

**KS2
SATS
ENGLISH**

REVISION WORKBOOK

GRAMMAR, PUNCTUATION AND SPELLING

**YEAR 6
AGE 10–11**

EXPECTED STANDARD

Achieve



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LEARNING

Contents

	Introduction	4
	How to use this book	6
Grammar	Nouns	8
	Adjectives	9
	Verbs	10
	Adverbs	11
	Modal verbs	12
	Adverbials	14
	Pronouns	16
	Prepositions	18
	Determiners	20
	Statements, exclamations, commands and questions	22
	Subordinating and coordinating conjunctions	24
	Main clauses and subordinate clauses	26
	Relative clauses	28
	More about conjunctions	29
	Noun phrases	30
	Subject and object	31
	Subject and verb agreement	32
	Verbs in the simple present and simple past tenses	34
	Verbs in the progressive and perfect tenses	36
	Passive and active voices	38
	Subjunctive verb forms	40
	Standard English and formality	42
Punctuation	Capital letters, full stops, exclamation marks and question marks	44
	Commas	46
	Inverted commas	48
	Apostrophes	50
	Parenthesis	52
	Colons, semi-colons, single dashes, hyphens and bullet points	53
Spelling	Prefixes and suffixes	54
	Prefixes	55
	Suffixes: <i>-tion, -ssion, -cian, -sion</i>	56
	Suffixes: <i>-ous, -tious, -cious</i>	57
	Suffixes: <i>-able, -ably, -ible, -ibly</i>	58
	Suffixes: <i>-ant, -ance, -ancy, -ent, -ence, -ency</i>	59
	Words with <i>ei, eigh, ey, ay</i>	60
	Words with <i>ie, ei</i>	60
	Words with <i>ough</i>	61
	Word endings: <i>al, el, il, le</i>	62
	Silent letters	63
	Homophones	64
	Synonyms and antonyms	66
	Word families	67
	Word list for Years 5 and 6	68
	Glossary	69
	Answers	71

How to use this book

- 1 **Introduction** – This introduces each question strand. Each strand has been broken down into smaller strands to help you. Words in bold can be found at the back of the book in the glossary.
- 2 **What you need to know** – Important facts are given in this section. Read them carefully. Words in bold are key words and those in purple are also defined in the glossary at the back of the book.
- 3 **Let's practise** – This gives an example question for you to read through. Follow the steps carefully and work through the example.

GRAMMAR

Main clauses and subordinate clauses

To achieve the expected standard, you need to recognise and use **main** and **subordinate** clauses.

What you need to know

- A clause is a part of a sentence with a verb in it.
- A **main clause** makes sense on its own.
- Two main clauses are joined together by the conjunctions *so*, *or*, *but*, and *and*. They can also be joined by a *semi-colon* instead of a conjunction.
- A **subordinate clause** is not a complete sentence. It includes a subordinating conjunction (e.g. *because*, *as*, *so*, *if*, *although*, *despite*, *unless*).
- The subordinate clause can appear before, inside or after a main clause.

Let's practise

Underline the **subordinate clause** in the sentence below.
You can see bats flying when the evening begins to get dark.

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

2 A subordinate clause will not be a complete sentence on its own. Check the first part of the sentence, *You can see bats flying*.

3 Check the second part of the sentence, *when the evening begins to get dark*.

4 Check that you have only underlined the subordinate clause.

The question is asking you to identify the subordinate clause.

This clause makes sense on its own so it is the main clause.

This does not make sense on its own.

You can see bats flying when the evening begins to get dark.

(26)



4 Try this – Practise answering the questions for yourself.



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



Notebook – Use a notebook or a piece of paper.

4



Try this

1 Tick ✓ the box to show the **main clause** in the sentences below.

Although I enjoy going to the cinema, my favourite activity is going to the museum.

☐
☐

My dad came into the room as I was jumping up and down on the sofa.

☐
☐

2 Tick ✓ the table to show which of the sentences below contain a **subordinate clause**.

Sentence	Subordinate clause
Freddie can run very well because he practises every day.	
Maya likes to play football and she has a match most weekends.	
When Oscar goes on holiday, he swims in the sea.	

3 Add the correct word to complete the **subordinate clause** in the sentences below.

although because if

Amy goes to school on a bus _____ she lives too far away to walk.

