

Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

Y2 Expected Grammar Mat

Expanded noun phrases

Expanded noun phrases are phrases that tell you more about the noun. These can be achieved by adding an adjective to a noun phrase.

'The scary monster'

The dinosaur had *sharp teeth*.

Tense

Verbs are words which express actions and we must look at these to determine the tense of the sentence.

Past simple – the action took place in the past and is now finished.

I *walked* to my friend's house.

Past progressive – the action took place in the past over a period of time.

I *was walking* to my friend's house.

Present simple – the action takes place regularly.

I *walk* to my friend's house.

Present progressive – the action is taking place now.

I *am walking* to my friend's house.

Co-ordinating conjunctions

A co-ordinating conjunction joins two clauses of equal value or importance in a sentence.

I like swimming *and* my brother likes football.

We might go to the cinema *or* we could go to the funfair.

I want to wear my sunhat *but* it is raining.

Sentence types

Statement – tells the reader something.

Tigers have sharp teeth.

Command – tells you to do something.

Go and look at the tiger.

Question – gains further information by asking something.

Did you see the tiger at the zoo?

Exclamation – makes a statement but is usually said with a strong emotion such as anger or surprise

What sharp teeth the tiger had!

Adverbs

Adverbs give you more information about a verb. They tell you where, why, how or when something happens or is done.

The dog *greedily* ate its dinner.

Subordinating conjunctions

A subordinating conjunction introduces a subordinate clause (a clause that does not make sense on its own).

We couldn't do PE today *because* it was raining.

When playtime was over, the teacher rang the bell.

Make sure you wear your coat *if* it gets too cold.

We wanted to eat the cake *that* my mum made yesterday.

Y3 Expected Grammar Mat

Expanded noun phrases

Expanded noun phrases are phrases that tell you more about the noun. These can be achieved by adding an adjective to a noun phrase.

'The scary monster'

The dinosaur had **sharp teeth**.

You can add a prepositional phrase in order to give additional detail to your expanded noun phrase.

'An enormous, menacing monster in the mouth of a dark cave'

Tense

Verbs are words which express actions and we must look at these to determine the tense of the sentence.

Past simple – the action took place in the past and is now finished.

I **walked** to my friend's house.

Past progressive – the action took place in the past over a period of time.

I **was walking** to my friend's house.

Past perfect – the action was completed by a particular point in the past

I **was walking** to my friend's house.

Present simple – the action takes place regularly.

I **walk** to my friend's house.

Present progressive – the action is taking place now.

I **am walking** to my friend's house.

Present perfect – the action is now completed.

I **have walked** to my friend's house.

The future tense also exists and explains that events have not happened yet but will happen soon or in the future.

Co-ordinating conjunctions

A co-ordinating conjunction joins two clauses of equal value or importance in a sentence. There are many co-ordinating conjunctions but some of the main ones can be remembered using the acronym FANBOYS.

F – for

A – and

N – nor

B – but

O – or

Y – yet

S – so

I like swimming **and** my brother likes football.

We might go to the cinema **or** we could go to the funfair.

I want to wear my sunhat **but** it is raining.

Subordinating conjunctions

A subordinating conjunction introduces a subordinate clause (a clause that does not make sense on its own). There are many subordinating conjunctions but some of the main ones can be remembered using the acronym A WHITE BUS.

A – although, after, as

WH – when

I – if

T – that

E – ever though

B – because

U – until, unless

S – since

We couldn't do PE today **because** it was raining.

When playtime was over, the teacher rang the bell.

Make sure you wear your coat **if** it gets too cold.

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Sentence types

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Exclamation – makes a statement but is usually said with a strong emotion such as anger or surprise

What sharp teeth the tiger had!

Adverbs

Adverbs give you more information about a verb. They tell you where, why, how or when something happens or is done and can be remembered using the acronym TRaMP.

