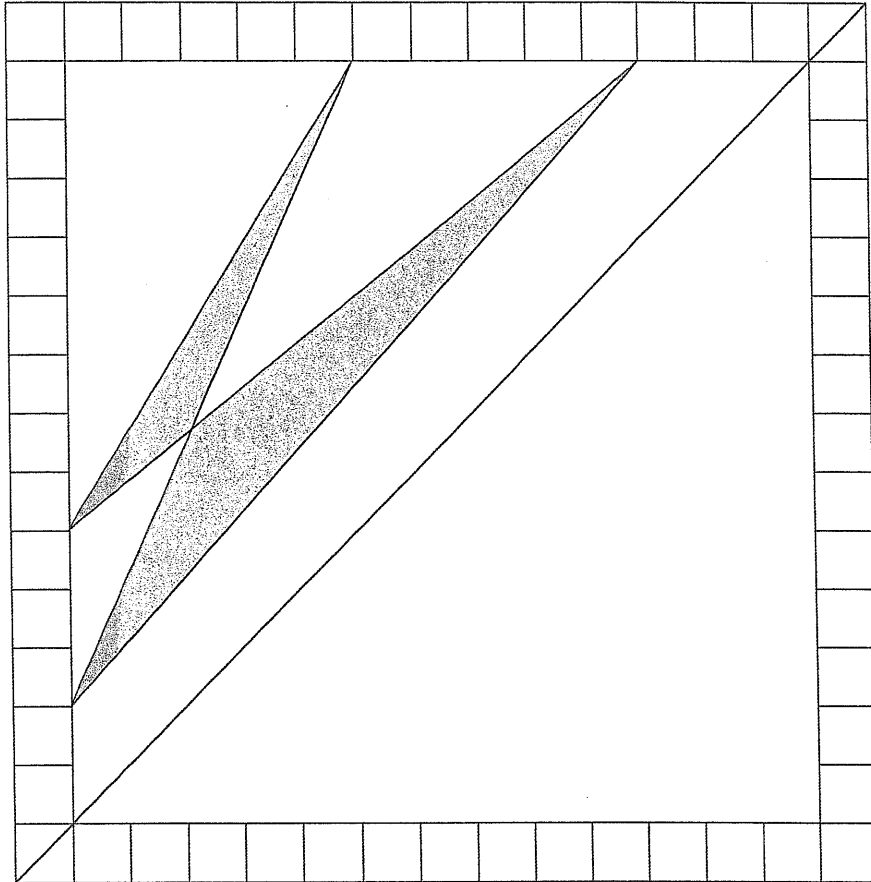
Name:

Date:

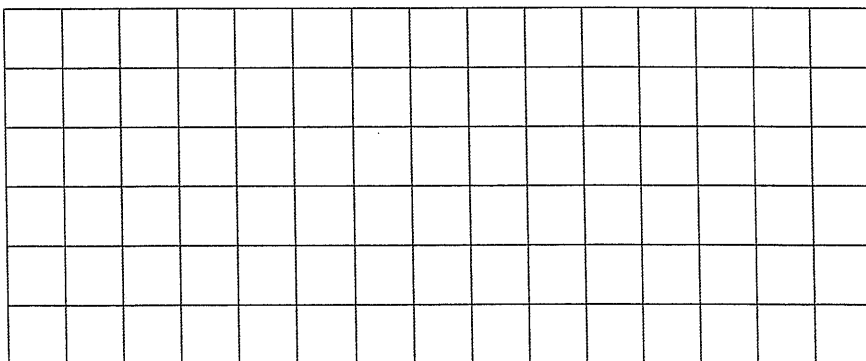
## Year 6 Reasoning Quiz 5

### Symmetry

1. Draw the reflection of this shape in the mirror line.

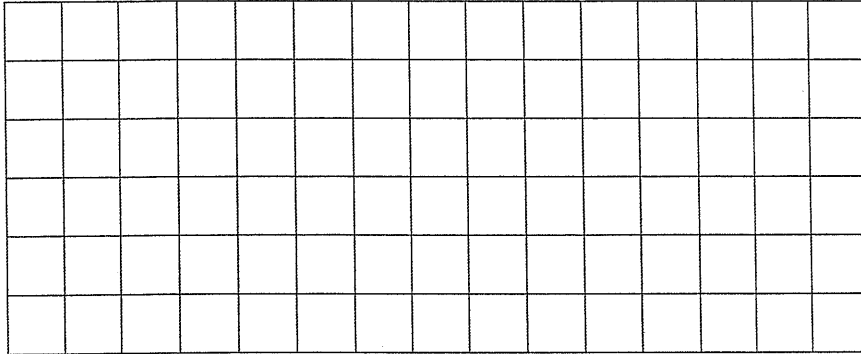


2. Draw an isosceles triangle on the grid and mark any lines of symmetry.

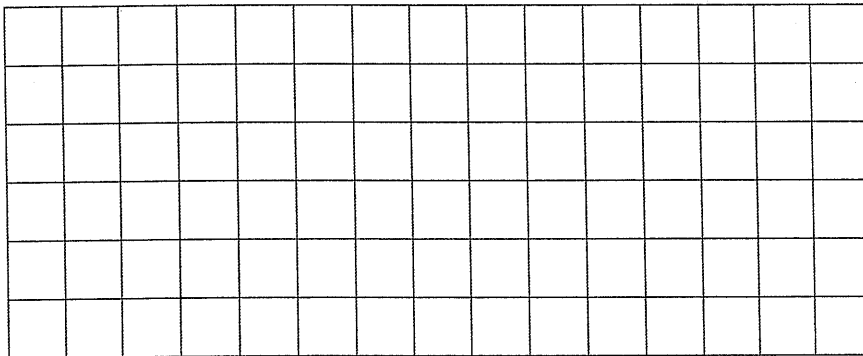


### Properties of Shape

3. On this grid, draw a quadrilateral with 2 sides perpendicular and no sides parallel.

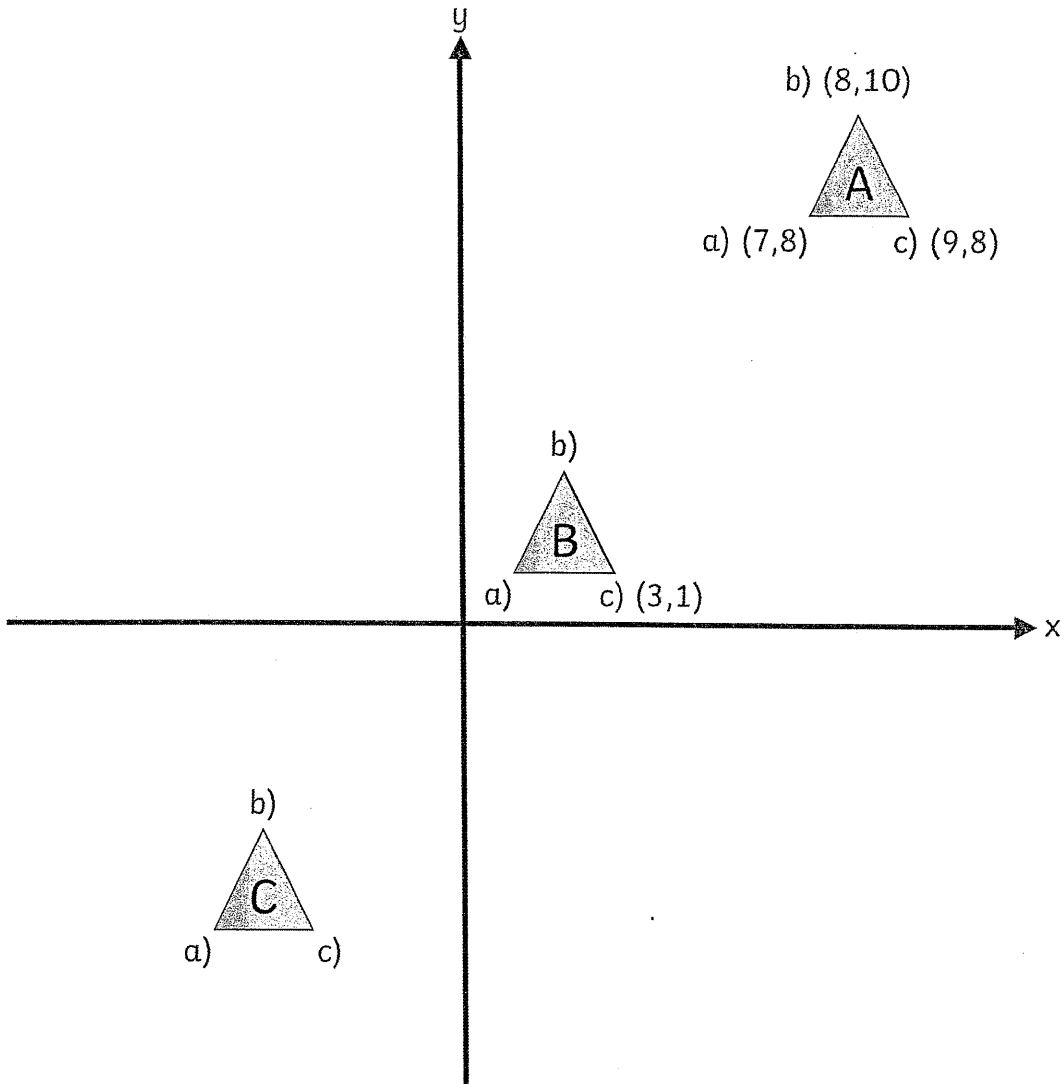


- On this grid, draw a quadrilateral with 2 sides that are parallel and no sides that are perpendicular.



## Coordinates

4. Shape A is translated to Shape B. Shape B is then translated in the same way to Shape C. Complete the coordinates of Shapes B and C.



Shape A coordinates

a) (7,8)

b) (8,10)

c) (9,8)

Shape B coordinates

a) \_\_\_\_\_

b) \_\_\_\_\_

c) (3,1)

Shape C coordinates

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

## Angles

5. Accurately measure the different angles in this parallelogram.



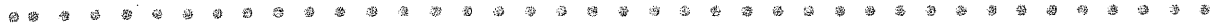
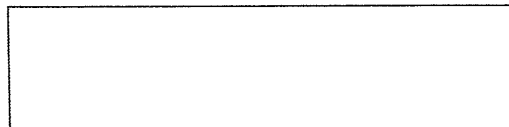
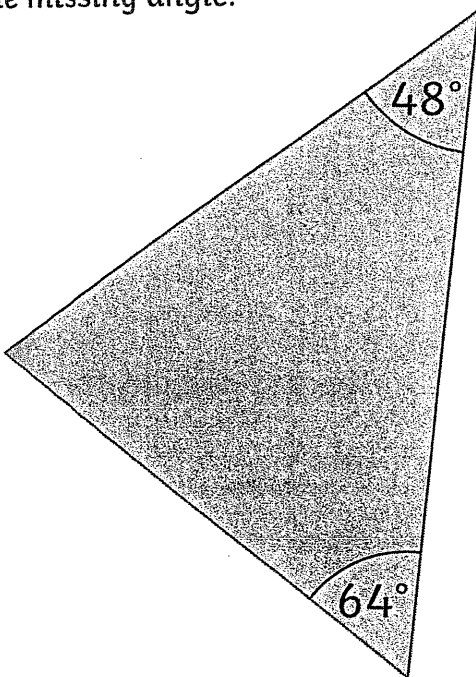
.....



6. Draw a line at an angle of  $72^\circ$  to this line.



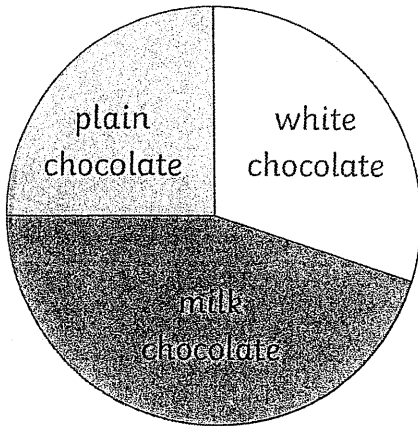
7. Find the missing angle.



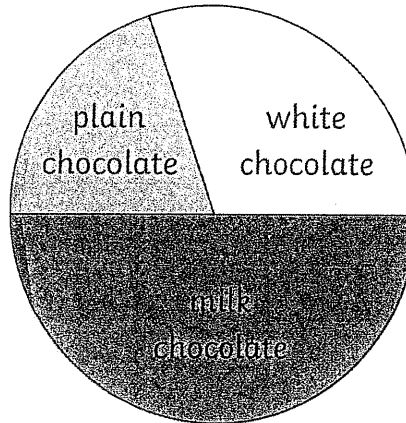
**Pie Charts**

8. 100 girls and 50 boys were asked which kind of chocolate they like best.

These two pie charts show the results.



100 girls



50 boys

Explain why the number of girls who preferred plain chocolate is the same as the number of boys who preferred milk chocolate.

9. Each class raises some money for charity.

This bar chart shows how much each class raised



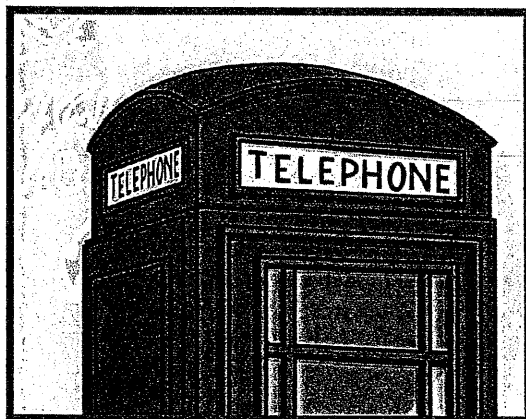
a) Which classes raised more than £25?

b) Which classes raised more; Year 3 and 4 combined or Year 5 and 6 combined?



# Reading Booklet

Year 6 Reading Assessment - Non-Fiction



The Telephone Box

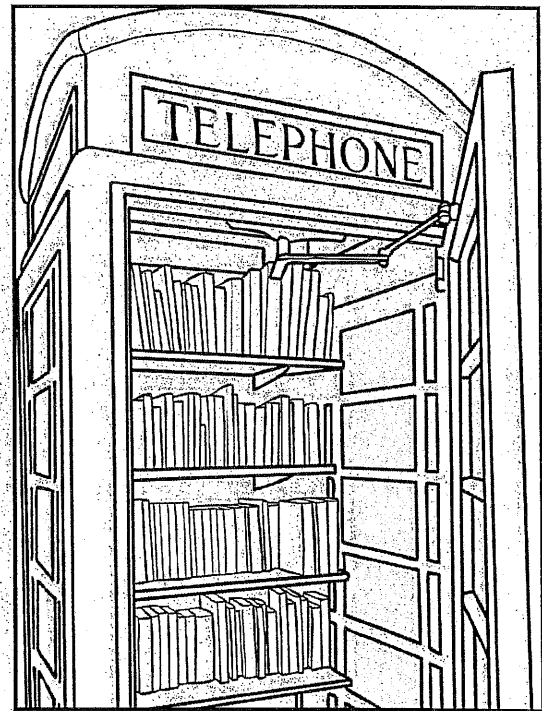
# NOVEL IDEA FOR VILLAGE PHONE BOX!

A rarely used village telephone box has been given a new lease of life after being bought by local people and turned into a miniature library.

Campaigners in the rural village of Smallsden were able to purchase the iconic red telephone box for just £1, after it had stood unused for several years.

Local resident Eileen Greenhouse from the Smallsden Book Club said that they had been missing out on a library for years and this was the perfect solution.

'We have a village post office and newsagent, but we really wanted somewhere that we could borrow and exchange books. The phone box is right in the middle of the village green but it was starting to look a bit shabby and neglected. Now it has not only been spruced up, it has a genuine use for local people to enjoy again.'



