

**KS2 SATs Information Meeting
for Parents and Carers
January 2024**

A little bit of background information...

- **In England, KS2 SATs are taken the end of Year 6**
- **They assess the children against the age-related expectations for Year 6**
- **They help the government to see how well primary schools are performing**
- **Secondary schools are given this information but each choose to use it in different ways: some use it to set target grades; some use it for setting purposes; some completely retest the children when they enter Year 7**

Our Approach at St Peter's

- **We believe in encouraging the children to do their best, whilst being realistic about the importance of these tests**
- **We strongly believe in a broad and balanced curriculum**
- **We believe in giving the children a positive experience of a statutory assessment that is externally marked**
- **We want to give parents the opportunity to be involved in how much information gets shared with pupils**

What SATs will the children sit?

- **English Reading**
- **English Spelling Punctuation and Grammar (SPAG)**
- **Maths**

There is no Science SAT test but the children will receive a teacher assessment.

Writing is also assessed through teacher assessment based on the writing the children have done over the year. This is sometimes externally moderated by West Sussex County Council. We were moderated last year.

Date	Test
Monday 13th May	English Spelling, Grammar and Punctuation Paper 1 – Grammar and Punctuation (45 minutes) Paper 2 – Spelling (not timed)
Tuesday 14th May	English Reading Paper (1 hour)
Wednesday 15th May	Mathematics Paper 1 Arithmetic (30 minutes) Paper 2 Reasoning (40 minutes)
Thursday 16th May	Mathematics Paper 3 Reasoning (40 minutes)
Friday 17th May	NO TESTS

PAPER OVERVIEW

SPELLING, PUNCTUATION AND GRAMMAR

- Two papers: Paper 1 – Grammar and Punctuation, Paper 2 – Spelling
- Paper 1 (grammar and punctuation) lasts 45mins and has roughly 50 questions
- Paper 1 (grammar and punctuation) only consists of short answers (writing in the punctuation, ticking boxes, drawing lines to answers, writing one word answers)
- In Paper 1 (grammar and punctuation) , if answers are written, they have to be spelt correctly to get the mark,

e.g. is'nt would not be accepted

- Paper 2 (spelling) isn't timed and has 20 spellings

Example Questions

PUNCTUATION

9

Insert a **pair of commas** in the correct place in the sentence below.

The African elephant the largest land mammal in the world
can weigh up to 6.6 tonnes.

1 mark

Example Questions

GRAMMAR

19

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

After they had been for a swim, the boys had a drink

because they were very thirsty.

1 mark

Example Questions

SPELLING

Spelling task

1. The dragon is an imaginary _____.
2. There was _____ food for everyone.
3. My little brother is in _____ class.
4. Playing in the snow made my fingers _____.
5. We learned how to do _____ in mathematics.

2019 Spelling script

Spelling 1: The word is **creature**.

The dragon is an imaginary **creature**.

The word is **creature**.

Spelling 2: The word is **enough**.

There was **enough** food for everyone.

The word is **enough**.

Spelling 3: The word is **reception**.

My little brother is in **reception** class.

The word is **reception**.

Spelling 4: The word is **numb**.

Playing in the snow made my fingers **numb**.

The word is **numb**.

Spelling 5: The word is **division**.

Glossary of Terms

Used in Spelling, Punctuation and Grammar Teaching in Primary Schools

Abstract noun	A feeling or concept which cannot be touched, such as love, happiness, education.
Active voice	A sentence written in the active voice has the subject of the sentence carrying out the main action.
Adjectival phrase	A phrase built around an adjective – for example 'bright red', 'frighteningly bad'.
Adjective	A word which describes a noun .
Adverb	An adverb can modify a verb , an adjective , another adverb or even a whole clause .
Adverbial phrase	A phrase built around an adverb – for example 'as quickly as possible', 'very rudely'.
Ambiguity	A sentence contains ambiguity if it could be open to more than one meaning. Pupils are taught to use hyphens to avoid ambiguity; for example, the sentence 'Jaws is about a man eating shark' could be ambiguous, but with the insertion of a hyphen becomes much clearer: 'Jaws is about a man-eating shark'.
Antonym	A word with the opposite meaning to another, e.g. good/bad, wise/foolish, long/ short.
Apostrophe	A punctuation mark used to show possession or to represent missing letters in a contracted form . See also possessive apostrophe .
Article	Words which tell us if a noun is general or specific. 'The' is called the 'definite article' and refers to specific nouns: 'The man's hat is blue'. The 'indefinite articles' are 'a' and 'an', referring to general nouns: 'A cow eats grass'.
Auxiliary verb	A verb which forms the tense, mood and voice of other verbs. The auxiliary verbs are 'be', 'do' and 'have' plus the modal verbs . For example, 'be' is used in the progressive tense verbs such as 'I am running', 'he was eating'.
Brackets ()	A punctuation mark used to set a non-essential section of a sentence apart. Also known as parenthesis. For example, 'My friend Chloe (who is three months older than me) is coming to my house tonight'.
Bullet points	A way of setting information out in a list of points, which may be phrases , words or short sentences .

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W

There is a glossary of terms on your tables is this is helpful!

PAPER OVERVIEW

READING

- One paper which lasts an hour
- The children have three texts to read which get progressively more difficult
- A mixture of fiction and non-fiction
- The questions often tell them which page they need to look on for the answer
- They are encouraged to look back through the texts when answering questions – they don't have to do it from memory
- They answer a mixtures of short answer and longer answer questions



The Park



Fact Sheet:
About Bumblebees



Music Box

Reading Booklet

2019's reading booklet

Ajay has just arrived at Joe's house before school. Joe's mother is the warden who looks after the local park.

The Park

Ajay was just about to tuck into his tea and toast dripping in sour marmalade jam when there was a loud clatter from the letterbox as an important-looking brown envelope landed on the mat. Bit early for the post isn't it? Mum said. 'Och, it's a Special Delivery.' Mum opened it, and unfolded the letter.