T – time (when) R – reason (why) M – manner (how) P – place (where)

Please make sure that you come home soon. (time)

The dog greedily ate its dinner. (manner)

Y4 Expected Grammar Mat

Expanded noun phrases

Expanded noun phrases are phrases that tell you more about the noun. These can be achieved by adding an adjective to a noun phrase.

'The scary monster'

The dinosaur had **sharp teeth**.

You can add a prepositional phrase in order to give additional detail to your expanded noun phrase.

'An enormous, menacing monster in the mouth of a dark cave'

Tense

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I **was walking** to my friend's house.

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Present simple – the action takes place regularly.

I **walk** to my friend's house.

Present progressive – the action is taking place now.

I **am walking** to my friend's house.

Present perfect – the action is now completed.

I **have walked** to my friend's house.

The future tense also exists and explains that events have not happened yet but will happen soon or in the future.

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Adverbs and fronted adverbials

Adverbs give you more information about a verb. They tell you where, why, how or when something happens or is done and can be remembered using the acronym TRaMP.

T – time (when) R – reason (why) M – manner (how) P – place (where)

Please make sure that you come home **soon**. (time)

The dog **greedily** ate its dinner. (manner)

Fronted adverbials are words or phrases at the beginning of a sentence, used to describe the action that follows.

As fast as he could, the little boy sprinted for the finishing line.

Statutory Spelling Word Activity Mat: forward

5

Use a dictionary to define the word **forward**.

Add the word **forward** to these sentences.

The traffic moved slowly _____.

"You're being very _____," stated Kai.

The police asked witnesses to come _____.



Let's do some _____ planning.



Write the syllables of the word **forward** inside the hands.



Which word classes does the word **forward** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Finish off the word **forward**.

for _____

_____ard

_____rd

Fo _____

Now write the full word.

Trace the word **forward**.

forward

forward

forward

Which of these words means the same as forward?

onward outward warden upward

Write your own sentence containing the word **forward**.

Edit and improve these words so that they correctly spell the word **forward**.

fourward

fornword

forwerd

Year 3 Summer Term 2 SPaG Mat

①

Section 1

Mr Whoops has made TWO clumsy spelling mistakes in his sentence. Can you underline them and correct them?

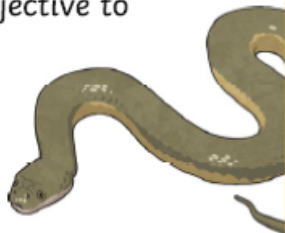
Yesterday,
I had a terrible
accidant when I fell
off my bisycle.



Section 2

Can you add an adjective to this sentence?

The _____
snake slithered
through the grass.



Section 3

Underline all the verbs in this sentence:

James stirred the cake mixture, poured it into the tin and put it into the oven.



Section 4

Add a full stop, exclamation mark or question mark to the end of this sentence.

What big
teeth
you have,
Grandma



Section 5

Insert inverted commas into this direct speech sentence:



Would
you like to
come to a tea
party? asked
The Queen.

Section 6

Are the following letters consonants or vowels?

E

T

Year 3 Summer Term 2 SPaG Mat

1

Section 1

Mr Whoops has made THREE clumsy spelling mistakes in his sentence. Can you underline them and correct them?

Yesterday,
I had a terrible
accidant when I fell
off my bisycle and
hurtled forwerds
into a field.



Section 2

Can you add two adjectives to this sentence?

The _____ snake slithered through the _____ grass.



Section 3

Underline all the verbs in these sentences:

James stirred the cake mixture, poured it into the tin and put it into the oven. He wanted to create a birthday surprise for his mum.



Section 4

Add a full stop, exclamation mark or question mark to the end of these sentences.

What big teeth you have, Grandma



Had Little Red Riding Hood recognised him

Section 5

Insert the correct punctuation into this sentence:



Would you like to come to a tea party asked The Queen.

Section 6

Are the following letters consonants or vowels?