Surprisingly, the telephone box is not the first in the country to be turned into a library. Others in Derbyshire and Somerset, amongst other places, have set the trend. Now, the folks of Smallsden can choose from up to 200 books housed inside the tiny space – all of them donated by residents. Although the phone box is locked at night, it is open six days a week, relying on visitors to borrow or exchange books for their own unwanted novels.

Parish Councillor Albert Johnson said the new library was not just a valuable resource but was swiftly becoming a local landmark, bringing people into the area.

'We've had visitors coming from neighbouring towns and cities just to look at our old phone box! Hopefully, the new tourists will also pop into the village pub for a drink or a bite to eat and take a souvenir from the newsagents' gift selection whilst they're here!'

The telephone box is now thought to be the smallest library in the country.

# The Telephone Box

The famous British red telephone box has been around now for nearly a century. It is a well-known symbol for tourists to Great Britain, similar to black London taxis or red double-decker buses.

Before the invention of the mobile phone, and even before it became common to have a telephone in the house, the public telephone box was a valuable facility for making calls to friends and family. Nowadays with most people owning mobile phones, there is far less demand for the public telephone box. Consequently, tens of thousands have been removed.

## History

There have been a number of different designs for the public telephone box in Britain. Known as kiosks, the first standard version was introduced in 1921 and many slightly redesigned models have appeared since.

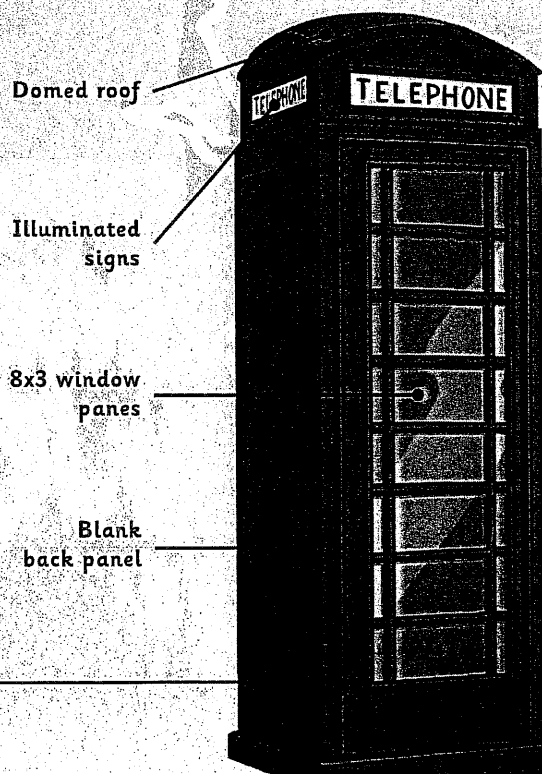
Versions K2 and K3 were designed by Sir Giles Gilbert Scott, who also worked on famous landmarks such as Liverpool Cathedral, Waterloo Bridge and Battersea Power Station. Other models which followed directly after were also modelled on this design, though credited to the Engineering Department of the General Post Office.

The K6 design (Kiosk Number 6) is the most recognised version of the red telephone box. It has a concrete base and cast-iron sections bolted together with a domed roof. At the back is a 'blank' panel, whilst on other sides are an array of 3x8 window panes. Above each side is an illuminated 'Telephone' sign. It was first introduced in 1936 and continued production until 1968 with around 60,000 kiosks installed around the country. This made it the first version to be extensively used outside London. Although now in decline, thousands still remain in place.

The Kiosk No.6 (K6) design featured 8 x 3 window panes with a domed roof, illuminated signs at the top and a 'blank' back panel.

## A Modern Redesign

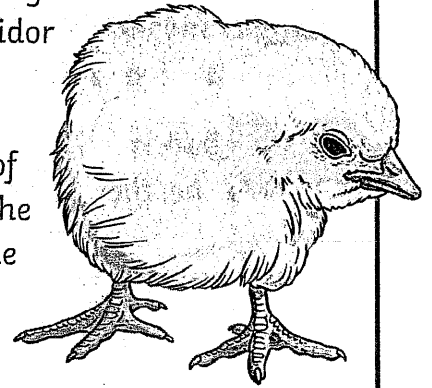
Thankfully, in 2009, an 'adopt-a-kiosk' scheme was introduced where rarely used telephone boxes could be adopted for other uses. This idea has happily helped to preserve the famous phone boxes – even if some of them have begun to look a little different now! More than one has been converted into a tiny library; a London phone box has become a coffee shop; another in North Yorkshire became an art gallery whilst some have even been used to install life-saving defibrillator equipment to treat heart failures.





# Things That Go Chirp in the Night

The evening had turned jet black and the rain hammered at Billy's face. Billy yanked his hood down over his forehead and dashed towards the entrance of the school. The lights were off but the door was slightly ajar so he snuck in. He knew no one would believe him if he said he'd accidentally taken the chick so he thought it best to stay under the radar of Mr Ryan (the school building supervisor). As he tiptoed down the old, familiar corridors, he felt a shiver run down his spine as in the darkness everything looked very different. His eyes had to work hard to adjust to the darkness and the abandoned PE kits that were strewn on the floor looked like crouching animals waiting to leap at him. Billy's heart beat faster. Whilst the terror of the corridor was almost enough to make Billy want to run home, he knew he had to get to the EYFS classroom and put the helpless chick back in its rightful place. Out of the corner of his eye, he saw a shaft of light beaming from their door and was extremely thankful that the teacher must have forgotten to turn her light off. He dashed inside the classroom and breathed a sigh of relief.



1. Find and copy three ways that the author shows that Billy is feeling fearful.

---

---

---



2. Why is Billy sneaking back into school?

---

---



3. '...the abandoned PE kits that were strewn on the floor...'

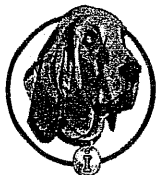
In this line, the word 'strewn' is closest in meaning to... (Tick one.)

escaped

buried

hidden

scattered



4. 'Whilst the terror of the corridor was almost enough to make Billy want to run home, he knew he had to get to the EYFS classroom...'

What makes Billy keep going even though he is feeling frightened?

---

---

# Things That Go Chirp in the Night Answers

1. **Find and copy** three ways that the author **shows** that Billy is feeling fearful.  
**Accept any three from: he felt a shiver down his spine; his eyes played tricks on him by thinking the PE kits looked like animals ready to pounce; his heart beat faster; he almost felt like running home; he breathed a sigh of relief when he reached the classroom.**

2. Why is Billy sneaking back into school?  
**Billy is sneaking back into school to put a chick back into the EYFS classroom without anyone knowing that he had it.**

3. '...the abandoned PE kits that were strewn on the floor...'  
In this line, the word 'strewn' is closest in meaning to... **(Tick one.)**

escaped

buried

hidden

scattered

4. *'Whilst the terror of the corridor was almost enough to make Billy want to run home, he knew he had to get to the EYFS classroom...'*

What makes Billy keep going even though he is feeling frightened?

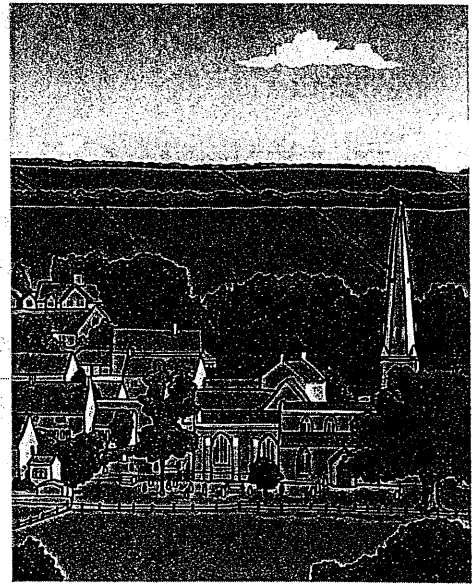
**Billy keeps going because he knows that he'll be in trouble if he doesn't put the chick back. The text makes you sense that he is feeling guilty.**

# The Riddle House

The villagers of Little Hangleton still called it 'the Riddle House,' even though it had been many years since the Riddle family had lived there. It stood on a hill overlooking the village, some of its windows boarded, tiles missing from its roof and ivy spreading unchecked over its face.

Once a fine-looking manor and easily the largest and grandest building for miles around, the Riddle House was now damp, derelict and unoccupied.

The Little Hangletons all agree that the house was 'creepy.' Half a century ago, something strange and horrible had happened there.



1. Find and **copy** the word that tells you that the house is not lived in.



\_\_\_\_\_

2. Why was the house known as 'The Riddle House'?



\_\_\_\_\_  
\_\_\_\_\_

3. What three things are we told about the appearance of the house today?



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Explain what you think might have happened to make the Riddle family abandon their beautiful home.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Answers:

1. Find and copy the word that tells you that the house is not lived in  
**unoccupied**

2. Why was the house known as 'The Riddle House'?

**The people in the village of Little Hangleton called it 'The Riddle House' because the Riddle family lived there at one time.**

3. What three things are we told about the appearance of the house today?

**Accept reference to the house having:**

- **boarded up windows**
- **missing roof tiles**
- **large amounts of ivy covering it**
- **it stands on a hill**

4. Explain what you think might have happened to make the Riddle family abandon their beautiful home.

**Accept reference to:**

- **something unfortunate happening to the family.**
- **an accident or accusation involving the family.**
- **an event relating to the villagers that drove the family away.**
- **a strange or peculiar sighting within the house.**

# Nian: The Monster of Lunar New Year

Once upon a time, long, long ago there lived a monster in China called the Nian. He lived under the sea in a cave and slept most of the year. He only awoke for one day each year, the last day before the lunar New Year began. Then the warmer weather woke him and he arose from the sea, hungry and ferocious.

Nian was a man-eater and he would come to the villages of China each year on the same night to devour people and wreck the houses. Many had tried to battle with the mighty Nian, many had tried and all had failed.

The villagers of one particular place were so terrified that every year they fled to the hills to try to escape the wrath of Nian.

One year, on the eve of the lunar New Year an old traveller came to the village. He was bent and weary from his travels and he desperately wanted food and lodging.

He went to the door of a house to beg for the food but the woman inside just turned him away. She had no time for beggars, she was packing food and preparing for the move up to the mountain.

The old man tried to ask a young girl on the street for

help next but she was too busy as well. She had to find her brothers and sisters and start the long walk up the mountain to escape the monster.

The only person who paid the old man any notice at all was an old woman. She was sweeping outside her house when she saw the weary traveller and realised that he needed food. She walked inside and returned to the man with a bowl of noodles.

While the old traveller ate he sat and watched the villagers running about.

He asked what all the fuss was about and the woman explained that the Nian was coming that night and the villagers were going to hide in the hills to ensure that their village was overlooked by the monster.

The woman looked worried and the old man asked her why. The old woman didn't think she'd be able to make the trip to the hills that year – her bones were old and she was weary.

The old man smiled to himself. He knew how to repay the old woman's kindness.



1. **Find and copy** the word that tells you that the old traveller is feeling weak and exhausted.

---

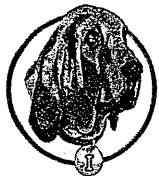


2. Why are the first two people that the old traveller speaks to unwilling to help him?

---

---

---



3. Why do you think that the old woman decided to help the old traveller?

---

---

---



4. *'The old man smiled to himself. He knew how to repay the old woman's kindness.'* What do you think the old man is thinking of doing?

---

---

# Nian: The Monster of Lunar New Year Answers

1. Find and copy the word that tells you that the old traveller is feeling weak and exhausted.  
**weary**

2. Why are the first two people that the old traveller speaks to unwilling to help him?  
**The first woman had no time for beggars as she was packing food and preparing to move up the mountain. The young girl on the street was also too busy – she needed to find her brothers and sisters so they could all escape the monster.**

3. Why do you think that the old woman decided to help the old traveller?  
**Accept reference to:**

- **she noticed how weak he looked and felt concerned that he needed food or he would become ill.**
- **she was a similar age to him and felt compassion for his situation.**

4. *'The old man smiled to himself. He knew how to repay the old woman's kindness.'*  
What do you think the old man is thinking of doing?

**Accept predictions that refer back to what has been read so far:**

- **he will help the old woman on her journey up the mountain.**
- **he will find a way of stopping Nian so that the villagers no longer have to fear the monster.**

# Reading Booklet

Year 6 Reading Assessment - Fiction



The Holiday

# The Holiday

By Steve Johnson

'Another boring holiday in the dullest place on earth,' moaned Maya to her little brother Seb. Much to her disappointment, the two children had already been to stay in the same cottage three years in a row and both were wishing for somewhere different.

'I know!' replied Seb to his sister. 'Why do Mum and Dad want to keep coming back here every single summer? Nothing exciting happens here.' Little did they know that this would not just be any ordinary holiday!

At least one good thing about the small seaside town was a secluded little beach that few people seemed to know about. It had a mixture of soft sand, beautiful round pebbles and jagged rock-pools, all surrounded by tall cliffs. In amongst those cliffs and hidden away down a narrow winding track, the holiday cottage was fairly isolated. Behind it, a path led down to some wooden steps that weaved through the overhanging trees to the beach. Fortunately, the other good thing was that the siblings were now considered old enough by their parents to walk down to the beach themselves. As long as they were not too close to the bottom of the cliffs or too far around the rock-pools towards the edge of the sea, they would always be in plain sight from the huge lounge window of the cottage.

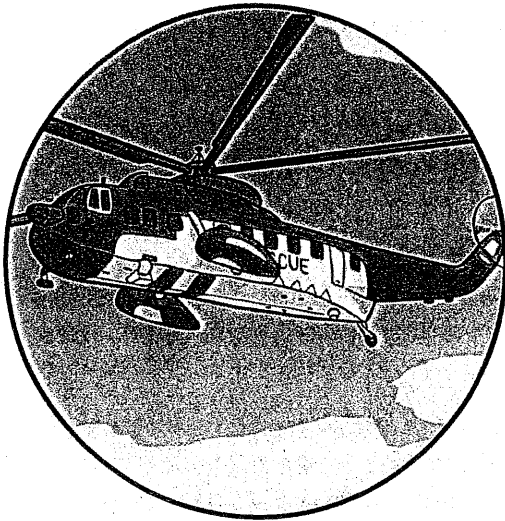
'I suppose it's not all that bad,' said Maya, as they made their way down to the beach again on the second day of their stay. 'At least we know this area so well now and we're allowed to come down to the beach without Mum and Dad.'

Seb agreed and had to admit that he liked the freedom of being able to wander and explore without the adults, as long as he stayed with his older sister.

'It's just that we've seen it all before,' he countered, 'nothing much happens and there's never anyone else around'.



## The Holiday



With the words barely having left his mouth, the pair were suddenly shocked to hear a great whizzing and whirring coming from the other side of the cliff. It was impossible to see around the rocks but the noise grew to a deafening roar, whilst the surface of the sea looked like a giant hairdryer was being blown onto it.

Emerging into sight was a huge helicopter, not flying over or away but hovering just out of full view.

'What's going on, I wonder?' shouted Seb to be heard over the continuing noise.

Eagerly, the siblings headed towards the action, scrambling over the rock-pools for a better view. Shouting could be heard from round the other side of the cliff but neither of them were able to make sense of what they were hearing, as everything was being drowned out by the noise of the great flying beast.

Just as the children were able to catch sight of a large group of people chasing and racing around, waving their arms whilst others looked on, they realised they were entering a forbidden area. Rocks sticking out towards the crashing waves were beginning to put the cottage out of view – and them out of sight of their parents.

'We shouldn't go any further,' warned Maya. 'What will Mum say?'

'We're nearly there! Come on!' replied her brother, caught up in the excitement.

'Wait!' shouted the older sibling, but it was too late. Seb was onto the next rock and jumping a slippery pool to reach a small clearing.

