

**KS2
SATS
ENGLISH**

REVISION WORKBOOK

GRAMMAR, PUNCTUATION AND SPELLING

**YEAR 6
AGE 10–11**

HIGHER STANDARD

Achieve



 **hachette**
LEARNING

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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

1

Pronouns

To achieve the higher standard, you need to know what **pronouns** are and how to use them.

2

What you need to know

- A **pronoun** is a word that takes the place of a noun in a sentence. Pronouns help to avoid repeating the same words. There are different types of pronouns:
 - Personal** (or demonstrative) **pronouns**:
 - I, you, he, she, it, we, they* (used as the subject of a sentence)
 - me, you, him, her, it, us, them* (used as the object of a sentence)
 - Relative pronouns** introduce **relative clauses**: *which, who, when, whose, that*
 - Possessive pronouns**: *mine, yours, his, hers, its, ours, theirs*

3

Let's practise

Underline all the **pronouns** in the passage below.
The teachers all sang in the summer concert. They enjoyed it and the audience said it was great fun.

1

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

2

Find the words that are used instead of a noun.

3

Check your answer.

The question is asking you to find all the pronouns in the passage.

They is used instead of the teachers and *it* is used instead of the concert.

The teachers all sang in the summer concert. They enjoyed it and the audience said it was great fun.

4

Top tips

- Watch out:** *It's* is a subject pronoun + a verb (e.g. *It's (It is) my birthday.*). *Its* is a possessive pronoun (e.g. *The car has lost its wheel.*).
- You can decide if a word is a pronoun by testing whether you can replace it with a noun.

14

6



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



5 **Try this** – Practise answering the questions for yourself.



Notebook – Use a notebook or a piece of paper.

5



Try this

GRAMMAR

1 Tick ✓ one box in each row to show whether the sentences contain **pronouns**.

Sentence	Pronoun	No pronoun
Mr Sharma was tidying his classroom.		
I can't believe that he won.		
The children were playing outside.		
Their kittens were asleep in their bed.		

2 Tick ✓ one box in each row to show the type of **pronoun** used in each sentence.

Sentence	Personal	Possessive	Relative
Where is mine?			
Jane, who was the oldest, took care of everyone.			
She didn't believe the story.			

3 Circle all the **pronouns** in this passage.

I packed our lunchboxes and put them in the car. My mum asked if I had remembered my sandwiches and her flask of tea.

4 Rewrite the sentence below using two **pronouns**. Remember to punctuate your answer correctly.

Simon went to Luna's house.

5 Tick ✓ one box to show the **pronouns** that complete the sentence below.

While I was walking the puppy, ____ was pulling on ____ lead and ____ arm was hurting.

Tick **one**.

- I it's my ☐
- he her I ☐
- it its my ☐
- she my her ☐

6 Explain why the underlined **pronoun** is used in the passage below.

Jessica was late for school. She had overslept.

Subject and object

To achieve the higher standard, you need to identify the **subject** and **object** in sentences.



What you need to know

- All sentences contain a **subject**. This tells you *who* or *what* does the action.
- Some sentences contain an **object**. The object is *who* or *what* the action is done to.
- There can be more than one subject and more than one object in a sentence.

Let's practise

Write **S (subject)** or **O (object)** in each of the boxes in the sentence below.

We threw the crusts of our sandwiches to the ducks and
they quickly swallowed the pieces.

1

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

The question is asking you to find the subjects and the objects.

2

Find the verbs.

Threw and *swallowed* are the verbs.

3

Find the subjects by asking yourself who (or what) is doing the action.

We threw so *we* is the subject, and *they swallowed* so *they* is the subject. Write **S** in the boxes below *We* and *they*.

4

Find the objects by asking who or what the verbs are happening to.

Crusts are what is thrown, *ducks* are what they are thrown to and *pieces* are what is swallowed. Write **O** in the box below these words.

5

Check that you have written **S** and **O** in the correct boxes.

We threw the crusts of our sandwiches to the ducks and
they quickly swallowed the pieces.

S

O

O

S

O

Try this

- 1 Circle the **objects** and underline the **subjects** in the sentences below.

Joshua plays the guitar very well.

Yuri makes breakfast for his sister.

We are visiting our cousin's house.

Colons, semi-colons, single dashes, hyphens and bullet points



To achieve the higher standard, you need to recognise and use punctuation correctly.