Joe knew instantly that something was wrong. He could see it on Mum's face. 'What is it, Mum?' Joe asked.

'Yeah, Mrs P, what's happened?' Ajay asked too. 'It's the park... they've shut it down.'

For a second no one said a word. Joe and Ajay looked at each other, then back at Joe's mum. Her face was pale, her jaw dropped open. She stared at the letter, her eyes watery and ready to spill over with tears.

'Shut the park?' Joe said furiously. 'They can't do that, it's... it's the park?'

'Yeah, everyone loves that place!' Ajay joined in.

'You boys best get to school, or you'll be late,' said Mum, her voice all shaky.

'But what about...?' Joe started to say.

'You mean that to me, I don't want you worrying.'

Mum tried to smile, but it didn't reach her eyes. If she was trying to reassure Joe, it wasn't working. He knew his mum needed that job – how else was she supposed to put sweet-and-sour spaghetti on the table?

'Don't worry, Mum, I'll... I'll think of something.'

Joe's mum just nodded, turning away to wipe her eyes.



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Joe and Ajay grabbed their bags and reluctantly headed out of the door. Neither of them said anything for what seemed like ages.

'You all right, man?' Ajay asked, breaking the silence.

'I don't know... I can't believe they've closed the park. I mean, why?' Joe said in disbelief.

'Dunno,' Ajay shrugged. 'But I know a man who might,' he said, pointing down the road.

As they turned the corner at the top of Joe's street they saw a man in the distance. He had a ladder and toolbox and was busy hammering a sign into the park gates. This made Joe's blood boil. If Mum had been there she would have given him what for – no one hammers anything into anything without her say-so first.

'Oh!' Ajay yelled, 'what are you doing?'

Joe read the sign: 'Under development.'

'What's going on?' Joe asked. 'Why have you closed the park?'

The man stopped what he was doing and shrugged. 'They don't tell me anything, I'm just the bloke who hammers things.'

Joe read the rest of the sign:



Underneath the notice was a drawing of a posh building, tall and made of glass. It had pictures of people chatting and drinking coffee outside. Joe and Ajay looked through the park gates and could already see diggers moving in, ready to tear the playground apart.

'This can't be happening,' Joe muttered, blinking back the tears. This was the place where he and Ajay hung out. Where they used to plot how they were going to become mega-rich, and plan what to do if the world got taken over by zombies. This was the place where Joe and Ajay used to play football – or rather where Ajay would kick the ball and Joe would try to get out of the way of it before it hit him in the face. And now it was going to be turned into a hotel! Why wasn't anyone stopping this?

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Fact Sheet: About Bumblebees

At the Bumblebee Conservation Trust, we are passionate about saving bees. Here is why.

Save our bees

Bumblebees are among the most loved and familiar of garden insects. The sight and sound of them buzzing from flower to flower is an essential part of summertime, but sadly these fat, furry little creatures are struggling to survive.

At the time of writing, 24 bumblebee species are found in the UK, but unfortunately, in the last 80 years, two UK species have become extinct and others have declined sharply in our modern world of paved gardens and intensive farming, our bumblebees find themselves hungry and homeless. The reason for this is simple and clearly visible: there are now far fewer flowers to provide bees with the pollen and nectar that they need to survive. But all is not lost – you can take action today to help save these hardworking pollinators. This fact sheet explains how.



What's so different about the bumblebees?

To most people, bees are instantly recognisable but there are distinct differences between the appearance and lives of bumblebees and honeybees. Bumblebees are larger and heavier than their cousins which makes them perfectly suited for colder climates. Bumblebee nests are small and they do not store large quantities of honey, so their extra furry coat allows them to venture out on cold days to collect pollen and nectar when honeybees stay inside.

Don't 'bee' confused

Don't confuse bumblebees with wasps. Bumblebees do not swarm and are not aggressive. Only female bumblebees can sting and they will only do so if they feel very threatened. Bumblebees will never interrupt your picnic or steal your sandwiches!



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Buzz pollination

Only bumblebees are capable of buzz pollination. This is when the bee grabs the flower and produces a high-pitched buzz. This releases pollen that would otherwise stay trapped inside. Key ingredients in our diet such as tomatoes are pollinated in this way. Many other common foods such as beans and peas would also be harder to produce and much more expensive without British bumblebees.

Did you know that bumblebees have smelly feet?

Well they do and they're quite useful! After feeding, they leave a scent on the flower which lets other bumblebees know to avoid wasting energy landing – the flower will contain very little nectar or pollen.

Things you can do to help

Bumblebees help pollinate plants in more than one million acres of British gardens and the flowers they find can be a lifeline for them. No matter how small your garden, you can help to save the sound of summer by providing lots of bee-friendly flowers throughout the year. By 'bee-friendly' we mean flowers that are rich in pollen and nectar. Many ornamental plants that are commonly found in British gardens, such as perennials and long-stems, are of no value to wildlife. These decorative and colourful flowers often produce little pollen or nectar. However, there are hundreds of beautiful flowers that do offer these rewards, including foxgloves, lavender, geraniums, herbs and wild roses that you can add to your garden.

Why not try planting these?



Geranium



Lavender



Wild rose

Energy drink for bees

If you find a stranded or sleepy bumblebee, you can help to boost its energy levels with a simple sugar and water mix. Mix equal parts of the sugar and warm water then pour into a small container or syringe. Place both the bee and the artificial nectar near to some flowers.



Act now

You can also help by supporting our work to conserve bumblebee habitats and raise public awareness. There are various ways to show your support including volunteering, fundraising and becoming a member of the Bumblebee Conservation Trust. For more information on all of the above, including access to our free kind gardening web page, visit: www.bumblebeeconservation.org

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This is an extract from an adventure story set in a different world. Micah, who earns money by finding things and selling them, goes to visit his 13-year-old friend, Piper.