After catching up with her brother and getting closer to the scene of the action, Maya's uneasiness about being too far out of view was doubled with another concerning thought: what if these people were dangerous? Maybe this whole incident with the helicopter and the people chasing around was going to get them into some further trouble - other than going where their parents warned them against.

She scanned the scene as Seb crouched down watching the events unfold. Two men chasing along the cliff-side; a whole group of people either watching or following with some kind of equipment; and then – unbelievably – another man started climbing down a rope out of the helicopter!

All eyes were on the first man heading along the rough ground of the cliff until both Seb and Maya realised he was heading straight towards them. There was no way they were going to be able to get out of his path – their choice was either turning back but they would be seen and the route was tricky or facing straight ahead into their fate. Before they had time to think, they were spotted.

## The Holiday

'Stop! There are two kids right there. It's not going to work. STOP!' came a shout from ahead by a woman who sounded like she was using a megaphone.

'Maya! Seb!' came another shout from behind them. The second voice was instantly recognisable as their father's, following the rather treacherous rocky path that the children now noticed they had trodden.

'What is going on?' called Dad, raging at them as he came within closer range. 'I saw you two disappear out of sight from the window and came after you. You could have both drowned out here. You know you shouldn't be this far round the cliff – just wait until your mother knows!'

Seb didn't even mind Dad raising his voice and giving them a stern telling off. He had become quite scared of what he was watching in front of him and was just glad his father was there to help – especially as a small group of people had now marched over to them, behind the first pursuer, and most of them weren't looking too pleased.

'You kids shouldn't be here! We're filming an action sequence for a new movie that is being made. You were in camera shot.'

Seb, Maya and Dad all looked over to the remaining crowd and could see a number of expensive-looking cameras, huge microphones and wires trailing everywhere. A sense of relief washed over the younger family members as they understood that at least they weren't in any danger.

'I'm really sorry,' Dad stepped up. 'They weren't supposed to be beyond that point of the cliff. We're on holiday down here though, we had no idea any filming was taking place.'

'Never mind,' said the lady who had previously been shouting through the megaphone. 'To be honest, I wasn't happy with the way that scene was going anyway. I was about to try another take. Do you three want to come and watch from up here where it's a bit safer and you won't be on camera?'

Of course they did! Maya was given a jacket to wear by the lady, which said 'Director' on the back while Seb was allowed to sit in a special chair and hold onto the megaphone. They watched, with Dad behind them, as the two men from earlier chased down the same part of the cliff. Up above, the helicopter hovered back into view with someone climbing back down the rope again.

'This is awesome,' beamed Seb. 'I can't wait to tell Mum!'

'Yeah! I told you it was going to be a great holiday!' agreed his sister.

## The End

English

KS2

2016

# Year 6 Reading Assessment

## The Telephone Box Answer Booklet

First Name						
Middle Name						
Last Name						
Date of Birth	Day		Month		Year	
School Name						
DfE Number						

# Year 6 Reading Assessment Non-Fiction

15  
total marks

Questions 1 to 12 are about *'The Telephone Box'*

1. Which **two** other tourist symbols of Great Britain is the red telephone box compared to?

1 mark

2. Why is the public telephone box not as useful to people anymore?

1 mark

3. Name **one** of the famous landmarks worked on by Sir Giles Gilbert Scott.

1 mark

4. Order the events, showing some of the major events in the history of the telephone box.  
The first one has been done for you.

1 mark

Production of K6 design ended

Famous K6 design first introduced

Some phone boxes turned into libraries and other uses

First standard kiosk introduced

Adopt a Kiosk scheme introduced

total for  
this page

5. According to the section 'A Modern Redesign', which of these have become a new use for a disused telephone box? Tick **two**.

Post Office box

Art Gallery

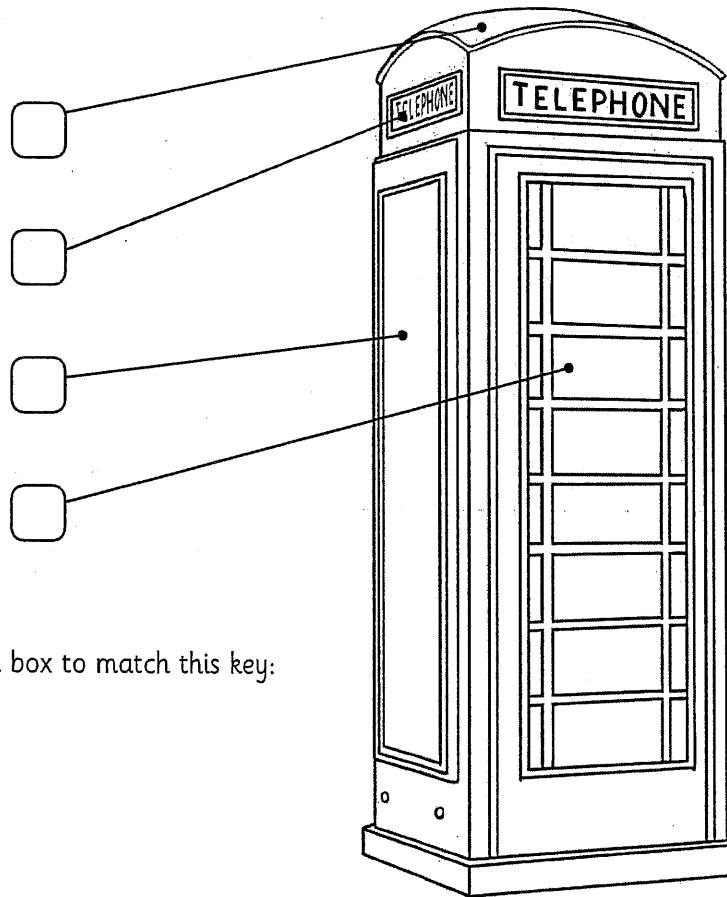
Coffee Shop

Power Station

6. How does the author seem pleased and make it seem like a positive idea that the phone boxes are being given new uses?



7. Look at the diagram.



Write the correct letter in each box to match this key:

- A Illuminated signs
- B Domed roof
- C 8x3 window panes
- D Blank back panel

Look at the newspaper article.

8. The headline is: 'Novel idea for Village Phone Box'. Write down **two** meanings of the word 'novel'.

2 marks

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

9. Find and copy **two** words from the article which mean 'very small'.

1 mark

\_\_\_\_\_

10. How do you think local residents feel about the phone box being turned into a library?  
Give evidence from the text to support your answer.

2 marks

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

total for this page

5

1 mark

11. Tick **True** or **False** in the following table about the Smallsden village telephone box that was turned into a library.

	True	False
The telephone box cost campaigners only one pound to buy.		
The telephone box has up to two hundred books.		
The telephone box is open seven days per week.		



12. a) Where else does the Parish Councillor hope that tourists to the area will visit?

2 marks

---

b) Why do you think he is happy that they are coming to the area?

---

End of questions about *'The Telephone Box'*



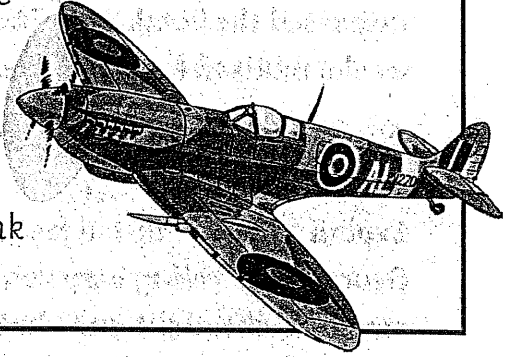
\*\*END OF TEST\*\*

total for this page



## The Second World War Diary of George Bramwell, aged 14

I'm feeling really confused tonight. We listened to another broadcast yesterday by Charles Gardner who was describing a dog fight near Dover. I thought it sounded brilliant; we could hear the bombing going on in the background as Gardner described what was happening and I couldn't help but cheer along with him as he reported what he could see '...and there he goes. Smash!' A lot of people have been complaining about it though. Elsie said Emmie was crying and shouting, 'It's not a football match!' at the wireless. I know people are losing their lives but it is hard not to get caught up in all the excitement too. Sometimes it feels like this war is all just a big game but I suppose if we were the players it wouldn't be so entertaining. I feel very guilty now for enjoying listening to the broadcast. I don't think I'll be able to sleep tonight.



1. What does the phrase 'dog fight' mean?

---

---

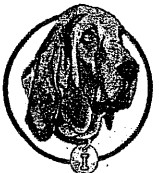


2. **Compare** how the two characters, George (the narrator) and Emmie, react differently to the broadcast?

---

---

---



3. *'Sometimes it feels like this war is just a big game but I suppose if we were the players it wouldn't be so entertaining.'*

**Explain** George's mixed feelings when he wrote this sentence in his diary.

---

---

---

---



4. **Find** and **copy** the word that was used in the 1940s for 'radio'.

---

# The Diary of George Bramwell Answers

1. What does the phrase 'dog fight' mean?  
**'Dog fights' were the nickname given to close range fighter jet battles during the war.**
2. Compare how the two characters, George (the narrator) and Emmie react differently to the broadcast?  
**George thought that the broadcast sounded 'brilliant' and cheered along as the reporter discussed the bombings. Emmie reacted in the complete opposite way and began to cry as she realised that the bombing meant the loss of life.**
3. *'Sometimes it feels like this war is just a big game but I suppose if we were the players it wouldn't be so entertaining.'*  
**Explain George's mixed feelings when he wrote this sentence in his diary.**  
**George was feeling very confused as he felt guilty for getting excited at the broadcast earlier in the night and cheering along to it as though it were a football match. He had now realised that if he were a fighter pilot (a player) then he would probably not find these sorts of battles so appealing.**
4. Find and copy the word that was used in the 1940s for 'radio'.  
**wireless**

# Five Palms Hotel

Are you overdue some family fun in the sun? If the answer is yes, choose the exclusive Five Palms Hotel for your all-inclusive family holiday.

The award-winning Five Palms Hotel is one of the most modern hotels in the area with something to suit all ages. We are proud to offer three outdoor swimming pools, one indoor pool, a fully equipped gym, aquarium, tennis court, luxury spa and a fabulous outdoor theatre with family shows taking place every night. The hotel offers a range of adult activities including aqua aerobics, salsa dancing and tai chi.

The Five Palms Hotel has 3 large, air-conditioned restaurants serving food to suit even the fussiest of eaters!

Kids will enjoy the huge, indoor play gym or spending time at one of our fantastic clubs: High Fivers (ages 4-7) and Five Alivers (ages 8-12), both of which run from 9am until 5pm every day, giving adults time to switch off! High Fivers activities include stories, arts and crafts, team games and drama whilst Five Alivers offers a wide range of sports, music, dancing, obstacle courses and more!

Overlooking the beach, sea views and balconies come as a standard with every beautifully appointed room, as does air-conditioning, satellite TV and an en-suite bathroom.

Our hotel is only 15 minutes away from Palms Airport and a short walk from Five Palms Old Town where you can barter with the local shop keepers whilst taking in the local history and stunning architecture.



1. Copy an example of a rhetorical question that is used in the text. Why has the author used this?



2. Tick true or false in the following table.



	True	False
Five Palms is an old hotel.		
The kids clubs run from 9am to 12pm.		
Satellite TV is included in all rooms.		

3. Who do you think the Five Palms Hotel would be most suitable for? Why?



4. 'Our hotel is in a prime location...' What does the word 'prime' mean?



# Answers:

1. Copy an example of a rhetorical question that is used in the text. Why has the author used this?

**Accept either example:**

**Are you ready for some family fun in the sun?**

**...why would you want to go anywhere else?**

**The author has used the rhetorical question to get people to read further into the article to find the answer/to persuade people that this is the best place to stay on holiday.**

2. Tick true or false in the following table.

	True	False
Five Palms is an old hotel.		✓
The kids clubs run from 9am to 12pm.		✓
Satellite TV is included in all rooms.	✓	

3. Who do you think the Five Palms Hotel would be most suitable for? Why?

**Accept reference to families with children with appropriate justification from the text.**

4. Our hotel is in a prime location...' What does the word 'prime' mean?

**Accept any appropriate definition, for example:**

**best, excellent, top-quality, most important, first-rate, superior.**

# Tornado Alley

Tornado Alley in the United States is a region where warm, moist air flows north from the Gulf of Mexico and crashes into cold air pushing south from Canada. When they meet, violent thunderstorms occur and these are known as super cells. As warm, moist air flows into the storm it is pushed up and then twisted by upper level winds. As this rotating column of air gathers force, a tornado is born that can last between 20 seconds and an hour.

What should you do if you are caught in a tornado?

- Get underground!
- If you can't get underground, find a room without windows.
- Stay out of mobile homes.
- Do not hide in your bathroom.
- Go to the nearest sturdy building if you are driving.
- Take action before you see the tornado.
- If outdoors, find a building or basement.



Photo courtesy of NOAA Photo Library (@flickr.com) - granted under creative commons licence - attribution

If you cannot quickly walk to a shelter, get into your vehicle and fasten your seatbelt. Drive to the nearest shelter. If debris affects your ability to drive, pull over and park. Stay in the car and keep your seatbelt on. Keep your head down below the windows and cover yourself with a blanket.



1. *'If debris affects your ability to drive...'*

Which word or phrase most closely matches the meaning of the word 'debris'?

vision  dust fragments  vibration  the storm's strength



2. **Tick** true or false in the following table:

	True	False
Warm, moist air flows from Canada towards Tornado Alley.	<input type="checkbox"/>	<input type="checkbox"/>
Tornadoes can last up to one hour.	<input type="checkbox"/>	<input type="checkbox"/>
You should never drive during a tornado.	<input type="checkbox"/>	<input type="checkbox"/>
Super cells are a type of violent thunderstorm.	<input type="checkbox"/>	<input type="checkbox"/>



3. Why does the text advise you to find a room without windows during a tornado?

\_\_\_\_\_



4. What is the main message of the second and third paragraphs. **Tick one.**

People should evacuate to a different town when a tornado is approaching.

Tornadoes are rotating columns of air.

People can take several precautions to keep themselves safe during a tornado.

Tornadoes are extremely dangerous natural hazards.

# Tornado Alley Answers

1. 'If debris affects your ability to drive...'

Which word or phrase most closely matches the meaning of the word 'debris'?

vision

dust fragments

vibration

the storm's strength

2. Tick true or false in the following table:

	True	False
Warm, moist air flows from Canada towards Tornado Alley.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tornadoes can last up to one hour.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
You should never drive during a tornado.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Super cells are a type of violent thunderstorm.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

3. Why does the text advise you to find a room without windows during a tornado?

**The text advises you to find a room without windows as they may smash during the storm and could cause a person harm.**

4. What is the main message of the second and third paragraphs. Tick one.

People should evacuate to a different town when a tornado is approaching.

Tornadoes are rotating columns of air.

People can take several precautions to keep themselves safe during a tornado.

Tornadoes are extremely dangerous natural hazards.

# THE HOBBITON HERALD

www.hobbiton-herald.com THE SHIRE'S FAVOURITE NEWSPAPER 6 pennies

## BAGGINS IS BACK!

### SURPRISE RETURN OF HOBBIT THOUGHT DEAD

By Andwise 'Andy' Roper

The quiet village of Hobbiton-on-the-Water was yesterday in uproar due to the unexpected re-appearance of Mr Bilbo Baggins, who left the Shire months ago, accompanied by the wizard Gandalf. Where has he been all this time?



Bilbo Baggins



1. '...in uproar'. What does this tell you about how the people of the village were feeling?

---

---



2. **Copy** an example of a rhetorical question from the text. Why has the author used this?

---

---



3. **Tick** true or false in the following table:

	True	False
The article was written by Bilbo Baggins.		
Bilbo Baggins left the Shire with a wizard.		
The people of Hobbiton-on-the-Water always knew that the Hobbit would return one day.		



