

# Example Grammar and Punctuation Materials – Year 6

II 1

Draw a line to match each word to its correct **suffix**.

origin

ness

cover

dom

dark

al

king

age

1 mark

II 2

Which sentence is not a **command**?

Tick **one**.

Check the lid is shut tight, please.

Draw a picture of the view from the window.

Tell Jon that I found his pencil case.

You must stop the music in ten minutes.

1 mark

II 3

Rewrite the verbs in the boxes to complete the sentences in the **past tense**.

Write one word on each line.

Yesterday, our kite \_\_\_\_\_ to the ground when

↑  
fall

its string \_\_\_\_\_ .

↑  
break



1 mark

II 4

Circle the **pronoun** in the sentence below.

Sally's cousin met her in the park to play games.



1 mark

II 5

Which sentence below uses a **comma** correctly?

Tick **one**.

Before you start make sure, you put on your glasses.

Before you start, make sure you put on your glasses.

Before, you start make sure you put on your glasses.

Before you start make, sure you put on your glasses.



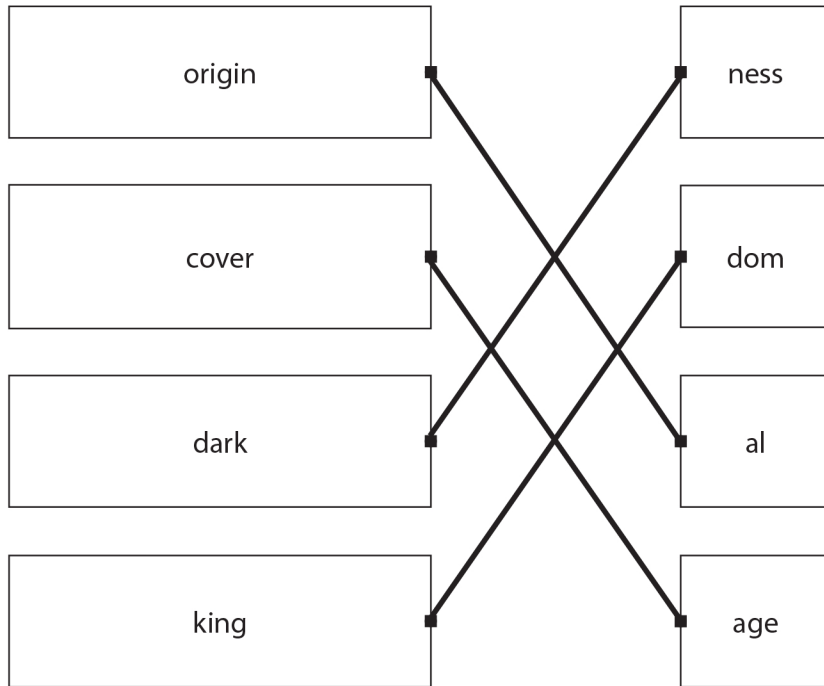
1 mark

# Diagnostic Commentaries for Year 6 Grammar and Punctuation Example Questions

## Example 1



Draw a line to match each word to its correct **suffix**.



### Diagnostic commentary

**Correct**

1 mark – 87%

**Overview of performance**

The suffixes in this question include some of the less common ones, such as *-dom* and *-age*. The vast majority of pupils was able to match the words and suffixes correctly. The most common error, which was made by only six per cent of the pupils, was to **reverse the first two answers**, forming *originage* and *coveral*. While most pupils answered this question correctly, some pupils may benefit from being reminded of the less common suffixes used in English. This area of the curriculum also presents opportunities for investigating the rules for spelling words where suffixes involve changes to the base word (for example, how to treat the final letter of the base word before adding a suffix, in words such as *dropped*, *smiling*, *friendliness*).

**lower achieving pupils**

1 mark – 63%

**Reversing the first two answers – 15%**

**middle achieving pupils**

1 mark – 90%

**higher achieving pupils**

1 mark – 97%

**Example 2**



Which sentence is not a **command**?

Tick **one**.

Check the lid is shut tight, please.

Draw a picture of the view from the window.

Tell Jon that I found his pencil case.

You must stop the music in ten minutes.