Music Box

Micah brought the music box to her on the night of the meteor storm. Piper never stops on these nights, when debris from other worlds fall from the sky. Excitement kept her awake in bed, staring at the dimmed ceiling of her house. She counted the whistling cracks in the grey carpet-plank planks and then counted the seconds as they ticked by on the tarnished watch she wore around her neck. Beneath her cotton nightgown, the metal lay warm and comfortable against her skin. Micah's knock made her lose count, but the watch ticked on steadily.

'She pulled on a pair of her father's old boots, slung his brown coat over her nightgown, and opened the door. Wind blew a harsh breath of snow and ice crystals into her face. Piper wiped her eyes and fixed a look of acceptance on the boy huddled in the doorway.

'I must be seeing things,' Piper said. 'This can't be Micah! Here! I'm standing still. I'm speechless.'

Micah smiled. 'That'll be the day, then. Let me in, Piper, will ya?' He stomped snow off his boots. 'Stinks out here, and it's so cold my teeth are cracking together.'

'That's your own fault for being out on a storm night. Most scoundrels have the sense to stay inside.' He was right, though. The air already reeked of bitterness. The storm was coming. Piper moved to let him in, then shut the door behind him. He immediately ran to the cast-iron stove to warm his hands. Piper nudged him aside and adjusted the controls. 'Hand me a log before you make yourself at home,' she said. It was her habit to pretend to be bothered by her friend, even though she was happy to see him.

Micah handed her a piece of wood from the basket near the stove and reached into the bulky sack he had slung over his shoulder. 'I brought a, just like I said I would.'

'That's great, kid, but I thought you were going to bring it a few hours ago – you know, before I made a considerable nest in the middle of my bed.' Piper undid the stove, and then she went to the window and looked out at the sky, which had begun to lighten, though it was still several hours until dawn. The moon was a sickly greenish colour, as it always was before the meteors fell, making the clouds around it look like swarming beetles on the sky.

Piper's skin itched. She had the urge to go outside and watch the fields, to see the first of the meteors streak from the sky, but it was too cold, too dangerous. And besides, she'd promised to fix Micah's toy. A musical box. 'Piper rolled her eyes. Machines couldn't make proper music. You needed a person for that. She lit an extra kerosene lamp and placed it on the small kitchen table. Piston rings, bolts, and cylinders littered its surface. Piper shifted these aside, wishing she had a bigger work space, one she didn't also have to eat at. 'Let's see it, then.'

Micah set the music box between them. 'Isn't she beautiful?' he said, his fingers lingering on the lid. It was decorated with a painted figure of a woman in a white silk robe. She reclined on a strip of grass, her long black hair falling around her waist. At her back grew a tree full of bursting pink blossoms that hung over her like a veil. Whoever had made the music box was a skilled artist. Piper could practically smell the flowers, each one hand-painted in white, coral, and cerise. In a few places, the paint had cracked and faded, but those were hardly noticeable. Overall, it was an incredible piece. Micah had been lucky to find it.

But she wasn't singing! Piper lifted the lid to get a look at the musical components. She'd seen contraptions like these before. A series of pins arranged on a metal cylinder struck the teeth of a steel comb while the cylinder turned, marking the tinkling notes of a song. She'd heard this type of music and had always thought the sound was a little annoying. 'Did you clean the inside after you dug it out of the crater?'

'Course I did.' The boy was indignant. 'You think I'm stupid?'

Piper glanced up from the box, and raised an eyebrow.

'No-oo. You watch – the coin I get from that thing will feed my family and me for a month. She'll look smart in one of those fancy dresses in Ardra. Don't you think she will, Piper?' His excitement faded, and he looked at her anxiously.

'Yeah, it'll look smart. But make sure you find a buyer with a stiff hip at the market,' Piper said. 'They're the ones who'll be looking for these kinds of trinkets.' She lifted the cylinder and its tiny pins. Micah had done a decent job cleaning it, but flecks of dirt still caked the comb, and something was keeping the cylinder from turning. She heard the soft, stammered notes of a song trying to play.

9

One of the biggest issues children have with this paper is reading stamina! Regular reading at home is so important.

Example Questions

READING

4

Look at page 4.

Find and copy one word which shows that Joe is angry.

1 mark

Example Questions

READING

13

Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
The park has been looked after by a park warden.		
The park is going to be replaced with a shopping centre.		
Building work in the park will start at the end of July.		
The warden had two weeks' notice of the park's closure.		

2 marks

Example Questions

READING

32

What impressions do you get of Piper's house?

Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence
<hr/>	<hr/> <hr/> <hr/>
<hr/>	<hr/> <hr/> <hr/>

3 marks

PAPER OVERVIEW

MATHS

- There are three papers: one arithmetic and two reasoning
- They have 30mins for the arithmetic paper
- They have 40mins for each reasoning paper
- The questions get progressively more difficult and are designed to provide challenge to all children, even the most able. This means that some questions are tricky.

Example Questions

ARITHMETIC – EARLY QUESTION

7

$$180 \div 3 =$$

A grid of 10 columns and 10 rows, with a blue rectangular box highlighting the bottom-right portion of the grid, approximately from column 6 to 8 and row 7 to 9.

