

This tracker covers every skill you need for your Year 6 SATs Grammar Paper (Paper 1).

- **Practised** means you have completed the Lesson Practice Sheet for this skill and followed the lesson.
- **Mastered** means you have completed the Mastery Sheet independently and scored at least 80% (16/20).

Topic	Example	Practised	Mastered
Unit 1: Word Classes			
(1) Identify common nouns	Circle the noun: The river flooded.		
(2) Identify proper nouns	Circle the proper noun: Amelia visited London.		
(3) Distinguish common and proper nouns	Classify: city / Bristol.		
(4) Identify abstract nouns	Circle the abstract noun: Her courage impressed us.		
(5) Identify singular and plural nouns	Write the plural of mouse.		
(6) Identify personal pronouns	Circle the pronoun: Lucas said he was ready.		
(7) Identify possessive pronouns	Circle the possessive pronoun: That coat is mine.		
(8) Identify relative pronouns	Circle the relative pronoun: The boy who won smiled.		
(9) Identify pronoun reference	Ella picked up the bag and opened it. What is it?		
(10) Choose pronouns to avoid repetition	Rewrite: Anna found Anna's gloves.		
(11) Identify main verbs	Underline the main verb: Birds migrate each winter.		
(12) Identify auxiliary verbs	Circle the auxiliary verb: She has finished.		
(13) Identify adjectives	Circle the adjective: The enormous tree fell.		
(14) Identify adverbs	Circle the adverb: We arrived early.		
(15) Recognise adverbs not ending in -ly	Is yesterday an adverb in "We met yesterday"?		
(16) Identify prepositions	Circle the preposition: The ball rolled under the chair.		

Topic	Example	Practised	Mastered
(17) Identify coordinating conjunctions	Circle the conjunction: I waited but he left.		
(18) Identify subordinating conjunctions	Circle the conjunction: Although it rained, we played.		
(19) Identify determiners	Circle the determiner: Those shoes are wet.		
(20) Distinguish word classes in context	Is play a noun or verb in "We play outside"?		
(21) Identify words of more than one class	Is light an adjective in "a light bag"?		

Unit 2: Phrases, clauses and sentence structure

(22) Identify the subject	Underline the subject: The dog chased the ball.		
(23) Identify the object	Underline the object: The dog chased the ball.		
(24) Distinguish subject and object	Label the subject and object: Maya kicked the ball.		
(25) Identify a noun phrase	Underline the noun phrase: The tall trees swayed.		
(26) Expand a noun phrase	Expand "the dog" using two adjectives.		
(27) Identify a prepositional phrase	Underline the phrase: The cat hid under the bed.		
(28) Identify an adverbial	Underline the adverbial: We left after lunch.		
(29) Identify a fronted adverbial	Underline: After lunch, we left.		
(30) Move an adverbial to the front	Rewrite "We left after lunch" beginning "After lunch".		
(31) Identify a main clause	Underline the main clause: Although tired, Sam ran home.		
(32) Identify a subordinate clause	Underline: Because it snowed, the road closed.		
(33) Distinguish main and subordinate clauses	Label each clause: When he arrived, we cheered.		

Topic	Example	Practised	Mastered
(34) Identify a relative clause	Underline: The book, which was old, fell apart.		
(35) Add a relative clause	Add a clause beginning "who" to: The teacher smiled.		
(36) Choose an appropriate relative pronoun	The bicycle, ___ was new, was stolen.		
(37) Recognise omitted relative pronouns	Find the clause: The book I borrowed was gripping.		
(38) Identify simple sentences	Is "The cat slept" simple or compound?		
(39) Identify compound sentences	Classify: I ran, and Mia cycled.		
(40) Identify complex sentences	Classify: After we ate, we played.		
(41) Join clauses with coordination	Join: The sun rose. The birds sang. Use and.		
(42) Join clauses with subordination	Join: We stayed home. It rained. Use because.		
(43) Choose a conjunction for meaning	Join two ideas to show contrast using although.		
(44) Rearrange clauses without changing meaning	Rewrite beginning "We played": Although it rained, we played.		
(45) Identify ambiguity in sentence structure	Which sentence makes the intended meaning clear?		