What you need to know

- **Colons**, semi-colons and single dashes can all be used to mark the boundary between independent clauses. They make a link between two sentences with linked ideas. Colons can be used to introduce a list. Semi-colons can be used to separate items in a list.
- **Bullet points** are used to mark items in a list that is introduced by a colon.
- **Hyphens** are used to link two words together to make a compound noun.



Let's practise



Add a **semi-colon** to the passage below.
Ross didn't want to travel by plane he was afraid of flying.



1

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

The question is asking you to identify where a semi-colon should be used.

2

Find the sentences in the passage and put a pencil mark where you think they meet.

Ross didn't want to travel by plane / he was afraid of flying.

3

Check that each part of the sentence makes sense on its own. If they do, add the semi-colon.

Ross didn't want to travel by plane; he was afraid of flying.



Try this

- 1 Add a **semi-colon** to the sentence below.
Whenever I see you, you make me smile you are my very best friend.
- 2 Rewrite the sentence below using a **dash**.
It should not have happened in my opinion.

- 3 Rewrite the sentence below using a **colon** and **correct punctuation**.
I eat a lot of fruit apples oranges plums

Prefixes and suffixes

To achieve the higher standard, you need to add **prefixes** and **suffixes** to words.



What you need to know

- **Prefixes** are added at the beginning of a root word (see page 49), and **suffixes** at the end of a root word, to make a new word.
- 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.

dis- mis- re- un- __introduce __calculate



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.

disintroduce ✗ *discalculate* ✗. *Dis-* is not the answer.
misintroduce ✗ *miscalculate* ✓. *Mis-* is not the answer.
reintroduce ✓ *recalculate* ✓.

3

Check the other option to make sure.

unintroduce ✗ *uncalculate* ✗. *un-* is not correct so *re-* is the answer.

4

Circle your answer, then check it.

dis- mis- **re-** un-

Try this

- 1 Make new words by adding a correct **prefix** or **suffix** to these words.

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

conscious standard forgive believe judge commence thought

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

dis- mis- un- pre- __apprehend __read

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

swiftest fruitless awareness payment

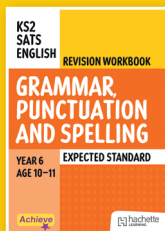
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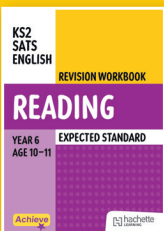
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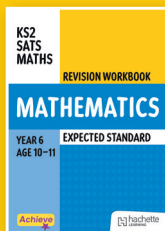
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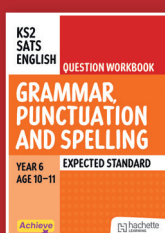
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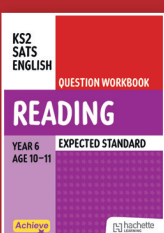
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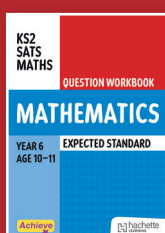
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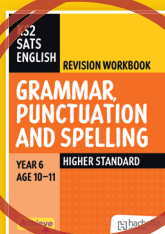
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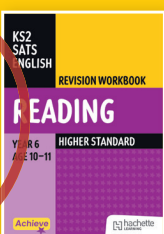
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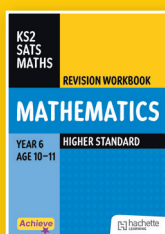
to apply and reinforce learning.



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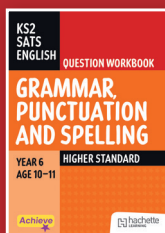
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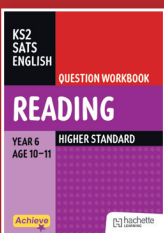
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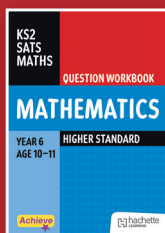
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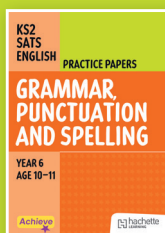
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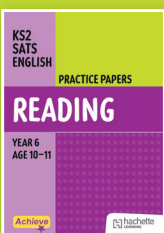
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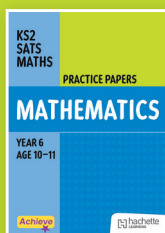
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