E

T

Y

Year 4 Summer Term 2 Mat 1 SPaG Mat

Add the correct pronouns to the sentence:

Rita heard a grunting noise from inside the cave, which made _____ shudder. There was definitely something inside _____.



a

Look at the choices of words within the brackets. Circle the correct word to fit the sentence:

(They/There) was a sudden rainstorm so the children ran inside for (their/there) coats. They decided that they might need umbrellas (two/to/too).

b

Circle the THREE determiners in this sentence.

The two dogs barked at a cat.



c

Mr Whoops has accidentally jumbled two adjectives that he uses to describe his favourite teacher. Can you help him to unjumble them?

rgican

yldreifn



d

Change these adjectives into adverbs.

sleepy – _____

messy – _____

simple – _____

e

Re-arrange this sentence so that it has a fronted adverbial. Don't forget the correct punctuation.

The children made a gigantic sandcastle with much enthusiasm.

f



Year 3 Summer Term 2 SPaG Mat Answers

①

Section 1

Mr Whoops has made TWO clumsy spelling mistakes in his sentence. Can you underline them and correct them?

Yesterday,
I had a terrible
accidant when I fell
off my bisycle.



accident and bicycle

Section 2

Can you add an adjective to this sentence?

The _____ snake slithered through the grass.

Any appropriate adjective.

For example, deadly

Section 3

Underline all the verbs in this sentence:

James stirred the cake mixture, poured it into the tin and put it into the oven.



Section 4

Add a full stop, exclamation mark or question mark to the end of this sentence.

What big teeth you have, Grandma!



Section 5

Insert inverted commas into this direct speech sentence:



"Would you like to come to a tea party?" asked The Queen.

Section 6

Are the following letters consonants or vowels?

E

T

Year 3 Summer Term 2 SPaG Mat Answers

1

Section 1

Mr Whoops has made THREE clumsy spelling mistakes in his sentence. Can you underline them and correct them?

Yesterday,
I had a terrible
accidant when I fell
off my bisycle and
hurtled forwerds
into a field.



Section 2

Can you add two adjectives to this sentence?

The _____ snake slithered through the
_____ grass.

Any two appropriate adjectives.

Section 3

Underline all the verbs in these sentences:

James stirred the cake mixture, poured it into the tin and put it into the oven. He wanted to create a birthday surprise for his mum.



Section 4

Add a full stop, exclamation mark or question mark to the end of these sentences.

What big teeth you have, Grandma!



Had Little Red Riding Hood recognised him?

Section 5

Insert the correct punctuation into this sentence:



"Would you like to come to a tea party?" asked The Queen.

Section 6

Are the following letters consonants or vowels?

E

T

Y

Year 4 Summer Term 2 SPaG Mat **Answers**

1

Add the correct pronouns to the sentence:

Rita heard a grunting noise from inside the cave, which made **her** shudder. There was definitely something inside **it**.

Now write another sentence to carry on the story with an example of a different pronoun. Circle the pronoun you have used.

Accept any sentence with another example of a pronoun, e.g. Bravely, she tip-toed towards the noise.

Look at the choices of words within the brackets. Circle the correct word to fit the sentence:

(They/**There**) was a sudden rainstorm so the children ran inside for (**their**/there) coats. They decided that they might need umbrellas (two/to/**too**), which (where/**were**) hung up in the hallway.

Circle ALL the determiners in this sentence.

The two dogs barked at a cat, which ran down an alley.

Mr Whoops has accidentally jumbled two adjectives that he uses to describe his favourite teacher. All the letters from the two words are muddled together. Can you help him to unjumble them?



rficadylnreign

caring

friendly

Change these adjectives into adverbs.

frantic – **frantically**

messy – **messily**

simple – **simply**

Write a sentence about this scene that has a fronted adverbial. Don't forget the correct punctuation.

Accept any sensible sentence with a fronted adverbial marked with a comma, e.g.

With much enthusiasm, the children made a gigantic sandcastle.