4. Find and copy two synonyms for 'unanticipated' that are used in the extract.

---

---

# Baggins Is Back Answers

1. '...in uproar'. What does this tell you about how the people of the village were feeling?  
**If the people are 'in uproar', it means there is a huge sense of angry confusion surrounding the whole incident.**
2. **Copy** an example of a rhetorical question from the text. Why has the author used this?  
**'Where has he been all the time?'**  
**The author has used the rhetorical question so that people read on further into the article to see if the question is answered.**
3. Tick true or false in the following table:

	True	False
The article was written by Bilbo Baggins.		✓
Bilbo Baggins left the Shire with a wizard.	✓	
The people of Hobbiton-on-the-Water always knew that the Hobbit would return one day.		✓

4. Find and copy two synonyms for 'unanticipated' that are used in the extract.

- **surprise**
- **unexpected**

# Reading Booklet

Year 6 Reading Assessment - Poetry



Throwing a Tree

---

# Throwing a Tree

The two executioners stalk along over the knolls,  
Bearing two axes with heavy heads shining and wide,  
And a long limp two-handed saw toothed for cutting great boles,  
And so they approach the proud tree that bears the death-mark on its side.

Jackets doffed they swing axes and chop away just above ground,  
And the chips fly about and lie white on the moss and fallen leaves;  
Till a broad deep gash in the bark is hewn all the way round,  
And one of them tries to hook upward a rope, which at last he achieves.

The saw then begins, till the top of the tall giant shivers:  
The shivers are seen to grow greater with each cut than before:  
They edge out the saw, tug the rope; but the tree only quivers,  
And kneeling and sawing again, they step back to try pulling once more.

Then, lastly, the living mast sways, further sways: with a shout  
Job and Ike rush aside. Readied the end of its long staying powers  
The tree crashes downward: it shakes all its neighbours throughout,  
And two hundred years' steady growth has been ended in less than two hours.

**-Thomas Hardy**

English

KS2

2016

# Year 6 Reading Assessment Throwing a Tree Answer Booklet

First Name						
Middle Name						
Last Name						
Date of Birth	Day		Month		Year	
School Name						
DfE Number						

Questions 13 to 25 are about *'Throwing a Tree'*

13. What does the word 'stalk' mean and what does it suggest about the tree fellers?

2 marks

14. Circle the word that is closest in meaning to 'doffed'.

chopped

tied

removed

swing

1 mark

15. What evidence is there in the poem that chopping the tree is a difficult task?

2 marks

16. Order these events from the poem. The first one has been done for you.

An axe is used to chop a broad gash all around the trunk.

The saw is used along with the rope until the tree comes down.

The tree is marked in advance ready for cutting.

1

A rope is hooked upward.

1 mark

total for  
this page

17. Write the correct tools to match the descriptions in this table.

1 mark

Tool	Description
	Heavy head shining and wide
	Long limp two-handed

18. How long had the tree been growing for?

1 mark

19. How does the poet try to make the reader feel sorry for the tree? Refer to the text to support your answer.

3 marks

20. What are the names given to the tree fellers?

1 mark

total for this page

21. Which of these sentences best summarises the poet's feelings about the tree being chopped down? Tick **one**.

1 mark

The poet is celebrating and happy about the event.

The poet is glad the tree was chopped down because it was too old.

The poet seems sorrowful and disappointed that it has happened.

The poet doesn't really mind whether the tree is cut down or not.



22. Which of these words or phrases are used to describe the tree? Tick **three**.

1 mark

Living mast

Heavy head

Long and limp

Proud

Broad and deep

Tall giant



23. What is meant by the phrase 'it shakes all its neighbours'?

1 mark

\_\_\_\_\_  
\_\_\_\_\_



24. How long did the whole process take to chop down the tree?

1 mark

\_\_\_\_\_



total for this page



Look at the line: 'And so they approach the proud tree that bears the death-mark.'

25. Explain the meaning of the words 'bears' and 'death-mark' in this sentence.

Word	Meaning
bears	
death-mark	

End of questions about *Throwing a Tree*

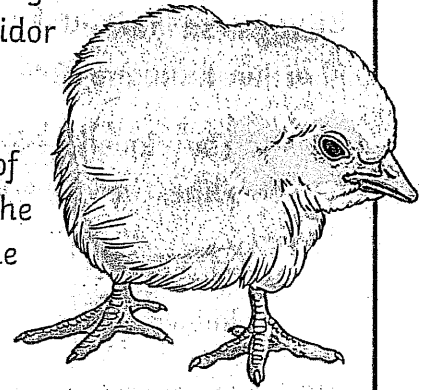
\*\*END OF TEST\*\*

total for  
this page



# Things That Go Chirp in the Night

The evening had turned jet black and the rain hammered at Billy's face. Billy yanked his hood down over his forehead and dashed towards the entrance of the school. The lights were off but the door was slightly ajar so he snuck in. He knew no one would believe him if he said he'd accidentally taken the chick so he thought it best to stay under the radar of Mr Ryan (the school building supervisor). As he tiptoed down the old, familiar corridors, he felt a shiver run down his spine as in the darkness everything looked very different. His eyes had to work hard to adjust to the darkness and the abandoned PE kits that were strewn on the floor looked like crouching animals waiting to leap at him. Billy's heart beat faster. Whilst the terror of the corridor was almost enough to make Billy want to run home, he knew he had to get to the EYFS classroom and put the helpless chick back in its rightful place. Out of the corner of his eye, he saw a shaft of light beaming from their door and was extremely thankful that the teacher must have forgotten to turn her light off. He dashed inside the classroom and breathed a sigh of relief.

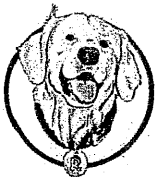


1. Find and copy three ways that the author shows that Billy is feeling fearful.

---

---

---



2. Why is Billy sneaking back into school?

---

---



3. '...the abandoned PE kits that were strewn on the floor..'

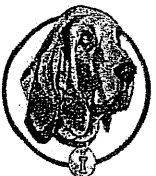
In this line, the word 'strewn' is closest in meaning to... (Tick one.)

escaped

buried

hidden

scattered



4. 'Whilst the terror of the corridor was almost enough to make Billy want to run home, he knew he had to get to the EYFS classroom...'

What makes Billy keep going even though he is feeling frightened?

---

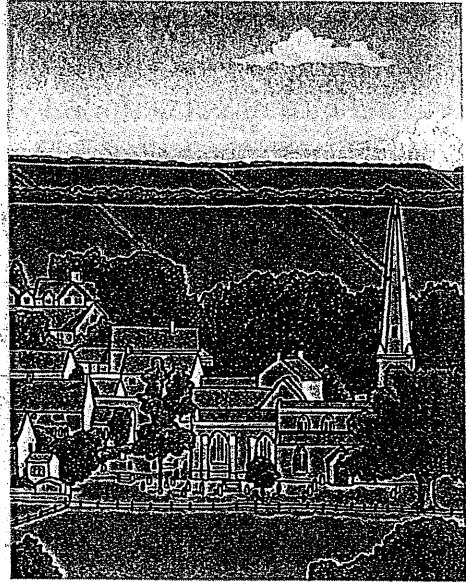
---

# The Riddle House

The villagers of Little Hangleton still called it 'the Riddle House,' even though it had been many years since the Riddle family had lived there. It stood on a hill overlooking the village, some of its windows boarded, tiles missing from its roof and ivy spreading unchecked over its face.

Once a fine-looking manor and easily the largest and grandest building for miles around, the Riddle House was now damp, derelict and unoccupied.

The Little Hangletons all agree that the house was 'creepy.' Half a century ago, something strange and horrible had happened there.



1. Find and **copy** the word that tells you that the house is not lived in.

\_\_\_\_\_



2. Why was the house known as 'The Riddle House'?

\_\_\_\_\_  
\_\_\_\_\_



3. What three things are we told about the appearance of the house today?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



4. Explain what you think might have happened to make the Riddle family abandon their beautiful home.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Nian: The Monster of Lunar New Year

Once upon a time, long, long ago there lived a monster in China called the Nian. He lived under the sea in a cave and slept most of the year. He only awoke for one day each year, the last day before the lunar New Year began. Then the warmer weather woke him and he arose from the sea, hungry and ferocious.

Nian was a man-eater and he would come to the villages of China each year on the same night to devour people and wreck the houses. Many had tried to battle with the mighty Nian, many had tried and all had failed.

The villagers of one particular place were so terrified that every year they fled to the hills to try to escape the wrath of Nian.

One year, on the eve of the lunar New Year an old traveller came to the village. He was bent and weary from his travels and he desperately wanted food and lodging.

He went to the door of a house to beg for the food but the woman inside just turned him away. She had no time for beggars, she was packing food and preparing for the move up to the mountain.

The old man tried to ask a young girl on the street for

help next but she was too busy as well. She had to find her brothers and sisters and start the long walk up the mountain to escape the monster.

The only person who paid the old man any notice at all was an old woman. She was sweeping outside her house when she saw the weary traveller and realised that he needed food. She walked inside and returned to the man with a bowl of noodles.

While the old traveller ate he sat and watched the villagers running about.

He asked what all the fuss was about and the woman explained that the Nian was coming that night and the villagers were going to hide in the hills to ensure that their village was overlooked by the monster.

The woman looked worried and the old man asked her why. The old woman didn't think she'd be able to make the trip to the hills that year - her bones were old and she was weary.

The old man smiled to himself. He knew how to repay the old woman's kindness.



1. **Find and copy** the word that tells you that the old traveller is feeling weak and exhausted.

---



2. Why are the first two people that the old traveller speaks to unwilling to help him?

---

---

---



3. Why do you think that the old woman decided to help the old traveller?

---

---

---



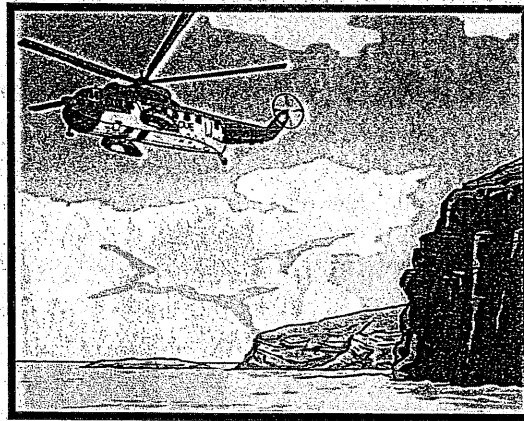
4. *'The old man smiled to himself. He knew how to repay the old woman's kindness.'* What do you think the old man is thinking of doing?

---

---

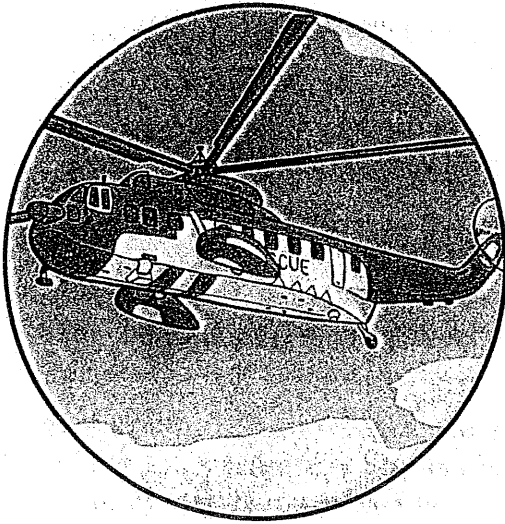
# Reading Booklet

## Year 6 Reading Assessment - Fiction



### The Holiday

## The Holiday



With the words barely having left his mouth, the pair were suddenly shocked to hear a great whizzing and whirring coming from the other side of the cliff. It was impossible to see around the rocks but the noise grew to a deafening roar, whilst the surface of the sea looked like a giant hairdryer was being blown onto it.

Emerging into sight was a huge helicopter, not flying over or away but hovering just out of full view.

'What's going on, I wonder?' shouted Seb to be heard over the continuing noise.

Eagerly, the siblings headed towards the action, scrambling over the rock-pools for a better view. Shouting could be heard from round the other side of the cliff but neither of them were able to make sense of what they were hearing, as everything was being drowned out by the noise of the great flying beast.

Just as the children were able to catch sight of a large group of people chasing and racing around, waving their arms whilst others looked on, they realised they were entering a forbidden area. Rocks sticking out towards the crashing waves were beginning to put the cottage out of view – and them out of sight of their parents.

'We shouldn't go any further,' warned Maya. 'What will Mum say?'

'We're nearly there! Come on!' replied her brother, caught up in the excitement.

'Wait!' shouted the older sibling, but it was too late. Seb was onto the next rock and jumping a slippery pool to reach a small clearing.

After catching up with her brother and getting closer to the scene of the action, Maya's uneasiness about being too far out of view was doubled with another concerning thought: what if these people were dangerous? Maybe this whole incident with the helicopter and the people chasing around was going to get them into some further trouble - other than going where their parents warned them against.

She scanned the scene as Seb crouched down watching the events unfold. Two men chasing along the cliff-side; a whole group of people either watching or following with some kind of equipment; and then – unbelievably – another man started climbing down a rope out of the helicopter!

All eyes were on the first man heading along the rough ground of the cliff until both Seb and Maya realised he was heading straight towards them. There was no way they were going to be able to get out of his path – their choice was either turning back but they would be seen and the route was tricky or facing straight ahead into their fate. Before they had time to think, they were spotted.

English

KS2

2016

# Year 6 Reading Assessment

## The Telephone Box Answer Booklet

First Name						
Middle Name						
Last Name						
Date of Birth	Day		Month		Year	
School Name						
DfE Number						

5. According to the section 'A Modern Redesign', which of these have become a new use for a disused telephone box? Tick **two**.

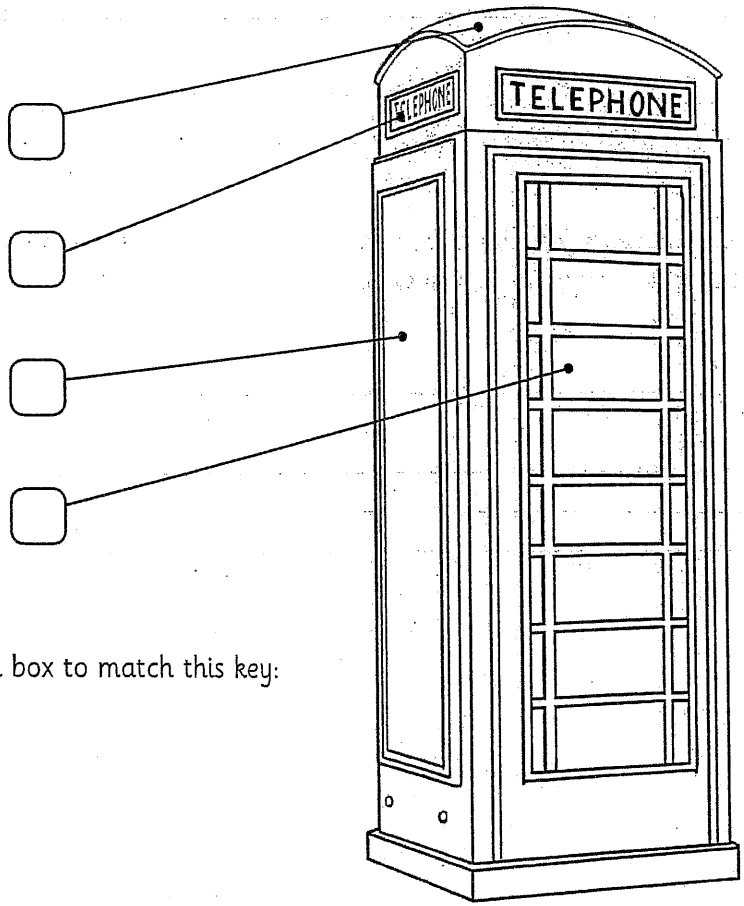
- |                 |                          |               |                          |
|-----------------|--------------------------|---------------|--------------------------|
| Post Office box | <input type="checkbox"/> | Art Gallery   | <input type="checkbox"/> |
| Coffee Shop     | <input type="checkbox"/> | Power Station | <input type="checkbox"/> |

1 mark

6. How does the author seem pleased and make it seem like a positive idea that the phone boxes are being given new uses?

1 mark

7. Look at the diagram.



1 mark

Write the correct letter in each box to match this key:

- A Illuminated signs
- B Domed roof
- C 8x3 window panes
- D Blank back panel

total for this page

11. Tick **True** or **False** in the following table about the Smallsden village telephone box that was turned into a library.

