

Year 6 revision pack

[Part 1 - Grammatical terms and word classes revision](#)

[Part 2 - Grammatical terms and word classes questions](#)

[Part 3 - Spelling](#)

[Part 4 - Arithmetic](#)

[Part 5 - Reasoning](#)

Subject and Object

In an active sentence, the subject is the noun (person, animal or thing) that is doing the verb (action). All sentences have a subject. For example:

The wizard cast a powerful spell.

(The wizard is the one doing the action so he is the subject.)

The object is a noun (person, animal or thing) that is having the verb (action) done to it, for example:

The fisherman caught a fish.

(The fish is being caught so it is the object.)

Not all sentences have an object. For example:

The witch cackled.

(The witch is the subject and cackled is the verb, but the witch is not cackling something, so there is no object.)

This is different in passive sentences.

The ball was caught by the dog.

In this sentence, the ball is being caught, which in an active sentence would make it the object, but because the sentence is passive, it becomes the subject.



The flowers were eaten by the snails.

In this sentence, the flowers are being eaten, which in an active sentence would make them the object, but because the sentence is passive, they become the subject.

There is more information on passive and active sentences on page 30 of this booklet. For more work on recognising the subject and object of sentences see:

Determiners

A determiner is a word that introduces a noun such as 'a', 'an', 'every', 'three', 'many' and 'those'.

The determiner 'the' is known as the definite article and the determiners 'a' and 'an' are known as the indefinite article.

In the Key Stage 2 test framework, children are expected to use the forms of 'a' or 'an' according to whether the next word begins with a consonant or vowel. For example:



an exciting film



a wet and windy day

Prepositions

Prepositions are very commonly used words in the English language that explain where something is (beside, under, adjacent, inside), the direction something is moving (along, into, toward) or when something is happening (during, at 7 a.m., on Monday).

By Year 6, children are expected to recognise a range of prepositions and know the difference between a preposition (used before a noun; for example: 'I sat before the stage.') and a subordinating conjunction (used to introduce a subordinate clause; for example: 'I had to finish my homework before I went out to play.').



On the table.



Under the table.

Adverbs

Adverbs are words that usually give more information about a verb (they can sometimes describe another adverb or clause) explaining how, when, where or why an action is taking place. Consider the following sentence:

I rode my bike.

If you add an adverb of manner, it gives more information about how the action in the sentence was done:

I rode my bike *quickly*. or *Slowly*, I rode my bike.

Adverbs can also be used to indicate the time, frequency or place of an action that takes place in writing. For example:

Time:

***Yesterday*, I rode my bike.**

Frequency:

I *always* ride my bike to school.

Place:

I rode my bike *outside*.

Adverbials

Adverbials are phrases (a small group of words) that function like an adverb. They usually express place (in the garden), when (early one morning) and how (like a flash of lightning) things happen. For example:

The birds flew **through the sky**.

I went for a walk **in the evening**.

The boy ate the chocolate **with a smile on his face**.



Fronted Adverbials

A fronted adverbial is a single word, phrase and or clause that comes at the front of the sentence (it comes before the verb or action it is describing). It is always separated from the main clause with a comma. For example:

Inside the sunken ship, a school of fish swam.

Later in the evening, they sat down to watch television.

Nervously, she walked onto the stage.

Adverbs of Possibility

Read the crystal balls below. The adverbs in each of the sentences are used to show how certain we are about something – these are called adverbs of possibility.

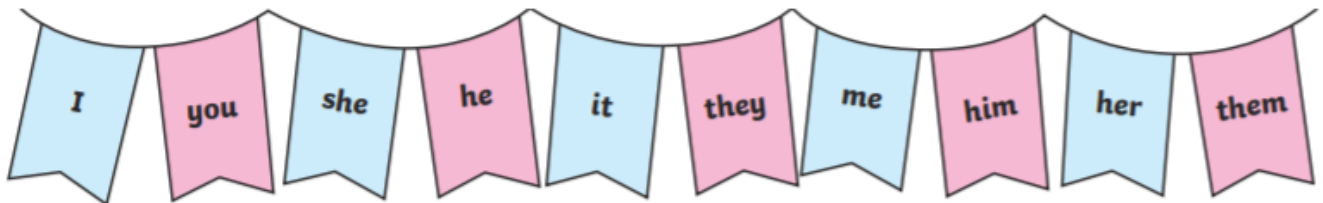


Pronouns

Pronouns are words that are used to replace a noun or a noun phrase. Without pronouns, spoken and written English would be very repetitive. For example:

Steven likes to play football. **He** practises every weekend.