Unit 3: Sentence functions

(46) Recognise a statement	Classify: The train leaves at six.		
(47) Recognise a question	Classify: When does the train leave?		
(48) Recognise a command	Classify: Close the door.		
(49) Recognise a grammatical exclamation	Classify: What a fantastic day it was!		
(50) Distinguish question from exclamation	Is "How lovely that is!" a question?		

Topic	Example	Practised	Mastered
(51) Distinguish command from statement	Classify: Watch the road.		
(52) Change sentence function	Rewrite "You must be quiet" as a command.		
(53) Match functions to punctuation	Does every command require an exclamation mark?		
Unit 4: Verb forms, tense and voice			
(54) Identify simple present tense	Underline the verb: She walks to school.		
(55) Identify simple past tense	Underline the verb: She walked to school.		
(56) Recognise irregular past forms	Choose: Yesterday she went / goed home.		
(57) Identify present progressive	Find the verb phrase: I am reading.		
(58) Identify past progressive	Find the verb phrase: We were waiting.		
(59) Form progressive tense	Rewrite "She walks" in the present progressive.		
(60) Identify present perfect	Underline the verb phrase: She has finished.		
(61) Identify past perfect	Underline: She had finished before lunch.		
(62) Distinguish perfect and simple past	Choose: She has eaten / ate already.		
(63) Distinguish perfect and progressive forms	Classify: had walked / was walking.		
(64) Choose tense from context	Yesterday, Ben walks / walked home.		
(65) Maintain tense consistency	Correct: I walked home and open the gate.		
(66) Identify active voice	Classify: The dog chased the cat.		
(67) Identify passive voice	Classify: The cat was chased by the dog.		

Topic	Example	Practised	Mastered
(68) Change active into passive	Rewrite: Sam ate the cake.		
(69) Change passive into active	Rewrite: The cake was eaten by Sam.		
(70) Recognise the agent in passive voice	Who acted? The window was broken by Liam.		
(71) Identify modal verbs	Circle the modal: It might rain.		
(72) Interpret modal degrees of possibility	Which is more certain: might or will?		
(73) Identify adverbs of possibility	Circle the adverb: Perhaps it will snow.		
(74) Recognise the subjunctive	Identify the form: If I were you...		
(75) Choose the subjunctive where appropriate	I wish I was / were able to come.		
(76) Recognise subject-verb agreement	Choose: The children was / were ready.		

Unit 5: Punctuation

(77) Use capital letters at sentence starts	Correct: we went home.		
(78) Use capital letters in proper nouns	Correct: emily visited york.		
(79) Separate sentences with full stops	Punctuate: We arrived It was late		
(80) Use question marks	Punctuate: Where are you going		
(81) Use exclamation marks appropriately	Punctuate: What an amazing catch		
(82) Use commas in lists	Punctuate: apples pears bananas and grapes		
(83) Use a comma after fronted adverbials	Punctuate: Later that evening we left.		
(84) Use commas after introductory clauses	Punctuate: When we arrived the gates were shut.		
(85) Use commas to clarify meaning	Compare: Let's eat, Grandma! / Let's eat Grandma!		
(86) Identify comma errors	Correct: The, small dog barked.		
(87) Punctuate direct speech with inverted commas	Punctuate: Stop! shouted Dad.		
(88) Position punctuation in direct speech	Punctuate: Are you ready? asked Ben.		
(89) Use a reporting clause in direct speech	Punctuate: "Wait," said Mia.		
(90) Identify apostrophes for contraction	What is omitted in "isn't"?		
(91) Form and expand contractions	Contract: will not.		