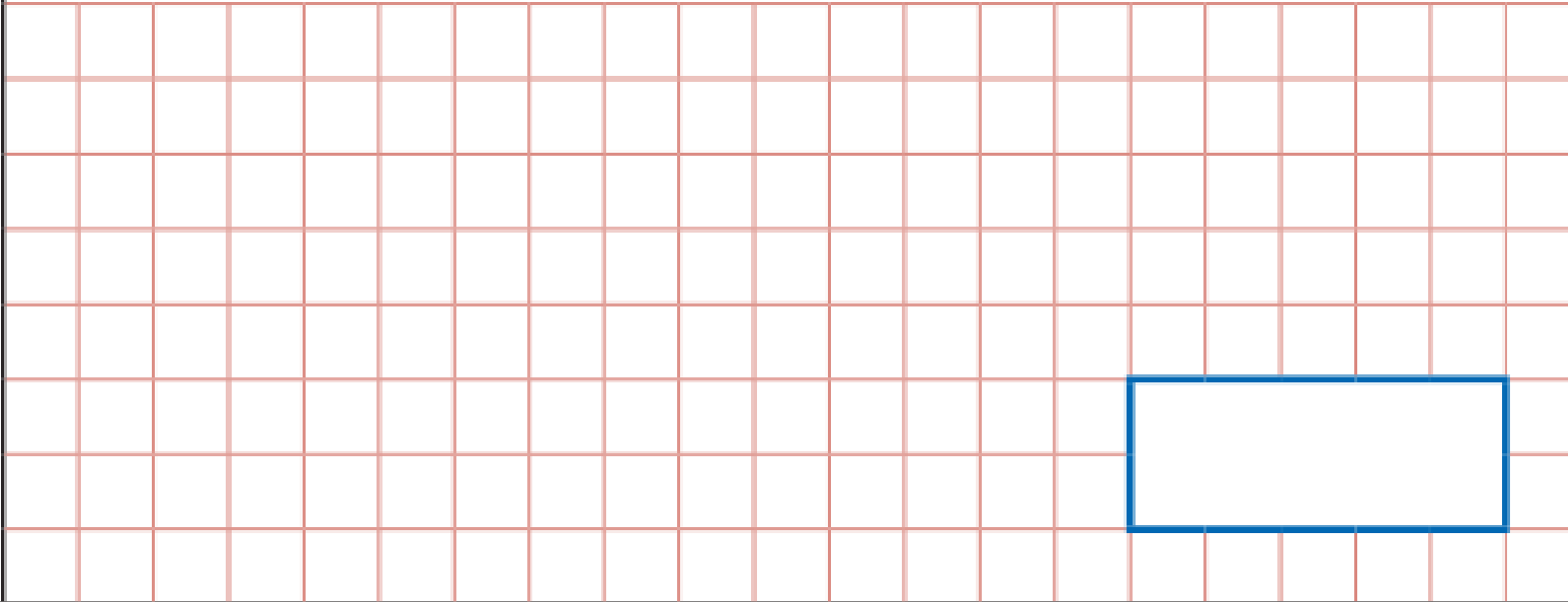
1 mark

Example Questions

ARITHMETIC – LATER QUESTION

26

$$1\frac{1}{5} + 2\frac{1}{10} =$$



1 mark

Example Questions

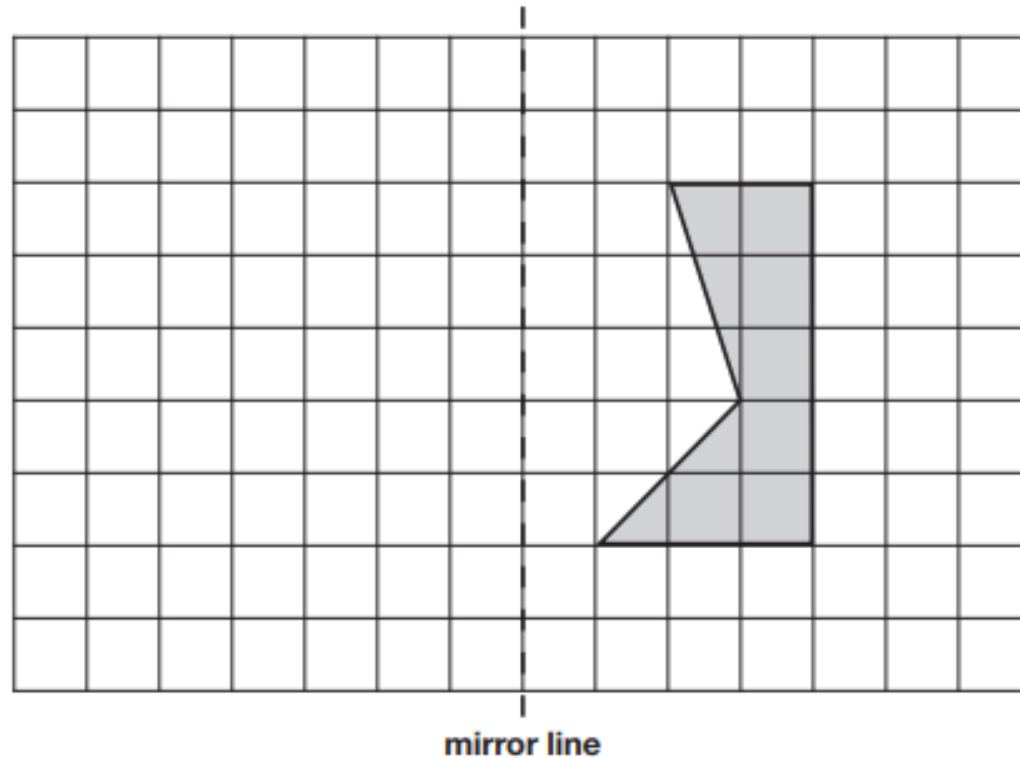
REASONING PAPER – EARLY QUESTION

4

Here is a shaded shape on a square grid.

Reflect the shape in the mirror line.

Use a ruler.