1 mark

	True	False
The telephone box cost campaigners only one pound to buy.		
The telephone box has up to two hundred books.		
The telephone box is open seven days per week.		

12. a) Where else does the Parish Councillor hope that tourists to the area will visit?

2 marks

---

b) Why do you think he is happy that they are coming to the area?

---

End of questions about *'The Telephone Box'*

\*\*END OF TEST\*\*

total for this page

# Year 6 SATs

Grammar, Punctuation & Spelling  
Revision & Practice Booklet 1:  
Grammatical Terms & Word Classes

Name: \_\_\_\_\_



visit [twinkl.com](https://www.twinkl.com)

## What are nouns?

A noun is a naming word. They are used to identify a person, place, object, animal or idea. There are several different types of noun; we most commonly use 'common nouns'.

**Common nouns** are the general names for people, places, objects or animals.

For example:

teacher

church

candle

gorilla

## What are proper nouns?

**Proper nouns** are different in that they name a **specific place, object or person**. They should also always start with a **capital letter**, such as:

Paris

London Eye

John Davis

**Months of the year, days of the week, some religious events and brand names** are also considered to be **proper nouns**.

1. Circle the **two nouns** in this sentence.

Due to a delayed bus, we arrived just as the band started performing.

2. Tick **four** boxes to show the **nouns** in the sentence below.

In December, Dave visited his uncle in Australia.



3. Write a sentence using the word visit as a **noun**. Do not change the word. Remember to punctuate your sentence correctly.

---



---



---

4. Circle all of the proper nouns in the following sentences.

On Sunday, I went to see my aunt at her house.

Last year, I went on holiday to Belgium for two weeks.

At the weekend, we went to the cinema in town to see a new film.

5. Which sentence uses the underlined word as a **noun**?

Tick one.

Does your book fit in that bag? .....

When we saw the snow, we were very excited. ....

We train every Friday for rugby. ....

Will you help me with my homework? .....

6. Circle all of the proper nouns in the following extract.

Sophie and Simone are sisters, who live at 25 Twinkl Street in Sheffield. Simone's birthday is in March and she would like a hamster, which she will call Fluffy.

7. In which sentence is the word light used as a **noun**?

Tick one.

My bedroom is light and airy. ....

I will light the candles on the birthday cake. ....

When I jumped on my bed, I accidentally broke my light. ....

My little brother has light blue eyes. ....

8. Complete the sentence with a **noun** formed from the verb to object.

They raised an \_\_\_\_\_ about the plans for a large housing development nearby.



## What is a verb?

Verbs tell us the tense of the sentence. In fact, you cannot have a sentence without a verb.

Verbs can express **physical actions**, such as:

walk

drink

shout

cry

Verbs can express **mental actions**, such as:

think

guess

feel

consider

Verbs include **'to be'** and **'to have'**. For example:

I **am** the best singer in my class. We **had** a lovely time in France.

1. Circle the **four** verbs in this sentence.

There were lots of children playing on the beach, enjoying the sunshine and eating ice creams.

2. Circle **two** verbs in each of the sentences.

Miss Frost ate her toast before teaching the class.

I rushed into school after waking up late.

3. Circle the **verb** in each of the sentences.

My sister is a fabulous dancer.

We travelled to Germany for our holiday.

We were very early for the concert.

Every morning, we read our books.

4. Which sentence uses the word **back** as a verb?

Tick **one**.

I hurt my back when I fell. ....

Please come back soon. ....

We use our back door mostly. ....

I had to back away slowly. ....

5. Circle **two** verbs in each of the sentences.

Are you eating lunch with me today?

James finished his homework before playing football with friends.

6. Circle the **verb** in each of the sentences.

Please help me.

My hamster runs quickly on his wheel.

The snow is bright white.

Hamza was late for school again.

7. Circle the **four** verbs in this sentence.

When I was out with my nan, I noticed a large flock of birds circling in the sky before swooping down towards the field.

8. Which sentence uses the underlined word as a **verb**?

Tick one.

Will you visit me again soon?.....

I ate the sweets quickly so I didn't have to share.....

Working together, we completed our homework in record time. ....

Please take your shoes off at the door. ....



## What is an adjective?

An adjective is a **describing word** that can either:

- come before a noun, for example: The pupils did some **remarkable** work;
- come after a form of the verb 'to be', for example: The pupils' work was **remarkable**.

Many adjectives have similar meanings but to varying strengths. For example:

big

large

huge

considerable

colossal

A **powerful adjective** choice can improve the effectiveness of a sentence and add meaning for the reader, such as:

I visited the **large** manor house with my grandmother.

I visited the **colossal** manor house with my grandmother.

1. Circle the four **adjectives** in the following sentence.

We visited a stunning building which had exquisite carvings on the great roof and many windows which were gleaming.

2. Circle all of the **adjectives** in the following sentences.

An immense earthquake shook the ground.

Running from their ruined homes, the people were petrified.

The calm worker tried to help despite the choking dust.

3. Complete the sentence below with a powerful **adjective** to describe **shock**.

As the film reached its dramatic conclusion, the crowd were \_\_\_\_\_

4. Which sentence uses the word clear as an **adjective**?

Tick one.

The day was fine and clear. ....

Please clear your plates away. ....

The drive has been swept clear of snow. ....

The fever should clear within two days. ....

5. Choose the correct **adjective** to complete the sentence.

less            least            few            fewer

I have \_\_\_\_\_ money than my older sister.

6. Which sentence uses the underlined word as an **adjective**?

Tick **one**.

We always go swimming at the weekend.

Our new puppy is adorable.

Would you like to play football or hockey?

Wearing a beautiful dress, the bride entered the room.

7. Choose the correct **adjective** to complete the sentence.

more            most            greater            greatest

\_\_\_\_\_ of all, she wanted to change the subject.

8. Complete the sentence below with a powerful **adjective** to describe **happiness**.

As soon as we saw the waterslides, we felt \_\_\_\_\_.



## What is a conjunction?

A conjunction links two or more words, phrases or clauses together.

## What is a co-ordinating conjunction?

Co-ordinating conjunctions link two main clauses together as an equal pair to create a compound sentence. We usually remember these words using the acronym 'FANBOYS'.

for            and            nor            but            or            yet            so

## What is a subordinating conjunction?

Subordinating conjunctions connect a subordinate clause, which cannot stand alone, and a main clause. You can remember some of the most useful subordinating conjunctions with the acronym 'I SAW A WABUB'.

if            since            as            when            although  
while            after            before            until            because

1. Read the sentences below and circle all the **co-ordinating conjunctions**.

I like football but I do not like rugby because it is too rough.

Will you go swimming or would you rather go bowling on your birthday?

Jamal feels sick yet he needs to stay at school until his mum finishes work.

2. Insert a **subordinating conjunction** to show that Amal got out of the pool when the whistle was blown by the lifeguard.

Amal stayed in the pool \_\_\_\_\_ the whistle was blown by the lifeguard.

3. Circle the **conjunctions** in this sentence.

Although I know they are bad for me, I love sweets and eat them at least twice a week.

4. What is the word until in this sentence?

Tick **one** box.

I think we should wait **until** everyone is here.

an adverb .....

a preposition .....

a co-ordinating conjunction .....

a subordinating conjunction .....

5. Choose the **conjunction** which fits best into each of these sentences.

Use each conjunction **once**.

although      before      until

\_\_\_\_\_ I was excited, I couldn't help feeling a bit nervous too.

Don't go into the sea \_\_\_\_\_ the waves calm down.

\_\_\_\_\_ we go on holiday, we always pack our cases.

6. What is the word for in this sentence?

Tick **one** box.

Dale had lots of friends **for** he was a kind and cheerful boy.

an adverb .....

a preposition .....

a co-ordinating conjunction .....

a subordinating conjunction .....

7. Read the sentences below and circle all the **subordinating conjunctions**.

Please read your books when you get in from break.

While you are at the shop, please get some bread and milk.

Keira was tired as she hadn't slept well last night because of the bright moon.





4. Tick the correct **relative pronoun** to complete the following sentence.

Your cousins, \_\_\_\_\_ you met last year, are coming to visit from France.

who .....

which .....

that .....

whom .....

5. Insert a **possessive pronoun** to show that the umbrella belongs to Susan.

Leon was under his umbrella. Susan was not using \_\_\_\_\_ despite the heavy rain.

6. Choose the pronoun which fits best into each of these sentences. Use each pronoun **once**.

**she            hers            mine**

Greta completed a half marathon this morning; \_\_\_\_\_ will be tired later.

Mum's hand tugged \_\_\_\_\_ as she pulled me up the hill.

I put my pen safely away in my pencil case but Poppy put \_\_\_\_ down and now can't find it.

7. Read the sentence below. Circle the **pronoun** the writer uses to refer back to the puppies.

After Frank spent the afternoon seeing his best friend's new puppies, he was hoping to convince his mum to have one of them.



## What is an adverb?

An **adverb** is a word that describes a verb or adjective; it tells you where, how or when something is done.

My brother rides his bike **everywhere**.

Fazook **bravely** skied down the mountain.

**Recently**, we visited an interesting museum.

## What is an adverbial?

An **adverbial** is a word or phrase that modifies the meaning of an adjective, verb, adverb or clause.

Adverbials can be grouped according to what they are describing.

Adverbials of **time** tell us 'when', such as: **Every week**, we write our spellings.

Adverbials of **place** tell us 'where', such as: I saw a worm **on the ground**.

Adverbials of **number** tell us 'in what order', such as: **Firstly**, turn it on.

Adverbials of **frequency** tell us 'how often', such as: We walk home **daily**.

Adverbials of **manner** tell us 'in what manner', such as: We will play **quietly**.

1. Tick the **adverb** in the sentence below.

Skiing **confidently**, Jude made it to the bottom **first**.



2. Circle the **adverbs** in the sentence below.

As we entered the infant classroom, my little sister ran **excitedly** over to me while **squealing loudly**.

3. Match the **fronted adverbials** to the correct sentences.

**Earlier**

**Outside**

**Without warning**

Time: \_\_\_\_\_, we went swimming.

Manner: \_\_\_\_\_, the door swung open.

Place: \_\_\_\_\_, the trees bowed in the strong wind.

- 4 Choose an appropriate **adverbial of frequency** to complete the sentence below.

\_\_\_\_\_, I play football with my friends.

- 5 Rewrite the sentence below with the **adverbial** at the front of the sentence. Use the same words and the correct punctuation.

**You can go out to play as soon as you have finished your work.**

---

---

- 6 Circle all the **adverbs** in the following sentences.

My ice cream has completely melted.

My cousin Sam eats his crisps noisily.

There are flying ants everywhere.

- 7 Underline all the **adverbials** in the following sentences

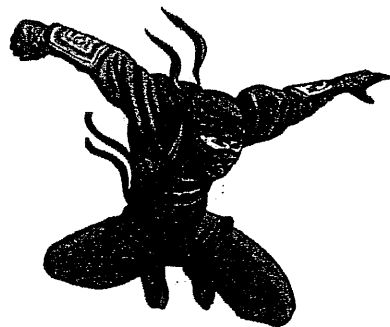
As quick as a flash, the fox disappeared into the undergrowth.

We have spaghetti bolognese every Monday.

Once a week, I go swimming with my friends.

- 8 Choose an appropriate **adverbial of place** to complete the sentence below.

The dog sat waiting \_\_\_\_\_ for its owner to come out of the shop.



## What is a preposition?

A preposition is a word or phrase used to describe a **position, time** or **movement**. Prepositions usually sit before nouns (or pronouns) to show their relationship to another word in the sentence, such as:

I will travel to Spain **on** an aeroplane.

At six o'clock, I always watch my favourite television programme.

Amira swam **through** the clear, blue water.

The words **when, as, after, until, before** and **since** can be used as prepositions or as subordinating conjunctions in sentences.

If they are being used to explain the **position** of something, they are being used as a **preposition**.

If they are introducing a clause (a group of words including a verb), they are being used as a subordinating conjunction.

1. Tick **all** the sentences that contain a **preposition**.

I like to jump on my trampoline.....

Before you go to bed, make sure you brush your teeth.....

My reading book must be under my bed.....

At 8 o'clock, we always eat breakfast.....

2. Circle the four **prepositions** in the sentence below.

In a hot air balloon, you can float across the sky, between mountains and over forests.

3. Underline the two **prepositions** in this sentence.

After Easter, I will visit my aunt who lives in London.

4. Circle the best preposition in each box below to complete the passage.

Sophie took her dog in  
for  
beside a walk beside  
after  
before the river

on  
in  
under a sunny day. She was shocked to see a man walking

in front  
through  
beneath of her suddenly dive on  
into  
down the water.

The man swam under  
down  
near the river while her dog tried to

jump in  
on  
out of after him.

5. Write a sentence using **during** as a **preposition**. Do not change the word. Remember to punctuate your sentence correctly.

---



---



## What is a determiner?

A determiner is a word that goes before a noun or noun phrase and identifies the noun in further detail. There are different types of determiners:

articles	a girl, an elephant, the dog
demonstratives	this hat, that bus, these shoes, those boys
possessives	his book, her hair, my coat, their car
quantifiers	some water, each person, three pencils
interrogatives	which house, what letter, whose tablet

It's also easy to get confused by words that sometimes act as determiners and sometimes as pronouns within a sentence. Just think carefully about what job that word is doing within the sentence and where it is within the sentence. For example:

**That** hat is mine.

determiner

Give me **that** back.

pronoun

1. Circle the **determiners** in the following sentence.

Hamza lives in a new house in Grantham with his chinchilla and two dogs.

2. Which sentence includes a **demonstrative determiner**?

Tick one.

That's a really great idea. ....

Look at that huge dog over there. ....

Mitchell is doing stunts on his new scooter. ....

Which bag belongs to you? .....

3. Circle the correct **determiner** in each box below to complete the passage.

We own a  
an  
the large caravan; an  
some  
what people think it is too big but when each  
one  
five people are inside, it is perfect.

Some  
The  
Their seats fold down to make whose  
four  
every beds.

4. Underline all the **determiners** in the sentence below.

Keren put two bowls of food and one dish of water down for the cats.

5. Insert **articles** into the spaces below.

I visited \_\_\_\_\_ sweet shop to buy \_\_\_\_\_ bar of chocolate and \_\_\_\_\_ aniseed sweet; I got 20p change from \_\_\_\_\_ one pound coin I paid with.

6. Match the **determiners** to the correct sentences. Use each word once.

**each**                      **many**                      **one**

\_\_\_\_\_ person had a ticket.

The room was full; \_\_\_\_\_ people had come to watch the play.

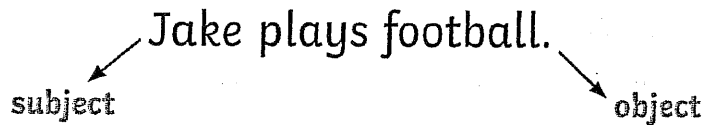
I only have \_\_\_\_\_ sweet left.

## What is the subject of a sentence?

The **subject** is the person, noun phrase, pronoun or thing which **does the verb** in a clause.