In the second sentence, the pronoun 'he' refers to Steven. It has been used to avoid the repetition of using his name again. Please see below for a list of personal pronouns:



Possessive Pronouns

Possessive pronouns show ownership or who something belongs to. They are: mine, yours, his, hers, its, ours, yours, theirs.

Jack won the medal. The medal is **his**.

That's **mine**!

Relative Pronouns

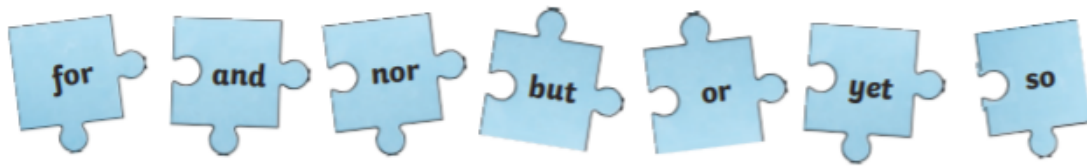
Relative pronouns are: who, whose, which, where, when and that. They are used to add further information about a noun in a sentence. For example:

She lives in Manchester, **which** is in the North of England.

The relative pronoun above is used to start a relative clause ('which is in the North of England') to give more information about the noun – in this case it's giving the reader more information about Manchester.

Co-ordinating Conjunctions

Conjunctions are words used to join clauses or sentences together. Firstly, children are taught co-ordinating conjunctions that are used to link two separate sentences together. They are often taught the acronym 'FANBOYS' to remember them:



Both parts of the sentence (or main clauses) on either side of the conjunction would make sense on their own.

It was getting late **and** Mia had to get ready for bed.

Nell needed a shower **so** she turned on the water.

Subordinating Conjunctions

Throughout KS2, children are taught to use subordinating conjunctions to create complex (multi-clause sentences). A good way to remember some of the main subordinating conjunctions is:



I SAW A WABUB!

If Since As When Although
While After Before Until Because



Subordinating conjunctions are used at the start of subordinate clauses.

The children were allowed to play **until it got dark**.

Put up the posters **before the parents arrive**.

As she had won the race, she was happy.

Subordinate clauses do not make sense on their own. They can appear at the beginning and at the end of sentences.

Adjectives

Adjectives are words used to describe nouns.

A **large, black** cat climbed along the **high** wall.

It is the **Spanish** flag.

A **colossal** giant.

The house was in **pristine** condition.



Adjectives can be used to describe: colour, size, shape, condition, age, personality, texture, feelings, appearance and origin/nationality.

Comparative and Superlative Adjectives

Adjectives can also be used compare things. These are called 'comparatives'. They can tell you if something is bigger, better, smarter and so on. You often add -er to make comparatives but sometimes the words 'more' or 'less' are used too.

The new car was **smaller** than her last.

She was **happier** after dinner.

Jack ate the **smaller** slice.

She is **less thoughtful** than her brother.

The 'superlative' is used to show something is the most, least, best or worst. Sometimes the words 'the most' and 'the least' are used to make the superlative.

Everest is the **highest** mountain in the world.

It was the **most wonderful** sight he'd seen.

Verbs

Verbs are words that tell us what is happening in a sentence. They are often referred to as doing or being words. If a sentence doesn't have a verb, it's NOT a sentence. Here are some examples of verbs in sentences.

Stop the car!

The boy **ran** across the playground.

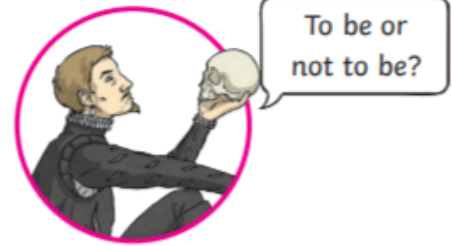
They **eat** strange food.

She **is painting** the wall.

Sentences can contain more than one verb!