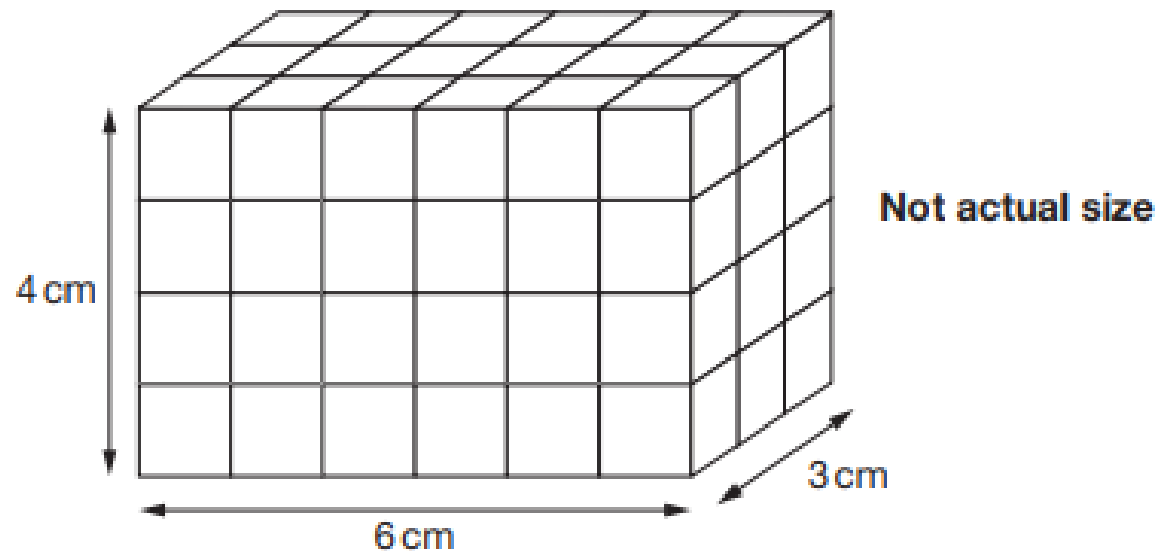
1 mark

Example Questions

REASONING PAPER – FINAL QUESTION

23

Amina made this cuboid using centimetre cubes.



Stefan makes a cuboid that is 5 cm longer, 5 cm taller and 5 cm wider than Amina's cuboid.

What is the **difference** between the number of cubes in Amina's and Stefan's cuboids?

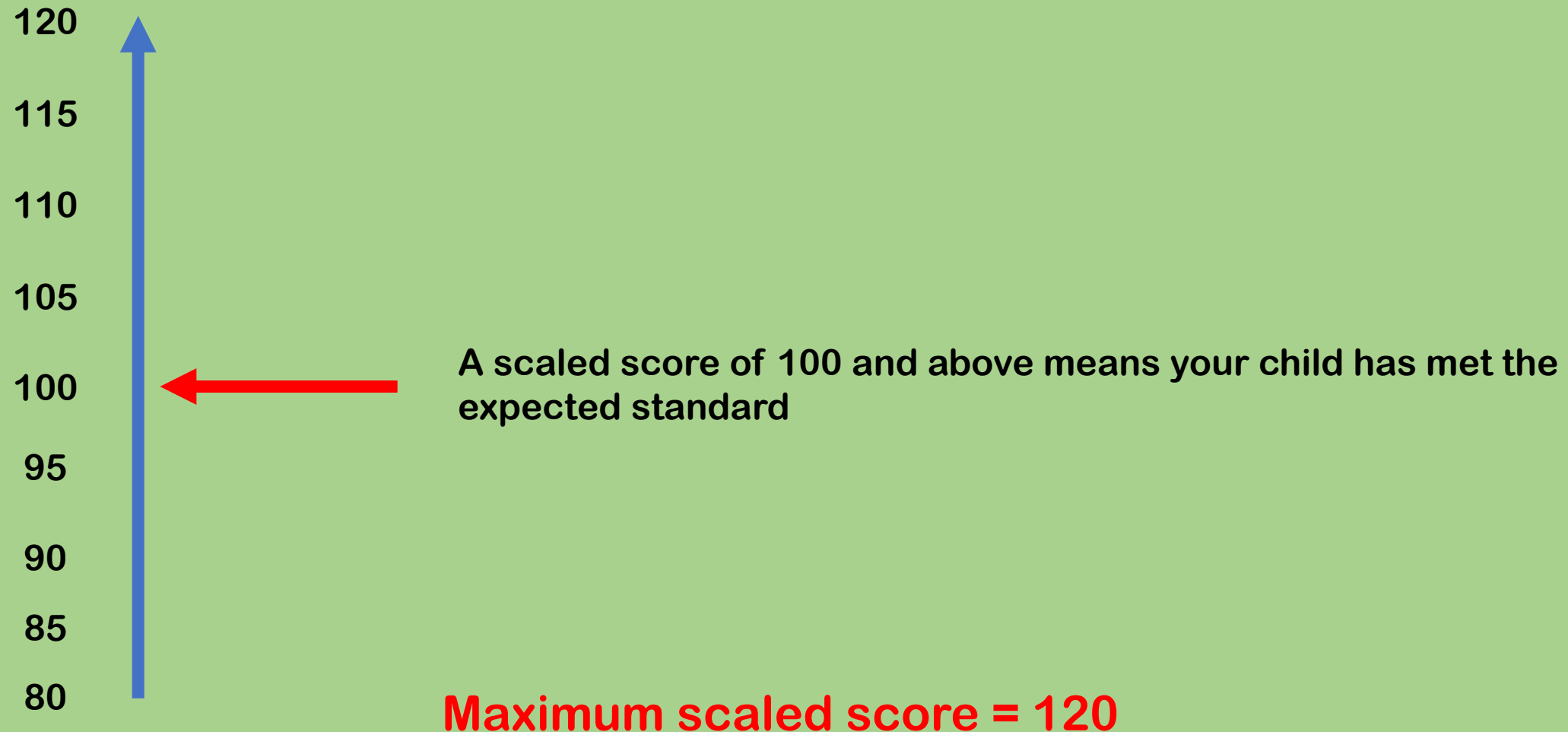
Special Arrangements for Some Children:

- Some children may qualify for extra time (25%). This is usually based on an assessment of your child's reading ability or if they have an educational or healthcare plan (EHCP)
- Some children may qualify for a reader if they struggle with reading (but not for the reading test)
- For some children, we may decide it would help them to have 'rest breaks' during the test.

If this is the case, parents will be informed before your child takes their SATs.

What do the results mean?

Your child will receive a raw score for each paper. These will be converted into a scaled score. The scaled score helps you to see whether your child has met the expected standard in each of the subjects.