## What is the object of a sentence?

The **object** is the person, noun phrase, pronoun or thing which usually comes directly after the verb; it shows **what the verb is acting on**.



Sentences can be written in the **active voice** or **passive voice**.

In **active voice**, the **subject** performs the **action** (the verb) to the **object**.

Jake plays football.

In **passive voice**, the **subject** receives the **action** (the verb) often with the word 'by' to indicate this, such as:

Football is played by Jake.

1 Underline the **subject** in the following sentences.

The excited girls rehearsed for the singing contest.

He photographed the beautiful flowers.

Shania painted a detailed watercolour of the view.

2 Which sentences are written in the **active voice**?

Tick **all** that apply.

I read a very long book last month. ....

We were visited by my cousins last week. ....

We performed a play for our parents. ....

Wesley enjoys reading comics. ....

3 Re-write the following sentence in the **active voice**.

**The paintbrushes were cleaned by Mitchel and Zania.**

---



---

4. Underline the **object** in the following sentence.

Every day, Rishi plays the trombone.

5. Label the subject (S) and object (O) of this sentence.

Angrily, Lyra slammed the door.



6. Circle the subject and underline the object in the following sentence.

Children under 15 are not allowed to watch this film.

7. Re-write the following sentence in the **passive voice**.

**The cheerful bus driver whistled a tune.**

---



---

8. Which sentence is written in the **passive voice**?

Tick one.

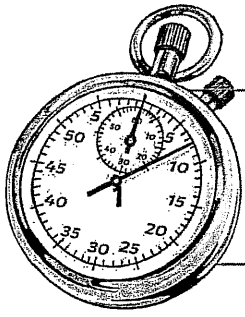
Dad always empties the dishwasher. ....

The cakes were stolen by my cheeky puppy. ....

Jemima enjoys playing football with friends. ....

The clap of thunder shook the old house. ....





# 10-Minute Test

Use a stopwatch or a timer to give yourself 10 minutes to complete the following questions. Use the answer sheet to check your work and take some time to revisit any areas you want to improve on.

1. Which sentence uses the word object as a **verb**? Tick **one**.

The burglar was dragging a large object. ....

Describe the object clearly. ....

I must object to these plans. ....

What is this object used for? ....

2. Write an explanation of the word **determiner**.  
.....  
.....

Circle the **determiners** in the following sentence.

We built three huge snowmen in the garden yesterday.

3. Tick **all** the sentences that contain a **preposition**.

The spooky house is haunted. ....

I sit between Dana and Kieran. ....

We usually eat dinner at 6 o'clock. ....

During assembly, I am responsible for the music. ....

4. What is the word after in this sentence? Tick **one** box.

We stand and wait quietly **after** the bell has been rung.

an adverb .....

a preposition .....

a co-ordinating conjunction .....

a subordinating conjunction .....

5. Rewrite the sentence below with the **adverbial** at the front of the sentence. Use the same words and the correct punctuation.

**The sun shone brightly when the plane flew above the clouds.**

---

---

6. In which sentence is the word home used as a **noun**?

Tick **one**.

We won our first home game of the season. ....

The floods meant we had to flee our home. ....

What is your home address? .....

We are going to home an unwanted cat. ....

7. Circle all of the **adjectives** in the following sentences.

The trip to the museum proved to be an enjoyable experience.

I wrote detailed notes about the extraordinary exhibits we saw.

They will be very helpful when I write my upcoming project.

8. Explain what is meant by **active voice** and **passive voice**.

Active voice: \_\_\_\_\_  
\_\_\_\_\_

Passive voice: \_\_\_\_\_  
\_\_\_\_\_

Re-write the following sentence in the **active voice**.

**Keziah was given a warning by the referee.**

---

---

9. Replace the words in the boxes with the correct **pronoun**. Write one pronoun on each line.

After getting a new book, Arjan read \_\_\_\_\_ non-stop until

the new book

\_\_\_\_\_ finished \_\_\_\_\_.

Arjan

the new book

\_\_\_\_\_ mum couldn't get \_\_\_\_\_ to put

Arjan's

Arjan

\_\_\_\_\_ down.

the new book

10. Underline the **subject** in the following sentences.

The ripe apples fell from the tree.

Ramesh ate the ice cream quickly.

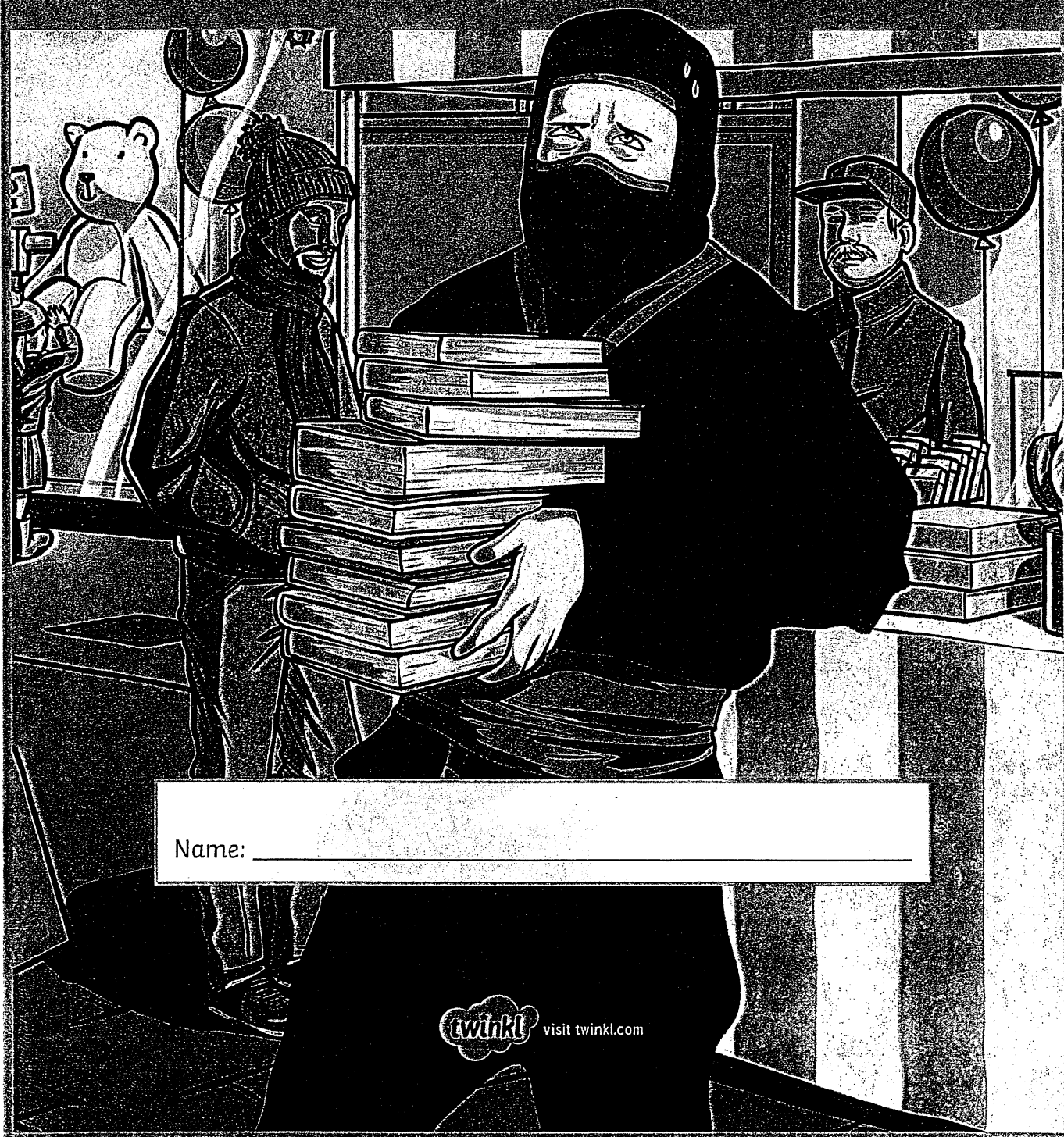
Calmly, we swam in the warm sea.



# Year 6 SATs

Grammar, Punctuation & Spelling Revision  
& Practice Booklet 2:

Sentences, Phrases and Clauses



Name: \_\_\_\_\_

# Contents

● G2	Functions of Sentences.....	page 3-4
● G3.1	Sentences and Clause.....	page 5-6
● G3.2	Noun Phrases.....	page 7-8
● G3.3	Co-ordinating Conjunctions.....	page 9-10
● G3.4	Subordinating Conjunctions and Subordinate Clauses....	page 11-12
	Ten-Minute Test.....	page 13-15



# G2: Functions of Sentences

## What is a statement?

Statements are sentences which tell you something. They end with a **full stop**. For example:

**It will snow later today.**

## What is a question?

Questions are sentences that ask you something. They end with a **question mark**. For example:

**Where are you going?**

## What is a command?

Commands are sentences that tell you to do something. They usually end with a **full stop**. For example:

**Mix the batter thoroughly.**

## What is an exclamation?

An exclamation is a sentence beginning with 'What' or 'How'. It is a full sentence which ends with an **exclamation mark**. For example:

**What wonderful children they are!**

1 What is the **function** of the following sentences?

How amazing your painting is

\_\_\_\_\_

We are visiting Gran tomorrow

\_\_\_\_\_

What is your favourite sweet

\_\_\_\_\_

Put your books away now

\_\_\_\_\_

2 Turn this statement into a **question** using exactly the same words. Use the correct punctuation.

Erica has been to France before.

\_\_\_\_\_

\_\_\_\_\_

- 4 Tick **one** box in each row to show whether the sentence is a **statement**, a **question** or a **command**.

Sentence	Statement	Question	Command
How often do you train with your gym group			
I have been attending gymnastics classes for three years			
Listen to the instructor to ensure you are safe			
Keisha is amazing on the beam			

- 5 Write an **exclamation** sentence beginning with the word: **What**.

---



---

- 5 Which sentence is a **command**? Tick **one**.

- Which fruit do you like the best  
 What a tasty pudding we ate today  
 I usually eat apples at break time  
 Put your fruit peelings in the compost bin

- 6 Which sentences must end in a **question mark**? Tick **all** that apply.

- Later, we are going swimming  
 Don't forget to bring your towel, will you  
 What fun we had on the slides  
 Would you like to go swimming again next week



# G3.1: Sentences and Clauses

## What is a main clause?

A main clause (or it could be called a simple sentence) is a group of words that expresses one complete thought. Every main clause must contain a **subject** and a **verb**. They can also be called independent clauses. For example:

**He ran.**

## What is a subordinate clause?

Subordinate clauses do not make sense on their own (they are dependent) but when they are used with a main clause, they create a complex (multi-clause) sentence, such as:

**He ran after school every day.**

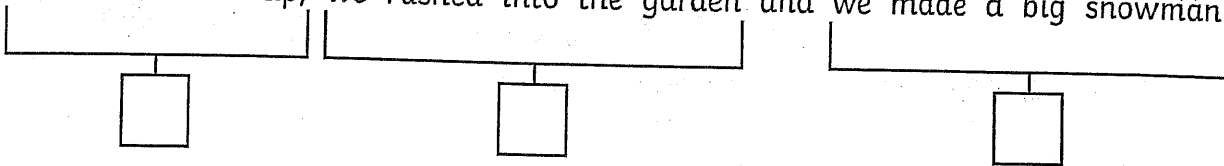
## What is a relative clause?

Relative clauses are a different type of dependent (or subordinate) clause that give more detail about the subject of the main clause. They begin with a relative pronoun:

**who          which          whose          whom          that          where**

- 1 Label each of the clauses in the sentence below as either **main (M)** or **subordinate (S)**.

When we woke up, we rushed into the garden and we made a big snowman.



- 2 What is the grammatical term for the underlined part of the sentence?

Despite being late, we didn't miss any of the show.

- a main clause
- a subordinate clause
- a relative clause
- a noun phrase



- 3 Underline the **relative clause** in each sentence.

My grandmother who is ninety still enjoys gardening.

My friends and I prefer the cinema that has large seats.

My cousin whose coat I borrowed last week is 13 years old.

.....

- 4 Which sentence contains a **relative clause**? Tick **one**.

- We are going to visit my nan tomorrow.
- The dog that I found belongs to my neighbour.
- Alfie would like to travel around the world.
- If the weather improves, we'll go cycling.
- .....

- 5 Tick **one** box in each row to show whether the underlined clause is a **main clause** or a **subordinate clause**.

Sentence	Main clause	Subordinate clause
Your friend, <u>whom you met on holiday last year</u> , is visiting this weekend.		
<u>We always try our best</u> even when things are tough.		
I'm feeling hungry <u>because I've done lots of exercise this afternoon</u> .		

.....

- 6 Underline the **relative clause** in the sentence below.

The swimming pool that has fast water slides is closed for refurbishments.

## G3.2: Noun Phrases

### What is a noun phrase?

A noun phrase is a noun and the words that modify it, such as **determiners**, which act as a noun together in a sentence. For example:

**the bear**

### What is an expanded noun phrase?

An expanded noun phrase gives much more detail than a simple noun phrase, such as an **adjective** to describe the noun:

**the angry bear**

and a **prepositional phrase** to give extra details:

**the angry bear with a sore paw**

**Expanded noun phrases** allow us to give precise information quickly and concisely:

**Watch out for the angry bear with a sore paw.**

- 1 What is the grammatical term for the underlined words in the sentence below?

The bakery on the corner sells lots of cream cakes.

.....

- 2 Underline the longest possible **noun phrase** in the sentence below.

I saw a derelict house with broken, boarded-up windows.

.....

- 3 Write a **noun phrase** containing at least three words to complete the sentence below.  
Remember to punctuate your answer correctly.

\_\_\_\_\_ was crossing the stormy ocean  
in search of treasure.

- 4 Underline the longest possible **noun phrase** in the sentence below.

The book about Greek history is my favourite.

- 5 Which sentence includes an **expanded noun phrase**? Tick **one**.

- My dad ran a marathon last year.
- We went to London to watch him run.
- We saw many vast bridges crossing the river.
- Dad finished the race in under four hours.

- 6 Write a **noun phrase** containing at least three words to complete the sentence below.  
Remember to punctuate your answer correctly.

\_\_\_\_\_ was hunting its prey.

- 7 Underline the longest possible **noun phrase** in the sentence below.

There were two tall, spindly trees in the middle of the clearing.

- 8 Which sentence includes an **expanded noun phrase**? Tick **one**.

- We went on a walk in the woods yesterday.
- There were many different plants and animals to see.
- We stopped to eat a delicious picnic on a wooden table.
- The sun shone and we all felt relaxed.



# G3.3: Co-ordinating Conjunctions

## What is a conjunction?

A conjunction links two or more words, phrases or clauses together.

## What is a co-ordinating conjunction?

**Co-ordinating conjunctions** link two main clauses (or independent clauses) together as an equal pair to create a compound sentence. We usually remember these words using the acronym 'FANBOYS':

**for and nor but or yet so**

main clause + **co-ordinating conjunction** + main clause = compound sentence

Gita drank her water. She was thirsty.

Gita drank her water **for** she was thirsty.

- 1 Complete the sentence below by writing the **conjunctions** from the box in the correct places. Use each conjunction only **once**.

and            so            nor

Piotr did not finish the test \_\_\_\_\_ did he check his answers \_\_\_\_\_  
he couldn't be surprised that his teacher was angry \_\_\_\_\_ he had to stay in  
at break time.

- 2 Complete the sentence below with a **co-ordinating conjunction** and a **main clause**.  
Remember to punctuate your answer correctly.

There was a mysterious sound \_\_\_\_\_  
\_\_\_\_\_  
.....

3 Rewrite the two sentences below as one sentence using an appropriate **co-ordinating conjunction**.

Remember to punctuate your answer correctly.

We usually go swimming on Mondays. Today the pool was closed.

---

---

.....

