

# End of Year GPS Assessment

## Year 6

This resource corresponds with the New National Curriculum objectives for Year 6, and has been designed to be used as an aide in assessing pupils' end of year grammar, spelling and punctuation knowledge at the end of Year 6.

This end of year assessment can be used to assist teachers with end of year ability levelling, planning/assessment and as an ideal support tool for parents' evenings/progress meetings etc.

The content addresses each curricular objective outlined in the New National Curriculum in chronological order to give insight into strengths or gaps in each child's knowledge.

More [Assessment](#) resources.

Did you like this resource? Don't forget to [review](#) it on our website.

## Year 6 National Curriculum Objectives:

### Writing – Vocabulary, Grammar and Punctuation

Develop their understanding of the concepts set out in English appendix 2 by:

1. (6G7.4) [Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms](#)
2. (6G4.4) [Using passive verbs to affect the presentation of information in a sentence](#)

(all questions) Learning the grammar for years 5 and 6 in English Appendix 2

Indicate grammatical and other features by:

13. (6G5.13) [Using hyphens to avoid ambiguity](#)
8. (6G5.11) [Using semi-colons to mark boundaries between independent clauses](#)
9. (6G5.10) [Using colons to mark boundaries between independent clauses](#)
10. (6G5.12) [Using dashes to mark boundaries between independent clauses](#)
11. (6G5.10) [Using a colon to introduce a list](#)
12. (6G5.14) [Punctuating bullet points consistently](#)

\* Use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading

\*This objective is not covered in the end of year assessment

## Year 6 National Curriculum Objectives:

English Appendix 2 guidance:

1. (6G7.2) The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]

15 & 16. (6G6.1) How words are related by meaning as synonyms and antonyms [for example, big, large, little]

2. (6G4.4) Use of the passive to affect the presentation of information in a sentence [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*]

4 & 5. (6G7.3) The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He's your friend, isn't he?*, or the use of subjunctive forms such as *If I were* or *Were they to come* in some very formal writing and speech]

4. (6G4.3) Recognising subjunctive forms

6. Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as *on the other hand*, *in contrast*, or *as a consequence*], and ellipsis

7. Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

8. (6G5.11) Use of the semi-colon to mark the boundary between independent clauses [for example, *It's raining; I'm fed up*]

9. (6G5.10) Use of the colon to mark the boundary between independent clauses

10. (6G5.12) Use of the dash to mark the boundary between independent clauses

11. (6G5.10) Use of the colon to introduce a list

11. (6G5.11) Use of semi-colons within lists

12. (6G5.14) Punctuation of bullet points to list information

13. (6G5.13) How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]

## Year 6 National Curriculum Objectives:

English Appendix 2 guidance:

Terminology for pupils:

17. (6G1.9) [subject](#)

17. (6G1.9) [object](#)

2. (6G4.4) [active](#)

2. (6G4.4) [passive](#)

15. (6G6.1) [synonym](#)

16. (6G6.1) [antonym](#)

\* ellipsis

13. (6G5.13) [hyphen](#)

11. (6G5.10) [colon](#)

11. (6G5.11) [semi-colon](#)

12. (6G5.14) [bullet points](#)

\*This objective is not covered in the end of year assessment

1. Tick one box in each row to show if the sentence is formal or informal.

Sentence	Formal	Informal
"I don't know"		
"I am not sure. Can you explain this please?"		
"I'm certain it was her," said the witness.		
"It was her," alleged the witness.		

2. Rewrite the sentence below using the passive voice.

Sam broke the new TV in the living room.

---

3. Which sentence contains an expanded noun phrase?

Tick ONE

The camping trip was ruined by the rain.

☐

The fact that it was raining, meant the camping trip was ruined.

☐

The rain ruined the camping trip.

☐

It rained a lot on the camping trip.

☐

4. Change the sentence below to be in the formal subjunctive form.

If I was king, I would rule my kingdom fairly.

---

5. Add a question tag to the statements below.

It's very hot, \_\_\_\_\_

And he's your brother, \_\_\_\_\_

6. Use an appropriate adverbial to begin the second side to this argument.

It was a real bargain.

\_\_\_\_\_ do we really need it?

7. Label the heading, subheadings and bullet points in this introduction to a report.

Ramadan

What is Ramadan?