_____ they are not as popular as rabbits and guinea pigs, snakes make interesting pets.

Could you hang the washing on the line _____ you have time, please?

4 Which option correctly introduces the **subordinate clause** in the sentence below? Circle the correct option.

furthermore in addition otherwise even though

Ruben wanted to go to school _____ he wasn't feeling very well.

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

While you were playing outside, I finished my book.

We will go for a picnic unless it rains.

5



Top tips

- A subordinate clause begins with a subordinating conjunction such as *while*, *if*, *when*, *because* (see pages 24–25 and 29).
- Does the clause make sense on its own? If so, it is a main clause. If not, it is a subordinate clause.

GRAMMAR

Adverbials

To achieve the expected standard, you need to identify and construct an **adverbial**.



What you need to know

- An **adverbial** tells us more about the verb.
- It tells us **how**, **why**, **when** or **where** an action is done.
- A fronted adverbial is often followed by a **comma**, for example: 'Yesterday,'.

Let's practise

Underline the **adverbial** in the sentence below.
A swan has made a nest beside the river.



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

The question is asking you to find the adverbial.

2 First, find the verb by identifying what is done in the sentence.

Made is the verb.

3 Check if there is any information about how or why it was made.

No, there is not.

4 Check if there is any information about when or where it was made.

There is not any information about *when*, but it does tell us *where* it was made: *beside the river*.

5 Check you have underlined all the words of the adverbial.

A swan has made a nest beside the river.

Top tip

- Use the same method each time so that you don't forget one of the questions to ask about the sentence, i.e. *How? Why? When? Where?*

Try this

- 1 Tick ✓ two boxes to show the sentences below that contain **adverbials**.

Tick **two**.

They love watching funny cartoons. ☐

Later that day, we all shared a pizza. ☐

We ran as fast as we could. ☐

Our television is broken. ☐

- 2 Circle the **adverbial** in the sentence below.

We hope to see you by the end of the month.

- 3 Tick ✓ one box to show which part of the sentence is an **adverbial**.

Everyone in our class has brought a picnic to eat in the new nature garden.

☐

☐

☐

☐

- 4 Rewrite the sentence below moving the **adverbial** to the end. Remember to punctuate your answer correctly.

More slowly than a snail, Josh put on his coat.

- 5 Tick ✓ one box in each row to show whether the adverbial tells you **when** or **where** something happens in the sentences below.

Sentence	When?	Where?
I'll meet you outside the swimming pool.		
Can you come at three o'clock?		
After you have eaten your lunch, shall we play football?		
Alisha clapped her hands at the same time as her sister.		

Prefixes and suffixes

To achieve the expected standard, you need to know how to add **prefixes** and **suffixes** to words.



What you need to know

- **Prefixes** are added at the beginning of a root word (see page 55), and **suffixes** at the end of a root word, to make a new word. (See also pages 55–59 for spelling rules about prefixes and suffixes.)
- Prefixes usually change the meaning of a word (e.g. *agree* – *disagree*).
- Suffixes usually change a word's form (e.g. an adjective to a noun: *clever* – *cleverness*).

Let's practise



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

re- dis- mis- un- ___appear ___satisfied



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

The question is asking you to select the correct prefix that can be added to both words.

2 Try out each prefix with both words to find the one that makes sense.

reappear ✓ *resatisfied* ✗. *Re-* is not the answer.
disappear ✓ *dissatisfied* ✓.

3 Check the other options.

misappear ✗ *missatisfied* ✗ *unappear* ✗
unsatisfied ✓. So, *dis-* is the answer.

4 Check your answer.

re- dis- mis- un-

Try this

1 Make new words by adding a correct **prefix** and/or **suffix** to each word below.

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

conscious agree forgive hand like arrange organise

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

dis- **mis-** **un-** **pre-** ___understand ___take

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

employment respectful faster thoughtless

Achieve

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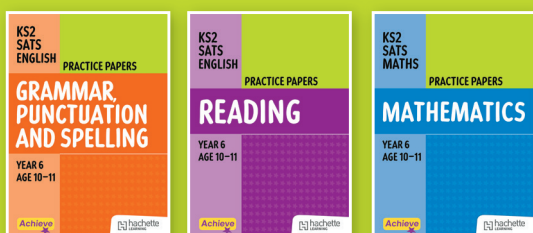
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