Your child's results will look something like this:

Subject	Scaled Score	Outcome
Reading	113	Met the expected standard
Grammar, Punctuation & Spelling	111	Met the expected standard
Mathematics	98	Did not meet the standard

Subject	Teacher Assessment
Writing	Working at the expected standard
Science	Working at the expected standard

Maximum scaled score = 120

Reporting Writing Results

- Writing is teacher assessed so there will be no SAT test
- Writing is the only subject where you will be told whether or not your child is working 'at greater depth'. This means they are working above their age related expectations

Reporting Science Results

- Science is teacher assessed so there will be no SAT test
- Science is judged as working at the standard or working below the standard

We will never tell your child that they have not met the expected standard.

How is your child doing now?

- Last week, the children had a go at the 2019 paper which we have marked
- You can take these home at the end and you can look at these results to see if your child has met the expected standard in these papers
- It is up to you whether you share this information with your child
- Do not panic if you see lots of wrong answers – they need to score roughly half marks to get the expected standard. We are also only in January/February!

Expected Standard for 2023 papers

These change each year as they are dependent on how all Y6 children performed across the country. We do not know the threshold before they sit the tests. Easy papers = thresholds go up, hard papers = thresholds go down

Reading – **24/50**

Mathematics (Paper 1, 2 and 3 combined) – **56/110**

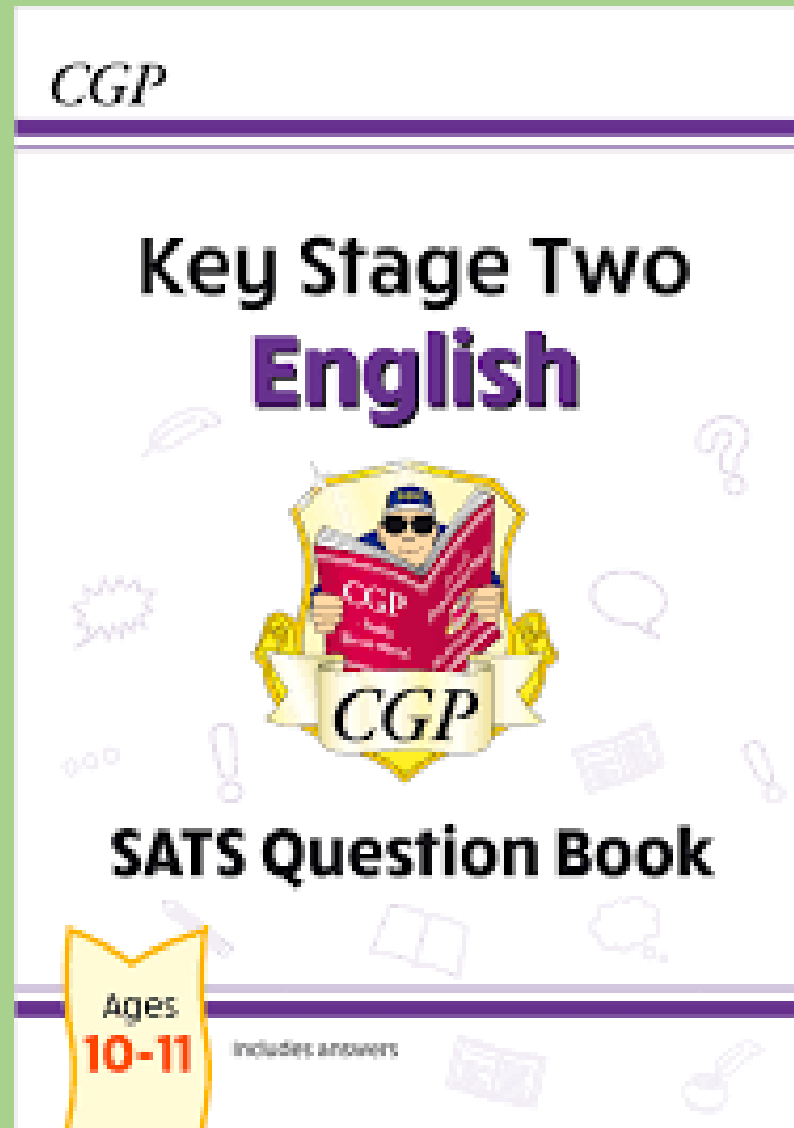
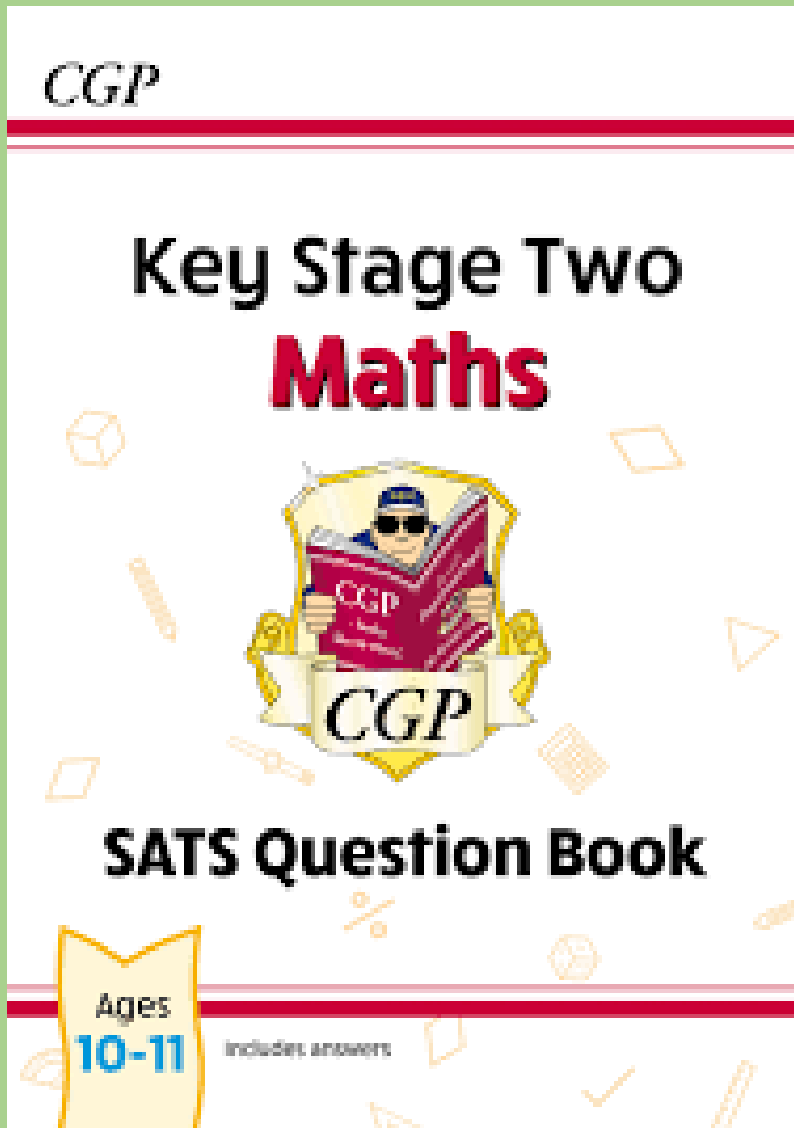
Spelling, Punctuation and Grammar (Paper 1 and 2 combined) – **36/70**