4 Complete the sentence below with a **co-ordinating conjunction** and a **main clause**.

Remember to punctuate your answer correctly.

Dad was wearing thick gloves \_\_\_\_\_

---

---

.....

5 Complete the sentence below by writing the **conjunctions** from the box in the correct places. Use each conjunction only **once**.

so                      but                      and

It was time for maths \_\_\_\_\_ my pencil broke \_\_\_\_\_ I asked Wanda if I could borrow hers \_\_\_\_\_ she said "No."

.....

6 Rewrite the two sentences below as one sentence using an appropriate **co-ordinating conjunction**.

Remember to punctuate your answer correctly.

Samira practised her spellings. She got full marks on the test.

---

---

# G3.4: Subordinating Conjunctions and Subordinate Clauses

## What is a subordinating conjunction?

Subordinating conjunctions introduce a subordinate clause; you can remember some of the most useful ones with the acronym 'I SAW A WABUB':

if	since	as	when	although
while	after	before	until	because

The words **when**, **after**, **until**, **before** and **since** can be used as prepositions or as subordinating conjunctions in sentences.

If **introducing a clause** (a group of words including a verb), they are being used as a **subordinating conjunction**.

## What is a subordinate clause?

A **subordinate clause** supports a main (independent) clause. The opening words of subordinate clauses show that they are dependent on the independent clause. For example:

**The ferry left the port after the storm cleared.**  
**After the storm cleared, the ferry left the port.**

- 1 Rewrite the sentence below, adding a **subordinate clause**.

Remember to punctuate your answer correctly.

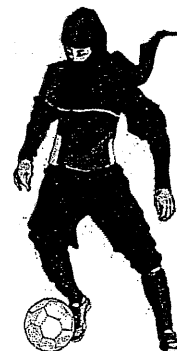
We will be here for another hour.

---

---

- 2 Underline the **subordinate clause** in the sentence below.

Although he likes football, Fred doesn't play for a team yet.



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

Sentence	<u>until</u> used as a subordinating conjunction	<u>until</u> used as a preposition
You can't have pudding <u>until</u> you have eaten your main meal.		
The swimming pool is open <u>until</u> 8 o'clock.		
<u>Until</u> we save enough money, we can't go on holiday.		

4 Underline the **subordinate clause** in each sentence below.

When you have finished your homework, you can go out to play.  
 I haven't seen my cousin since we visited him last Christmas.  
 After you have completed your work, please tidy your things away.

5 Which underlined group of words is a **subordinate clause**? Tick one.

- If you need help, put up your hand.
- Read quietly while I do the register.
- Our class is the smallest but the loudest.
- Mr Fry is the best teacher in the school.



6 Rewrite the sentence below, adding a **subordinate clause**.

Remember to punctuate your answer correctly.

Amira went straight home after school.

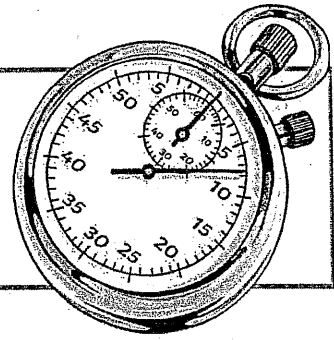
---



---

# Ten-Minute Test

Use a stopwatch or a timer to give yourself 10 minutes to complete the following questions. Use the answer sheet to check your work and take some time to revisit any areas you need to improve on.



1. What is the **function** of the following sentences?

Where shall we go on holiday \_\_\_\_\_

I'd like to visit Italy \_\_\_\_\_

How lucky to be able to travel the world \_\_\_\_\_

Fasten your seatbelts immediately \_\_\_\_\_

1 mark

😊 😐 😞

2. Rewrite the two sentences below as one sentence using an appropriate **co-ordinating conjunction**.

Remember to punctuate your answer correctly.

We could go to the cinema. We could go bowling.

\_\_\_\_\_

\_\_\_\_\_

1 mark

😊 😐 😞

3. Tick one box in each row to show whether the underlined clause is a **main clause** or a **subordinate clause**.

Sentence	Main clause	Subordinate clause
The eager pupils rushed into class <u>when the bell rang</u> .		
<u>As the bus was late</u> , we might miss the start of the film.		
<u>I couldn't go to school</u> because I was ill.		

1 mark

😊 😐 😞

total for this page

4. What is the word before in this sentence? Tick **one** box.

Before you board the train, make sure you have all your bags with you.

- an adverb  
 a preposition  
 a co-ordinating conjunction  
 a subordinating conjunction

1 mark

5. Underline the longest possible **noun phrase** in the sentence below.

We spotted an enormous, spooky castle in the distance.

1 mark

6. Which sentence contains a **relative clause**? Tick **one**.

- I'd like an ice cream and a lolly, please.  
 This summer has been very hot so we have used our pool lots.  
 Don't forget your sun cream as you don't want to burn.  
 My cousin, who lives down the road, has been over to play most days.

1 mark

7. Underline the **subordinate clause** in each sentence below.

Since Justine got a new scooter, her stunt skills have improved.

Please don't talk while I'm teaching the lesson.

I'll be overjoyed if we get a new puppy.

1 mark

total for  
this page

8. Turn this question into a **statement** using exactly the same words. Use the correct punctuation.

Will Jakob be able to play football after school?

---

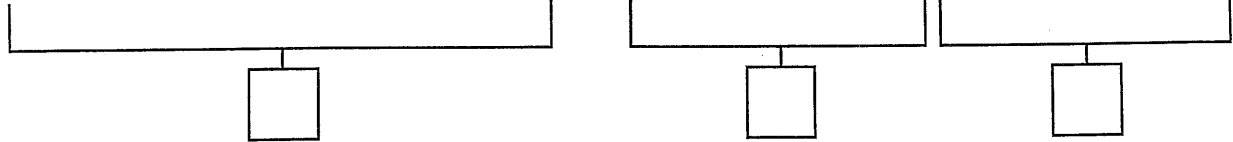


---

1 mark  


9. Label each of the clauses in the sentence below as either **main (M)** or **subordinate (S)**.

The robin made a nest in our tree but it was quite unsafe because of our cat.



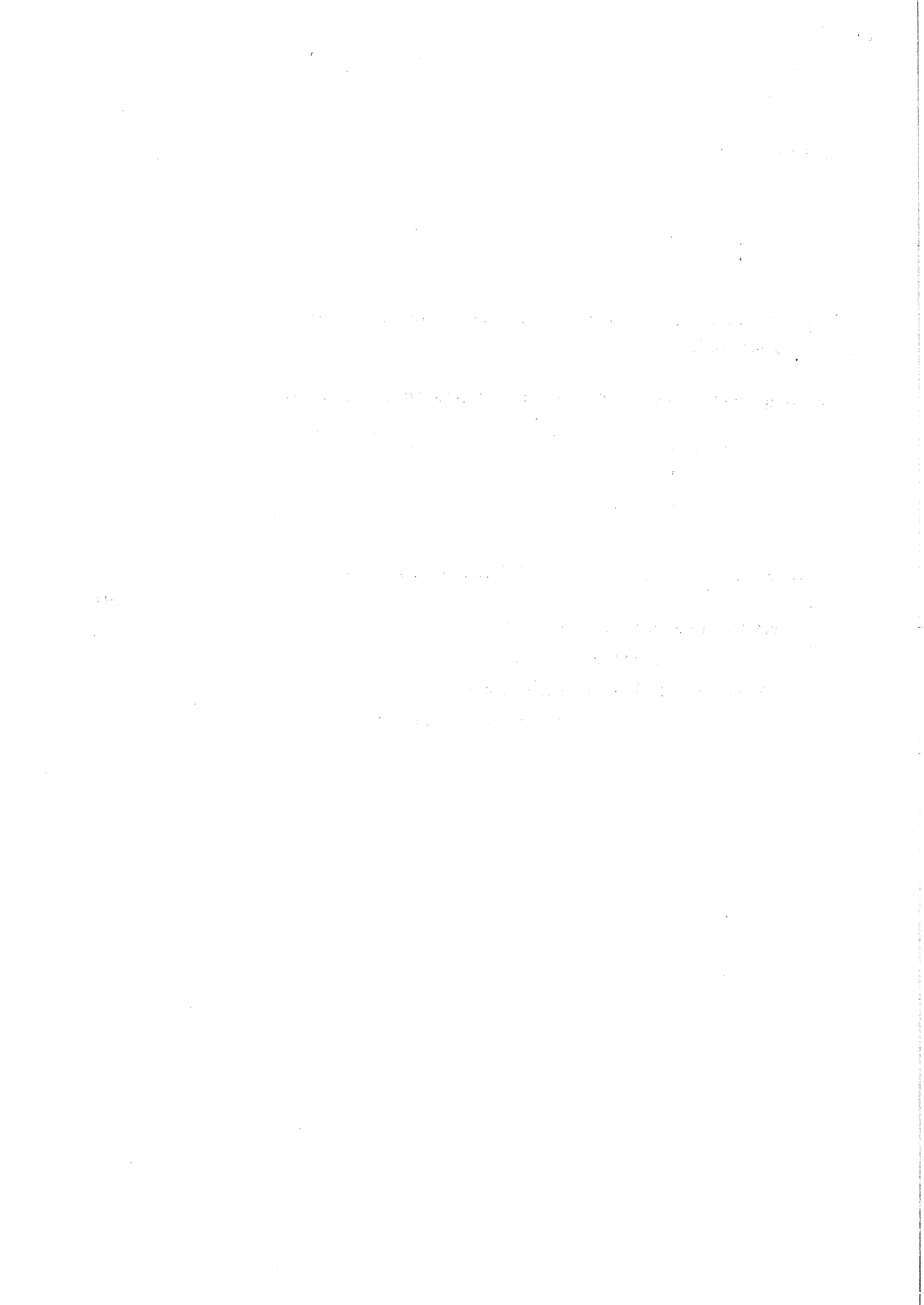
1 mark  


10. Which sentence includes an **expanded noun phrase**? Tick **one**.

- We had a bonfire yesterday.
- The smoke was smelly and hurt my eyes.
- We toasted marshmallows which were very tasty.
- We could see bright embers glowing into the evening.

1 mark  


total for this page



# Year 6 SATs

Grammar, Punctuation & Spelling  
Revision & Practice Booklet 3:  
Verb Forms and Tenses

Name: \_\_\_\_\_



## What is simple past tense?

Simple Past is also known as **Past Simple** and describes events which happened at a specific time but are now completed. For example:

I played

You played (singular)

He/She/It played

We played

You played (plural)

They played

## What is simple present tense?

The **Simple Present** (also known as **Present Simple**) can be used to describe something that happens regularly, to give an instruction, to describe something that has been arranged or to talk about the future after certain conjunctions have been used (after, when, before, as soon as, until). For example:

I play

You play (singular)

He/She/It plays

We play

You play (plural)

They play

1. Tick **one** box to complete the sentence below in **simple present** tense.

Every morning, my nan rushes out of the door to \_\_\_\_\_ her dog while the park is quiet.

is walking .....

walking .....

walk .....

will walk .....

2. Complete the following sentence in **simple past** tense.

Last year, my dad and uncle \_\_\_\_\_ the London Marathon.





## What is past perfect tense?

Past Perfect describes completed events of the past which happened before another action took place.

**'had' + a past tense verb = past perfect tense**

For example:

I had played

We had played

You had played (singular)

You had played (plural)

He/She/It had played

They had played

## What is present perfect tense?

The Present Perfect can be used to describe something that happened in the past and is continuing today, for an action that was completed recently or an action that did not happen at a specific time.

**'has' or 'have' + a past tense verb = present perfect tense**

For example:

I have played

We have played

You have played (singular)

You have played (plural)

He/She/It has played

They have played

1 Which option completes the sentence in the **past perfect**? Tick one.

Not long after my brother \_\_\_\_\_ his new model plane, I accidentally dropped and broke it.

has made .....

had made .....

made .....

was making .....

2 Complete the following sentence in **perfect present tense**.

I \_\_\_\_\_ the piano for three years.

3 Which **verb form** completes the sentence?

Tick one.

Amelia \_\_\_\_\_ a book about Ancient Egypt recently.

is reading .....

had read .....

has read .....

reads .....

4 Which sentence uses the **present perfect** form?

Tick one.

William has been eagerly waiting to go ice skating all week. ....

Every afternoon, Usman practises parkour. ....

Josie is planning her trip to Italy. ....

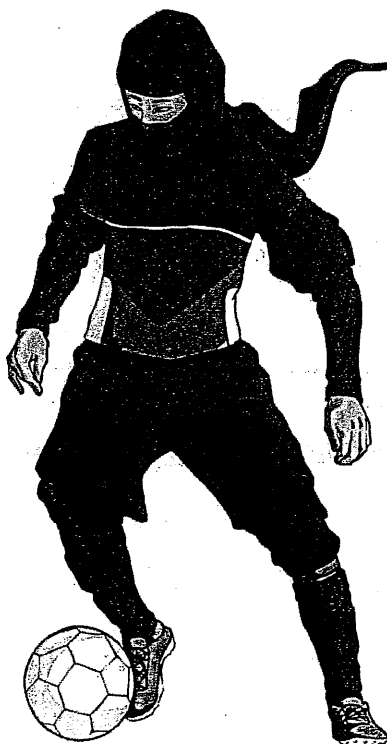
We have looked in every shop for my lost purse. ....

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

Zoe enjoys dancing and has learnt ballet for the past five years. She was overjoyed when her dad said she could also start learning tap this year.

6 Complete the sentence in **past perfect tense**.

After Gita \_\_\_\_\_ her homework, she went outside to play in the garden.



## What is a modal verb?

might/might not

could/could not

would/would not

must/must not

may/may not

ought/ought not

can/cannot

should/should not

shall/shall not

Modal verbs can have many uses. In most cases, they work with another verb to describe the **possibility** of something happening, such as:

The netball team **might** win the tournament.

Or to describe what degree of **certainty** something is known. For example:

It **will** be very cold tonight.

They can also express the **obligation** for someone to do something, such as:

You **must** go to see the headteacher.

Or the **ability** to perform the action of another verb. For example:

Yolanda **can** cartwheel perfectly.

1. Tick **one** box in each row to show how the modal verb affects the meaning of the sentence.

Sentence	Modal verb indicates <b>certainty</b>	Modal verb indicates <b>possibility</b>
We could work together on the science project.		
Drew will help you to tidy your garden.		
Li might have missed the bus because she is late.		

2. Write a sentence including a **modal verb** to indicate **obligation**.

---



---

3 Explain how the **modal verb** changes the meaning of the second sentence.

- 1) Kamilah goes horse riding with her aunt.
  - 2) Kamilah might go horse riding with her aunt.
- 
- 

4 Which sentence shows that you are **most likely** to go on holiday this summer?

Tick **one**.

This summer, we might go on holiday. ....

This summer, we could go on holiday. ....

This summer, we should go on holiday. ....

This summer, we will go on holiday. ....

5 Circle the **modal verb** in the following sentence

Despite learning the trumpet for six months, Carrie cannot get more than a squeak out of it.

6 Which sentence shows that there is the least chance of snow tomorrow?

Tick **one**.

It might snow tomorrow. ....

It could snow tomorrow. ....

It will not snow tomorrow. ....

It should not snow tomorrow. ....



## What is present progressive?

Present Progressive is also known as Present Continuous and describes events which are happening right now in the present moment.

**'am' or 'is' + a present tense verb = present progressive**

For example:

I am playing

We are playing

You are playing (singular)

You are playing (plural)

He/She/It is playing

They are playing

## What is past progressive?

Past Progressive is also known as Past Continuous and describes events which happened in the past over a period of time.

**'were' or 'was' + a present tense verb = past progressive**

For example:

I was playing

We were playing

You were playing (singular)

You were playing (plural)

He/She/It was playing

They were playing

- 1 Tick **one** box in each row to show if the sentence is in the **present progressive** or the **past progressive**.