The Verb 'To Be'

A tricky one for children is the verb 'to be' as they don't always recognise it as a verb. That's why it is important that verbs are referred to as doing and being words. 'To be' is an irregular verb so use the table below to help you identify it in its different tense forms.







The verb 'to be'	
1st person present	I am
2nd person present	you are
3rd person present	he is , she is , it is
1st person plural present	we are
2nd person plural present	you are
3rd person plural present	they are

1st person past	I was
2nd person past	you were
3rd person past	he was , she was , it was
1st person plural past	we were
2nd person plural past	you were
3rd person plural past	they were

The different forms of 'to be' will sometimes appear in sentences with another main verb, e.g. 'Ben **is playing** football' or 'During yesterday's lesson, we **were writing** stories.'

Nouns

Nouns are naming words. You need to know the different types of nouns and be able to spot them in a sentence. Use this table to help you identify different types of nouns:

Common Nouns	<p>These are straightforward, everyday words for things. They can be singular or plural. They are words like:</p> <p>chair, pen, pencil, bike, house, monkey, elephant, fish, cheeseburger</p>	
Proper Nouns	<p>Proper nouns are the names for particular people, places, or things. They also include days and months. Proper nouns should always start with a capital letter.</p> <p>River Mersey, London, Mr Smith, Scarlett, Rohail, Tuesday, December, Sandown Street</p>	
Collective Nouns	<p>Collective nouns are the special names for groups.</p> <p>a crowd of people, a herd of reindeer, a gaggle of geese, a swarm of bees, an army, a pack of wolves</p>	
Abstract Nouns	<p>These are names of things you can't see, touch, taste, smell or hear. They are used to name ideas and concepts such as:</p> <p>friendship, love, fear, education, politeness, beauty</p>	

Part 2 - Grammatical terms and word classes questions

1. Complete the sentences below by writing the co-ordinating conjunctions from the box in the correct places. Use each conjunction only once.

and or but

The children must wear shorts _____ a T-shirt _____ a sweatshirt _____ football shirts are not permitted.

2. Circle the subject in the sentence below.

The teacher stopped the class with a shout.

3. Draw a line to match each sentence to the correct determiner. Use each determiner only once.

Sentence

Determiner

At the picnic, I ate _____ apple.

a

There was also _____ delicious chocolate cake.

the

I drank homemade lemonade; it was _____ best ever!

an

4. Underline the fronted adverbial in this sentence:

During lunchtime, Hamza ate a bag of crisps.

5. Replace the underlined word or words in each sentence with the correct pronoun.

When Mia was riding her bike, Mia fell over.

↓

Mia cut her knee so her dad put a plaster on her knee.

↓

6. Circle all the prepositions in the sentence below.

Adjacent to the wall, sat a young boy on his bike.

7. Circle the subordinating conjunction in each sentence below.

It was raining heavily when the children were on the school trip.

Cedric couldn't play on his computer until he completed his homework.

8. Replace the underlined word or words in each sentence with the correct possessive pronoun.

This bag belongs to my sister. The bag is _____.

The car is owned by us. The car is _____.

The ball belongs to me. The ball is _____.

9. Which option correctly completes the sentence below.

The child, _____ poster was bright and colourful, won the competition.

Tick one

whom

who's

which

whose

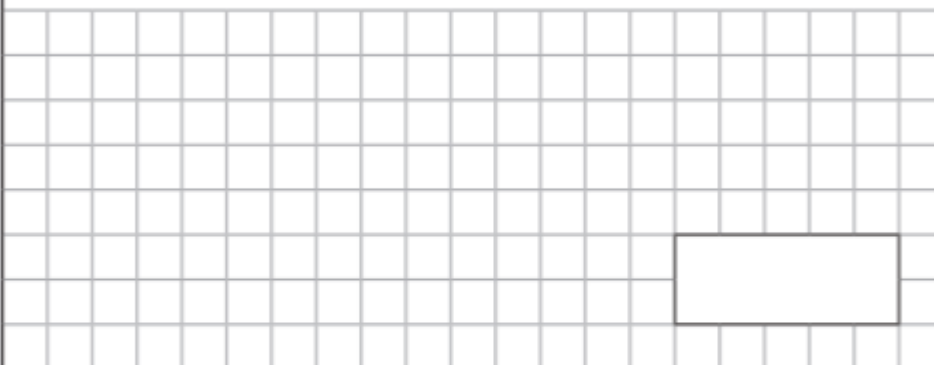
10. Circle the two adverbs in the sentence below.