Your child's January results

Joe Bloggs

Subject	Scaled Score	Outcome
Mathematics	113	Has met the expected standard
Reading	102	Has met the expected standard
Spelling, Punctuation and Grammar	96	Has not met the expected standard

How Can You Help?



We're not sending home grammar but if you do want to help your child to revise, the one page overview might be a good starting point.

Glossary of Terms

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Multiplication and division vocabulary

Term	Definition	Example
factor	a number that divides exactly into another number	factors of 12 = 1, 2, 3, 4, 6, 12
common factor	factors of two numbers that are the same	common factors of 8 and 12 = 1, 2, 4
prime number	a number with only 2 factors: 1 and itself	2, 3, 5, 7, 11, 13, 17, 19...
composite number	a number with more than two factors	12 (it has 6 factors)
prime factor	a factor that is prime	prime factors of 12 = 2, 3
multiple	a number in another number's times table	multiples of 9 = 9, 18, 27, 36...
common multiple	multiples of two numbers that are the same	common multiples of 4 and 6 = 12, 24...
square numbers	the result when a number has been multiplied by itself	25 ($5^2 = 5 \times 5$) 49 ($7^2 = 7 \times 7$)
cube numbers	the result when a number has been multiplied by itself 3 times	8 ($2^3 = 2 \times 2 \times 2$) 27 ($3^3 = 3 \times 3 \times 3$)

Fractions, decimals & percentages

$\frac{1}{100}$	0.01	1%	$\div 100$
$\frac{1}{20}$	0.05	5%	$\div 20$
$\frac{1}{10}$	0.1	10%	$\div 10$
$\frac{1}{5}$	0.2	20%	$\div 5$
$\frac{1}{4}$	0.25	25%	$\div 4$
$\frac{1}{2}$	0.5	50%	$\div 2$
$\frac{3}{4}$	0.75	75%	$\div 4, \times 3$
1	1	100%	$\div 1$

Angles

full turn	360°
half turn	180°
right angle	90°
acute angle	< 90°
obtuse angle	> 90°
reflex angle	> 180°
angles on a straight line	180°
angles inside a triangle	180°
angles inside a quadrilateral	360°

Shape vocabulary

perimeter = measure around the edge (**circumference** = perimeter of a circle)

horizontal line

parallel lines

vertical line

perpendicular lines
(at right angles)



Roman numerals

1	I	100	C
5	V	500	D
10	X	1000	M
50	L		

Y6 MATHS
KNOWLEDGE
ORGANISER
by @_MissieBee

2D shapes

Name	No. of sides
quadrilateral	4
pentagon	5
hexagon	6
heptagon	7
octagon	8
nonagon	9
decagon	10

polygon = shape with straight sides
regular = all sides/angles the same
irregular = sides/angles not same

Types of triangle



Types of quadrilateral



AREA

is the amount of space inside a 2D shape usually measured in cm^2 or m^2 .

Area of a triangle
= (base x height) \div 2
Area of a parallelogram
= base x height
(Height = perpendicular height)

Measurement conversions

Month	Days
January	31
February	28 (29 in leap year)
March	31
April	30
May	31
June	30
July	31
August	31
September	30
October	31
November	30
December	31

1 year = 365 days (= 52 weeks)
Leap year = 366 days

1 centimetre	10mm
1 metre	100cm
1 kilometre	1,000 m
1 mile	1.6 km
1 kilometre	0.625 ($\frac{5}{8}$) mile
1 kilogram	1,000 grams
1 litre	1,000 millilitres

Co-ordinates

Read co-ordinates along the x axis (horizontal) first, then the y axis (vertical). E.g. (3,-4) = go right 3, down 4.

3D shapes



square-based pyramid



triangular-based pyramid



triangular prism

faces (the flat sides)	5	4	5
edges	8	6	9
vertices (the points where the edges meet)	5	4	6

Volume = the amount of space a 3D shape takes up, usually measured in cm^3 or m^3



Volume of a cuboid =
length x width x height

The mean

The mean is a type of average. To find the mean, add up all the numbers and divide by how many there are. E.g. the mean of 4, 5, 3, 4 is 4.
(Because $4 + 5 + 3 + 4 = 16$, and $16 \div 4 = 4$)

Subordinating Conjunctions

Joins a subordinate clause and a main clause.

While
After
Because
Before
If
Though
Since
As

Because I go to school, I get to learn about grammar.

I get to learn about grammar because I go to school.

Coordinating Conjunctions

Joins two independent (main) clauses.