**Diagnostic commentary**

**Correct**

1 mark – 13%

**Overview of performance**

Just over half of the pupils (52 per cent) **mistakenly selected the first sentence as the one which is not a command**. This may be due to a misconception that the inclusion of the word *please* at the end of this sentence prevents it from being a command. As the only sentence with *please*, its function is a polite request; grammatically, however, it is a command.

For this question, it was the higher achieving pupils who were most likely to select the incorrect first sentence. As reported below, this error was made by just over a third of the lower achieving pupils, just over half of the middle achieving pupils and two-thirds of the higher achieving pupils.

This suggests that it would be useful for all pupils to be reminded of the four sentence types described in the National Curriculum – statement, question, exclamation and command – and their distinguishing grammatical features.

The final sentence, *You must stop the music in ten minutes*, is a statement which tells someone what they must do. However, it is not in the grammatical form of a command sentence.

All of the other sentences have features that identify them as commands. For instance, none of them includes a subject in the sentence, but the subject is understood to be *you* (for example, *(You) tell Jon that I found his pencil case*).

**lower achieving pupils**

1 mark – 13%

**Selecting the first sentence – 34%**

**Not answering the question – 12%**

**middle achieving pupils**

1 mark – 12%

**Selecting the first sentence – 51%**

**higher achieving pupils**

1 mark – 15%

**Selecting the first sentence – 66%**

**Example 3**



Rewrite the verbs in the boxes to complete the sentences in the **past tense**.

Write one word on each line.

Yesterday, our kite \_\_\_\_\_ ***fell*** \_\_\_\_\_ to the ground when

↑  
fall

its string \_\_\_\_\_ ***broke*** \_\_\_\_\_ .

↑  
break

**Diagnostic commentary**

**Correct**

1 mark – 79%

**Overview of performance**

**Pupils identifying each part of the correct answer**  
 Nearly nine out of ten pupils answered the first part of the question correctly, giving *fell* as the past tense form of *fall*.  
 The second part was also answered correctly by the majority of pupils (82 per cent). A small proportion of pupils (7 per cent) misspelt the correct answer, *broke*, and therefore could not receive the mark for this question. Examples of their incorrect answers are *brock* and *broak*.  
 This finding suggests that some pupils may benefit from further practice in writing the past tense of verbs which have irregular forms, such as *ate, grew, kept, laid, rode, shone, taught*.

**lower achieving pupils**

1 mark – 40%

**Pupils identifying each part of the correct answer**

Just under two-thirds of the lower achieving pupils (64 per cent) correctly wrote *fell* for the first part of the question.  
 For the second part, nearly half of the pupils in this group (47 per cent) correctly wrote *broke*. A further 19 per cent misspelt *broke* and therefore did not get the mark.

**middle achieving pupils**

1 mark – 83%

**higher achieving pupils**

1 mark – 97%

**Example 4**

Circle the **pronoun** in the sentence below.

Sally's cousin met **(her)** in the park to play games.

**Diagnostic commentary****Correct**

1 mark – 39%

**Overview of performance**

In this sentence, the pronoun *her* stands for *Sally*, and is used to avoid repetition (the alternative sentence would be *Sally's cousin met Sally in the park to play games*).

While two-fifths of pupils were able to answer this question correctly, three errors were each made by around one in ten pupils.

These errors comprised **selecting the possessive proper noun *Sally's*** (10 per cent), **selecting the noun *cousin***, (11 per cent) **and selecting the verb *met*** (11 per cent).

Pupils may find it useful to be reminded of the range of pronoun forms in English and how they are used in sentences to avoid repetition and provide cohesion.

**lower achieving pupils**

1 mark – 10%

**Not answering the question – 19%****Selecting the possessive proper noun *Sally's* – 10%****Selecting the noun *cousin* – 21%****Selecting the verb *met* – 14%****Selecting the noun *park* – 10%****middle achieving pupils**

1 mark – 32%

**Selecting the possessive proper noun *Sally's* – 10%****Selecting the noun *cousin* – 13%****Selecting the verb *met* – 14%****higher achieving pupils**

1 mark – 68%

**Selecting the possessive proper noun *Sally's* – 8%**