Sentence	Present Progressive	Past Progressive
Your tennis skills are improving every day.		
Uma was hitting the ball too softly.		
I am hoping to watch a live tennis tournament this summer.		

- 2 Complete the following sentence in the **past progressive**.

Ewan \_\_\_\_\_ on the trampoline for over an hour this morning.



## What is tense consistency?

Verb tenses tell us when an action took place in the present, past or future. In any piece of writing, it is important to be consistent with tenses. This means **keeping the tense the same** throughout. For example:

The heavy snow **made** our journey slow so we **were** late home

## What is subject/verb agreement?

A singular subject needs a singular verb; a plural subject needs a plural verb. For example:

The lady's **cat** was poorly.

The lady's **cats** were poorly.

### Be careful!

Each of the lady's cats **were** poorly. X

Each of the lady's cats **was** poorly. ✓

- 1 Which sentence is grammatically correct? Tick **one**.
- Yesterday we go to our swimming lessons. ....
- Last week, we are on holiday. ....
- Next year, I will be in year seven. ....
- Last Christmas, we will visit Lapland. ....

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

We often go to the zoo – the animals are well cared for.

- 3 Rewrite the verbs in the boxes to complete the sentences with the correct choice of tense.

Last year, we \_\_\_\_\_ Christmas day with my grandmother.

to spend

Every day, Kieren \_\_\_\_\_ his hardest in all his lessons.

to try

4. Which **pair of verbs** correctly completes the sentence below?

The giant panda \_\_\_\_\_ once on the endangered animals list but it \_\_\_\_\_ no longer on the list as now there are around 1,800 giant pandas in the wild.

Tick one.

was, is .....

was, was .....

is, is .....

is, was .....

5. Rewrite the following sentence, ensuring the tense is consistent throughout

If I went to bed early, I will have woken up less grumpy.

---



---

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

I go to swimming club every week because I enjoy swimming.



## What is the subjunctive verb form?

The **subjunctive mood** is all about how the verb appears in a sentence. Subjunctives make language sound more **formal**.

They can be used for:

- showing conditions that are **not true**.  
For example: If I **were** in charge, I would make lunch breaks two hours long.
- making a **command** more formal.  
For example: The teacher **demands that you be** present in P.E.
- making a **wish** more formal.  
For example: My dad **wishes to be** able to purchase a Ferrari.
- making a **request** more formal.  
For example: Our queen **requests that you be** at the palace gates for 9am.

The subjunctive verb form isn't common in everyday British speech. However, it is often used after **formal verbs** such as **require, demand, suggest, propose**.

1 Complete the sentence below so that it uses the **subjunctive form**.

The head teacher demands that you \_\_\_\_\_ quiet during assembly.

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

If I \_\_\_\_\_ the prime minister, I would make it compulsory to learn gardening at school.

Tick **one**.

am .....

was .....

were .....

be .....

3 Which sentence is the most **formal**?

Tick **one**.

I wish you the best of luck for the test .....

Miss Wong suggested that her class be on time this week .....

If you're late, we cannot wait for you .....

Please try your best .....

4. Rewrite the sentence below so that it uses the **subjunctive form**.  
Remember to punctuate your answer correctly.

I think you should be at dinner for 6pm.

---



---

5. Which **pair of words** correctly completes the sentence so that it uses the **subjunctive form**?

Our school rules require \_\_\_\_\_ all children \_\_\_\_\_  
kind and helpful.

Tick one.

be, that .....

that, be .....

are, that .....

that, are .....

6. Complete the sentence below so that it uses the **subjunctive form**.

If I \_\_\_\_\_ chosen to represent the school, I would do my best.



## What is active voice?

In an active sentence, the **subject** performs the **action** (the verb) to the **object**. For example:

The family boarded the plane.

## What is passive voice?

In a passive sentence, the thing that would normally be the object gets turned into the **subject** through the use of the **passive form of the verb**. They often include a **prepositional phrase** starting with 'by'. For example:

The plane was boarded by the family.

Sometimes the prepositional phrase can be removed and the sentence will still make sense – you just won't know who/what performed the verb. For example:

The plane was boarded.

**Helpful Hint** – If faced with sentences like this, try adding 'by Alex'. If this makes sense, the sentence must be written in the passive voice.

1. Rewrite the sentence below in the **passive voice**.

Remember to punctuate your answer correctly.

The lazy girl ignored her alarm clock.

---



---

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

Remember to punctuate your answer correctly.

The trapped swan was rescued by the vet.

---



---

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

Sentence	Active voice	Passive voice
Micha's nan visits the library regularly.		
The tasty meal was cooked by my dad.		
Edwin often plays on his computer.		

4. Which sentence is written in the **passive voice**? Tick one.

- Siobhan bought a new school bag. ....
- My bike was stolen by a burglar. ....
- Jake's cat climbed a tall tree. ....
- The band recorded a new song. ....

5. Rewrite the sentence below in the **passive voice**.  
Remember to punctuate your answer correctly.

Cuba lost the instructions for the game.

---



---

6. Rewrite the sentence below in the **active voice**.  
Remember to punctuate your answer correctly.

My school shoes were hidden by my puppy.

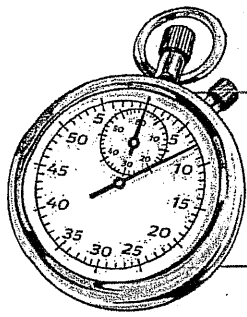
---



---



# 10-Minute Test



Use a stopwatch or a timer to give yourself ten minutes to complete the following questions. Use the answer sheet to check your work and take some time to revisit any areas you need to improve on.

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

If I \_\_\_\_\_ the head teacher, I would give every pupil free school lunches.

Tick **one**.

am .....

was .....

were .....

be .....

2 Explain how the **modal verb** changes the meaning of the second sentence.

1) Priya completes her homework.

2) Priya could complete her homework.

---

---

3 Which sentence is grammatically correct?

Tick **one**.

Last night, Hamish practises his violin. ....

Next week, we are going on holiday. ....

Over the holidays, I will went to the park. ....

Last year, I were in year 5. ....

4 Complete the following sentence in **simple past tense**.

Yesterday, I \_\_\_\_\_ a new book from the library.







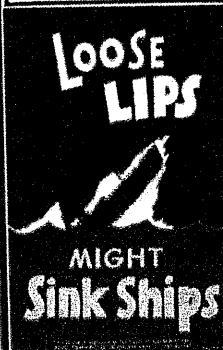
7. Why is this poster powerful?

---

---

---

---



8. This poster uses a rhyme, what does it mean?

---

---

---

---



9. This poster is trying to raise money, what for and why?

---

---

---

---



10. What were they needed for?

---

---

---

---



11. Thousands more of what?

---

---

---

---



12. How will make-do and mend help in the war?

---

---

---

---



Name: \_\_\_\_\_



## HOW DID WORLD WAR 2 BEGIN?

Use the information to answer the questions below:

1. Which country started World War 2? \_\_\_\_\_
2. What year did World War 2 begin? \_\_\_\_\_
3. How many countries were involved in World War 2? \_\_\_\_\_
4. Name 2 things World War 2 was the first war to ever involve?
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
5. How many people in total lost their lives in World War 2? \_\_\_\_\_
6. Who was the leader of Germany? \_\_\_\_\_
7. Who was the leader of Britain? \_\_\_\_\_
8. Name 2 countries that Germany invaded in 1939:
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
9. Why did Germany invade these countries? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
10. Who were the people that the German army captured and put in special prisons? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
11. Why did Hitler order thousands of German bomber planes to drop bombs on British cities? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
12. What was this called? \_\_\_\_\_



## Propaganda Activity

**Propaganda** - information that is spread for the purpose of promoting some cause.

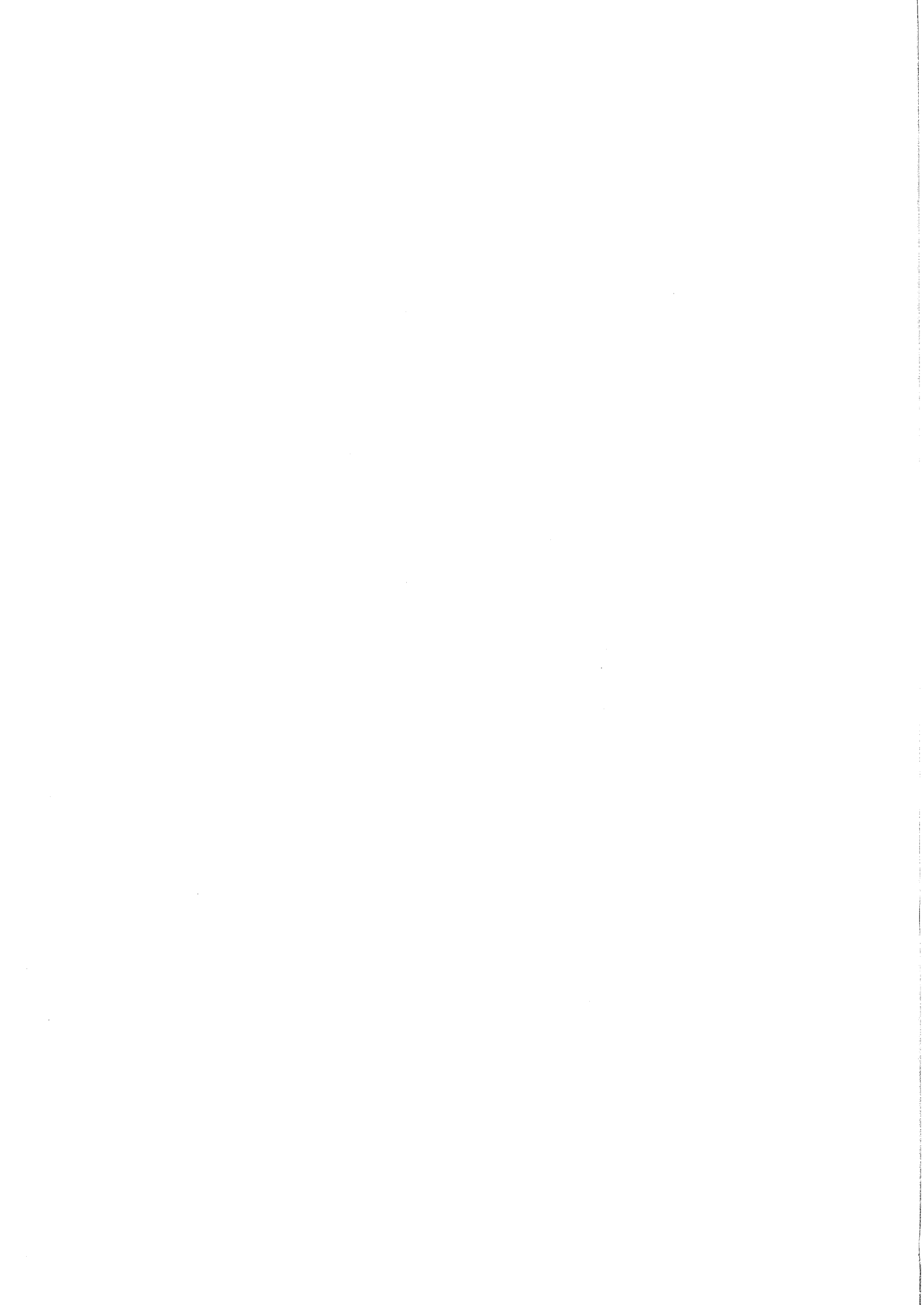


Task - You have been asked by the British Government to design a propaganda poster for evacuation.

Here are some slogans to help you:

1. Keep the children in the countryside!
2. Keep Britain's future safe!
3. Protect your family - evacuate your children!
4. The cities are not safe! Evacuate children now!
5. Evacuation is the only way to protect your young!

Remember to make the poster bright and able to grab people's attention.



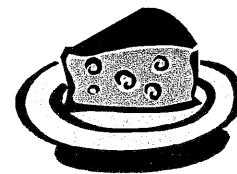
Name: \_\_\_\_\_

Group: \_\_\_\_\_

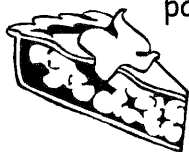
Date: \_\_\_\_\_



Science Homework Looking at food labels




Most packaged foods are labelled with the amounts of different nutrients in them. This can help us to choose a healthy diet. Have a look at home to see which of these foods you have. Look at the nutritional information on the packets and fill in the table with the amount of each nutrient **per 100g** of product.



(If you don't have everything in the table, just fill in as many as you can.)

Choose 3 foods of your own and add them to the table.

Food 	Protein (for growth)	Carbohydrate (for energy)	Fat (for energy)	Fibre
fish fingers	12.4g	13.2g	7.2g	0.9g
lentils	7.6g	17.5g	0.4g	3.3g
cheese				
burgers/sausages * meat/vegetarian				
biscuits				
milk (100 ml) * skimmed/ semi-skimmed/full fat				
pasta				
bread				
butter/margarine*				
crisps				
chips				
baked beans				
chocolate				
tinned tomatoes				
tinned tuna				
sugar				
rice				
cooking oil				
ice cream				

\* Delete as appropriate.



1. Which foods provide the highest amount of protein?

---

---

2. Which foods provide the highest amount of carbohydrate?

---

---

3. Which foods provide the highest amount of fat?

---

---

4. Which foods provide the highest amount of fibre?

---

---

5. Which foods are best at giving you energy?

---

---

6. Which foods are best at helping you grow?

---

---

7. What other information do you notice on the food packaging?

---

---

---

---

---

---

---

---



Name: \_\_\_\_\_

In 1942 Anne Frank wrote in her diary:

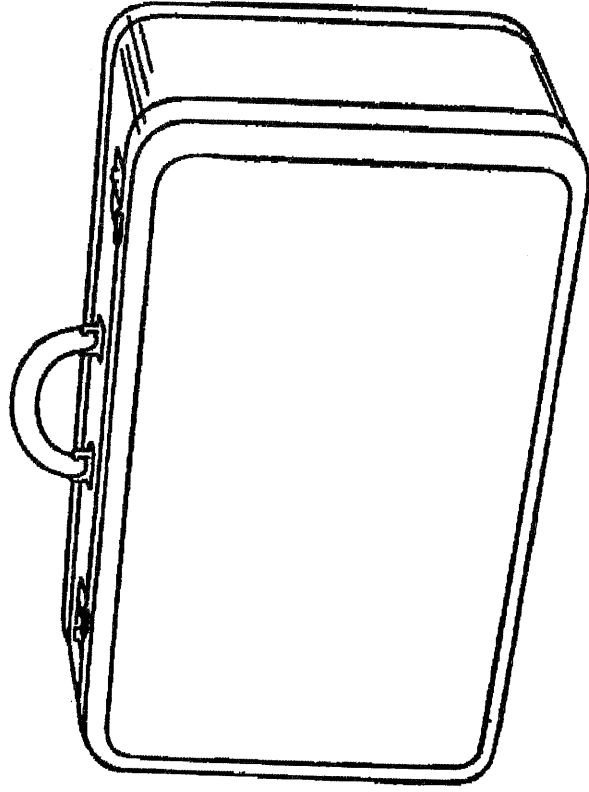
"The first thing I put in was this diary,  
then hair curlers, handkerchiefs, schoolbooks,  
a comb, old letters;

I put in the craziest things with the idea that we were going  
into hiding. But I'm not sorry, memories mean more to  
me than dresses."

Imagine that one day you had no choice  
but to hide away for a long time...

You had time to pack only three things.

What would they be and why would you take them?



1. The most important thing would be \_\_\_\_\_

Because:

2. The next thing I would take is \_\_\_\_\_

Because:

3. The last thing would be \_\_\_\_\_

Because:

Draw the pictures of what you would take in your  
suitcase.