This week the Islamic holy month of Ramadan begins. During this month, Muslims will not eat between dawn and sunset.

When is Ramadan?

Ramadan is the ninth month of the Islamic calendar because this is the month that the Quran was revealed to the Islamic prophet, Muhammed.

Does everybody fast?

Not everyone fasts during Ramadan. Certain people or groups of people are exempt from fasting during Ramadan. Those exempt from fasting include:

- children
- pregnant women
- the elderly
- those who are ill.

8. Insert a semi colon in the correct place in the sentence below.

The girls went to the shops they bought lots of new clothes.

9. Insert a colon to link the two clauses in the sentence below.

That's when we knew we were in trouble they had seen us break the window.

10. Insert dashes in the correct places in the sentences below.

The only thing Ian could eat if he could eat anything at all was soup through a straw.

11. Insert a colon and semi-colon in the correct places in the sentence below.

The bookstore specialises in three subjects art history and politics.

12. Add the two missing punctuation marks to the extract below.

James did really well at his sports day. He won

- The sack race.
- The three-legged race.
- The long jump
- The cross country.

13. Insert a hyphen in the sentence below to change its meaning.

**Beware of the man eating crocodile.**

14. Insert full stops, capital letters, commas and ellipsis into the sentence below.

An eerie silence crept into the house causing the boy to pause ice cold air stung the back of his throat bringing tears to his eyes

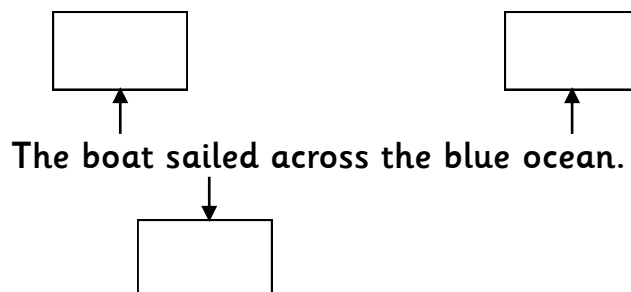
15. Draw a line to match each word to a reasonable synonym.

Word	Synonym
lucky	start
beginning	fortunate
generous	giving

16. Circle the most reasonable antonym of the word 'small'.

tiny      little      big      micro

17. Label the subject, object and verb in the sentence below.



## End of Year GPS Assessment – Year 6

1.

Sentence	Formal	Informal
"I don't know"		✓
"I am not sure. Can you explain this please?"	✓	
"I'm certain it was her." said the witness.		✓
"It was her." alleged the witness.	✓	

2.

**The new TV in the living was broken by Sam.**

Tick ONE

3.

The camping trip was ruined by the rain.

☐

The fact that it was raining, meant the camping trip was ruined.

☒

The rain ruined the camping trip.

☐

It rained a lot on the camping trip.

☐

4.

If I **were** king, I would rule my kingdom fairly.

5.

It's very hot, **isn't it?**

And he's your brother, **is he?** Or **isn't he?**

6.

**On the other hand**, do we really need it?

7.

Ramadan - heading

What is Ramadan? - subheading

This week the Islamic holy month of Ramadan begins. During this month, Muslims will not eat between dawn and sunset.

When is Ramadan? - subheading

Ramadan is the ninth month of the Islamic calendar because this is the month that the Quran was revealed to the Islamic prophet, Muhammed.

Does everybody fast? - subheading

Not everyone fasts during Ramadan. Certain people or groups of people are exempt from fasting during Ramadan. Those exempt from fasting include:

- children
- pregnant women
- the elderly
- those who are ill.

bullet points



8. The girls went to the shops; they bought lots of new clothes.
9. That's when we knew we were in trouble: they had seen us break the window.
10. The only thing Ian could eat – if he could eat anything at all – was soup through a straw.
11. The bookstore specialises in three subjects: art; history; and politics.
12. James did really well at his sports day. He won:
- The sack race.
  - The three-legged race.
  - The long jump.
  - The cross country.
13. Beware of the man – eating crocodile.
14. An eerie silence crept into the house , causing the boy to pause ... Ice cold air stung the back of his throat , bringing tears to his eyes .

15.

Word	Synonym
lucky	start
beginning	fortunate
generous	giving

16. tiny      little      **big**      micro

17.

subject	object
↑	↑
The boat sailed across the blue ocean.	
↓	
verb	