For
And
Nor
But
Or
Yet
So

*I am like ice cream **and** I like cake.*

Noun Phrases – Gives detail about a noun but does not contain a verb

An ancient book in a leather sleeve was hidden in the library.

Modal Verbs – show degree of certainty or possibility.

could, should, would, might, often, ought, can

YEAR 6 SPaG KNOWLEDGE ORGANISER

Clauses

Main clause – A simple sentence that contains a subject and a verb. It makes sense on its own

I went to school.

Subordinate clause – Contains a subordinating conjunction. Adds detail to a main clause; is not a full sentence. The subordinate clause can appear at the start, end or middle of a sentence.

I went to school while my brother stayed at home.
or
While my brother stayed at home, I went to school.

Punctuation

Semi-colon (;) – joins two related independent clauses together

Colon (:) – joins two related clauses or begins a list.

Dashes (–), brackets (), commas (,) Used within a sentence to add additional information.

The cat (that didn't belong to me) was black.

Apostrophes

For possession - shows us that something belongs to the subject.

My Mum's bag.

The girls' bathroom.

For omissions/contraction - shows us that a letter has been missed out to create informality.

Don't do that.

Do not do that.

Synonyms and Antonyms

Synonym: words that have a similar meaning (*big/large*)

Antonym: words that have the opposite meaning (*big/small*)

More Punctuation

Hyphen (-) – Creates compound words to give a clear meaning.

The man-eating shark.

The man eating shark.

Tenses – tells us when in time an action took place.

Past	Present	Future
Simple Past <i>I walked</i> <i>We saw</i> <i>You ran</i>	Simple Present <i>I walk</i> <i>We see</i> <i>You run</i>	Simple Future <i>I will walk</i> <i>We will see</i> <i>You will run</i>
Past Progressive <i>I was walking</i> <i>We were seeing</i> <i>You were running</i>	Present Progressive <i>I am walking</i> <i>We are seeing</i> <i>You are running</i>	Future Progressive <i>I will be walking</i> <i>We will be seeing</i> <i>You will be running</i>
Past Perfect <i>I had walked</i> <i>We had seen</i> <i>You had run</i>	Present Perfect <i>I have walked</i> <i>We have seen</i> <i>You have run</i>	Future Perfect <i>I will have walked</i> <i>We will have seen</i> <i>You will have run</i>

(to have is perfect!)

Commands, Questions, Statements and Exclamations

Commands begin with an imperative verb. *Wash your hands.*

Questions expect an answer in return. *Did you enjoy the trip?*

Statements tell the reader something. *The leaves fall off trees in autumn.*

Exclamations begin with *how* or *what*.
How lovely is that!
What a beautiful sunset!

Passive and Active Voice

Active – The subject performs the action.

The cat chased the mouse.

Passive – When the subject has something done to it (by zombies).

The mouse was chased by the cat.

Subject, Object and Verb

Subject (the person or thing doing the action)

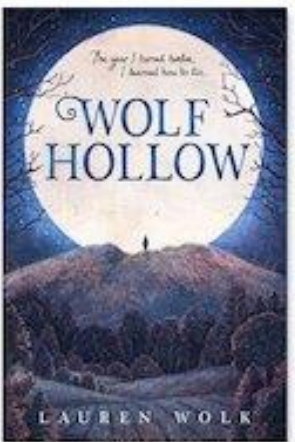
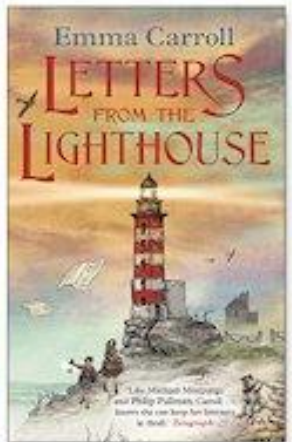
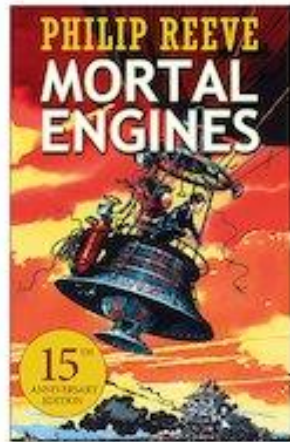
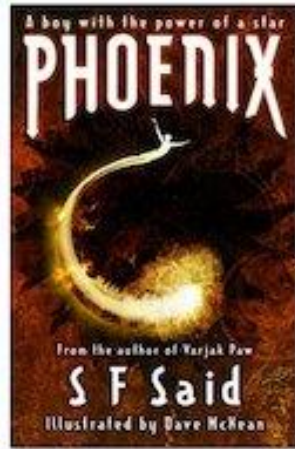
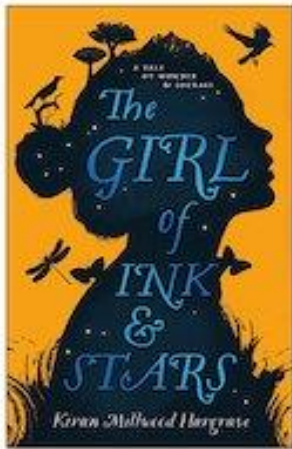
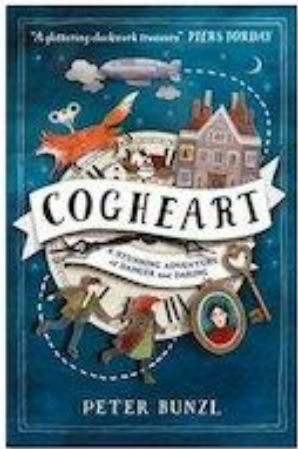
→ The fisherman caught the fish.

Object (the person or thing having something done to it)

Comma → **Parts of speech** → Punctuation before inverted comma

Inverted Comma → Capital letter → Inverted Comma

The child asked, "What are your plans for the weekend?"



Regular reading does wonders!

Times Table Rockstars
Homework

Discussions about spelling rules is really helpful. Spelling Shed is a good place to see the rules in action.