Topic	Example	Practised	Mastered
(92) Use apostrophes for singular possession	Punctuate: the girls coat (one girl).		
(93) Use apostrophes for plural possession	Punctuate: the girls coats (three girls).		
(94) Distinguish plural and possessive forms	Classify: dogs / dog's / dogs'.		
(95) Distinguish its and it's	Choose: The dog wagged its / it's tail.		
(96) Identify parenthetical information	Which words add extra detail: Dan, my uncle, arrived.		
(97) Use commas for parenthesis	Punctuate: My dog a spaniel loves swimming.		
(98) Use brackets for parenthesis	Insert brackets: Jess my cousin lives nearby.		
(99) Use pairs of dashes for parenthesis	Punctuate: The car an old Ford broke down.		
(100) Use colons before lists	Punctuate: Bring three things pens, paper and glue.		
(101) Use colons between independent clauses	Punctuate: I knew the answer it was obvious.		
(102) Use semicolons between independent clauses and complex lists.	Join: It was late. We went home.		
(103) Distinguish colon and semicolon uses	Choose : or ; to link two complete clauses.		
(104) Use a dash for an emphatic break and between independent clauses.	Punctuate: There was one choice left run.		
(105) Use hyphens to avoid ambiguity	Punctuate: a man eating shark (intended meaning).		
(106) Use hyphens in compound modifiers	Punctuate: an up to date timetable.		
(107) Punctuate bullet point lists consistently	Correct a bulleted list with inconsistent punctuation.		
(108) Edit mixed punctuation in context	Correct capitals, commas and apostrophes in a paragraph.		
Unit 6: Vocabulary and word formation			
(109) Identify root words	Find the root of unhelpful.		

Topic	Example	Practised	Mastered
(110) Recognise word families	Which is related to music: musician / museum?		
(111) Explain how words in a family relate	How are decide and decision related?		
(112) Recognise prefix meanings	What does mis- mean in misinterpret?		
(113) Change meanings using prefixes	Add a prefix: appear → opposite meaning.		
(114) Recognise & use prefixes with verbs	Add a prefix: write → 'write again'.		
(115) Understand suffix meanings	What does -less mean in hopeless?		
(116) Use suffixes to form nouns & adjectives	Form a noun: invent → _____		
(117) Use suffixes to form verbs & adverbs	Form a verb: simple → _____		
(118) Identify synonyms	Synonym of tiny: small / vast?		
(119) Identify antonyms	Antonym of scarce: plentiful / rare?		
(120) Choose meanings from context	Meaning of gloomy in "a gloomy sky"?		
(121) Select a precise word	Replace went: She went slowly.		

Unit 7: Standard English and formality

(122) Recognise Standard English verbs	Choose: We were / was waiting.		
(123) Standard English pronoun forms	Choose: He / Him and I went to the park.		
(124) Standard English adverb forms	Choose: She spoke quiet / quietly.		
(125) Correct non-standard past forms	Correct: They seen him yesterday.		
(126) Distinguish did and done	Choose: I did / done the homework.		
(127) Correct subject-verb agreement	Correct: The books was missing.		
(128) Correct double negatives in Standard English	Rewrite: I don't know nothing.		
(129) Identify formal and informal register	Which is formal: kids / children?		
(130) Choose formal vocabulary	Replace "ask" with a formal alternative.		
(131) Rewrite informal wording formally	Rewrite: "I'm fed up with this."		
(132) Match language to audience and purpose	Would "Cheers!" suit a formal complaint letter?		
(133) Recognise formal grammatical structures	Which is more formal: If I was / If I were?		



- **Time yourself** - You may know how to answer every question, but you will only have 45 minutes in the SATs SPAG Paper 1 (plus any extra time you are entitled to). As you practise, you should notice that you can complete the paper more quickly.
- **Reflect** - Mark your work! Take note of what you are doing well with but also notice anything you are getting wrong and go back and practise that skill again before the next practice test.
- **Ask for help** - If something is still tricky, ask someone to help you.
- **Track your improvement** - Use the tracker below to see how you improve over time. Revisit skills you find difficult before attempting your next practice test.

Unit 8: 10 Full 50-question SPAG Paper 1 Practice Tests

Test	Score	What Went Well	Skills to Revisit
Test 1	___/50		
Test 2	___/50		
Test 3	___/50		
Test 4	___/50		
Test 5	___/50		
Test 6	___/50		
Test 7	___/50		
Test 8	___/50		
Test 9	___/50		
Test 10	___/50		

Great work, keep revising and do your best on the exam.