Yesterday, Peter quickly cleaned his room before his mum got home.

Part 4 - Arithmetic

1

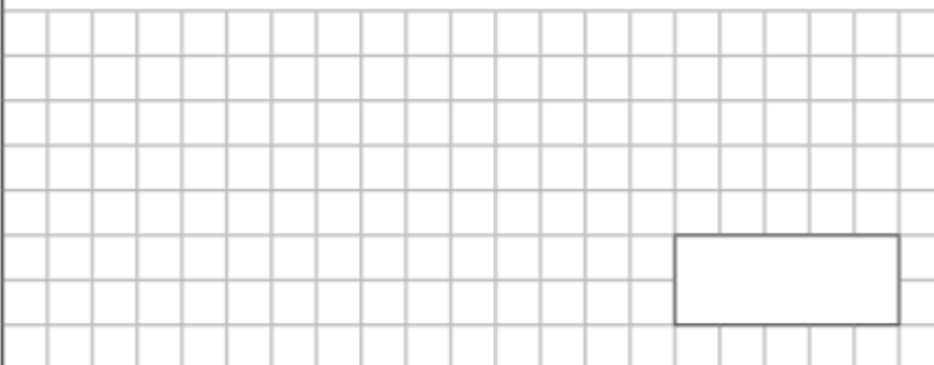
$$470 + 100 =$$



1 mark

2

$$902 + 400 =$$



1 mark

3

$$\frac{7}{8} - \frac{3}{8} =$$



1 mark

7

$$46\ 900 - 1500 =$$

A grid of 20 columns and 10 rows for writing the answer to question 7.

A rectangular box for the answer to question 7.



1 mark

8

$$4\frac{1}{8} \times 5 =$$

A grid of 20 columns and 10 rows for writing the answer to question 8.

A rectangular box for the answer to question 8.



1 mark

9

$$11^2 - 21 =$$

A grid of 20 columns and 10 rows for writing the answer to question 9.

A rectangular box for the answer to question 9.



1 mark

10

$3 \times 9000 =$



1 mark

11

$4731 \div 6 =$



1 mark

12

$7 + 6 \div 3 =$



1 mark

13

$82 \times 34 =$

	8	2
x	3	4



2 marks

14

$3912 \div 16 =$

1	6	3	9	1	2
---	---	---	---	---	---



2 marks

15 $\frac{2}{3} + 3\frac{1}{2} =$

Handwriting grid for problem 15. A rectangular box is provided for the answer.

1 mark

16 $\frac{5}{6} \div 4 =$

Handwriting grid for problem 16. A rectangular box is provided for the answer.

1 mark

17 $25.7 \times 100 =$

Handwriting grid for problem 17. A rectangular box is provided for the answer.

1 mark

18 50% of 2684 =

Handwriting grid for problem 18. A rectangular box is provided for the answer.

1 mark

Part 5 - Reasoning

At the start of June, there were 1,793 toy cars in the shop.

During June,

- 8,728 more toy cars were delivered
- 9,473 toy cars were sold.

How many toy cars were left in the shop at the end of June?

A grid for calculation consisting of 20 columns and 5 rows of squares. A rectangular box is drawn at the bottom right of the grid, spanning the last 5 columns and the bottom row, intended for writing the answer.

There are 5 balloons in a packet.

Kofi needs **65 balloons**.



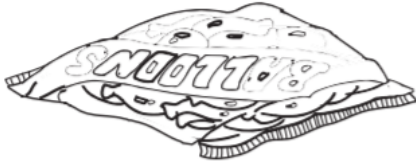
How many **packets** does he need?



An empty rectangular box with a black border, intended for writing the answer to the question.

There are **5 balloons** in a **packet**.

There are **18 packets** in a **box**.



How many balloons are there altogether in a **box**?

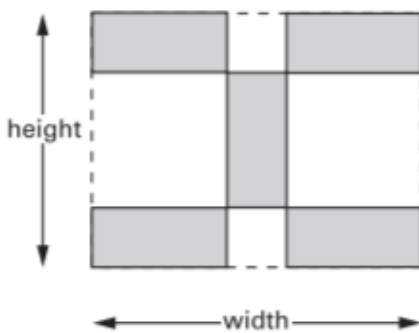


Kim has some rectangular tiles.

Each one is **4 centimetres** by **9 centimetres**.



She makes a design with them.



Calculate the **width** and **height** of her design.

width = cm height = cm


Liam has two different sizes of rectangle.



He makes this pattern with them.



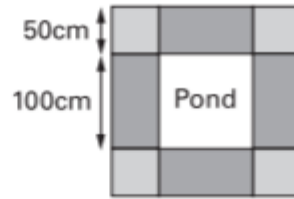
Calculate the lengths of **A** and **B**.

 **A** = cm

B = cm

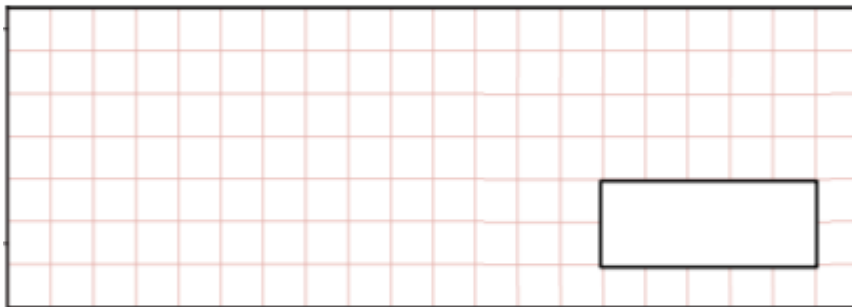
Mr Singh buys paving slabs to go around his pond.

PAVING SLABS	
£1.95 each	Square slabs 50cm by 50cm
£3.50 each	Rectangular slabs 100cm by 50cm



He buys 4 rectangular slabs and 4 square slabs.

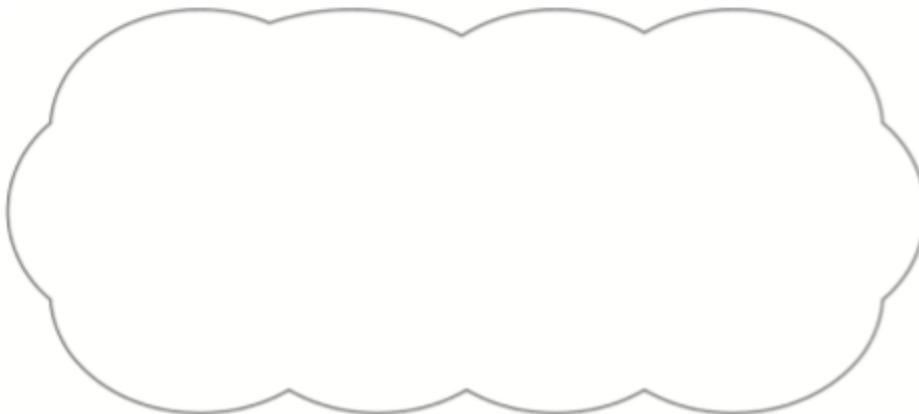
What is the total cost of the slabs he buys?



Mr Singh says,

'It would cost more to use square slabs all the way round.'

Explain why he is correct.



Holly has a box of mints.



She has 10 friends.

She gives them 5 mints each.

She has 13 mints left.

How many mints were in the box at the start?

A small pencil icon is positioned to the left of a simple rectangular box, indicating where to write the answer.

Kirsty, Seb and Mina made toffee apples to sell at the school fair.

They made **80** toffee apples altogether.



Kirsty sold **12** toffee apples.

Seb sold **25** toffee apples.

Mina sold **17** toffee apples.

How many toffee apples were left?

A large rectangular area filled with a grid of red lines. In the bottom right corner of this grid, there is a smaller, empty rectangular box for writing the answer.

Kirsty sold her 12 toffee apples for 50p each.

How much money did she collect?

A small pencil icon is positioned to the left of a simple rectangular box, indicating where to write the answer.