

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	I like swimming and my brother likes football.
N – nor	
B – but	We might go to the cinema or we could go to the funfair.
O – or	
Y – yet	I want to wear my sunhat but it is raining.
S – so	

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	We couldn't do PE today because it was raining.
I – if	When playtime was over, the teacher rang the bell.
T – that	
E – ever though	Make sure you wear your coat if it gets too cold.
B – because	
U – until, unless	We wanted to eat the cake that my mum made yesterday.
S – since	

Sentence types

Statement – tells the reader something.

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Command – tells you to do something.

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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

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

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

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

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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.

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A – and

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B – but

O – or

Y – yet

S – so

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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: February

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

Which word class does the word **February** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Trace the word **February**.

February

February

February

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



My birthday is in _____.

"It's the sixth of _____ today."

Valentine's Day is in _____.

_____ is the second month of the year.

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



Finish off the word **February**.

Febr_____	_____uary
_____ry	Fe_____

Now write the full word.

Write another word that you can make out of the letters in the word **February**?

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

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

February february Febury

My Mixed Grammar Workout



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Tick one **suffix** which can be used with both of these words.

help

wonder

ful
ment
less

Tick one

Circle the **adjective** in the sentence below.

The car drove down the long road.

Which sentences belong to the punctuation mark?
Draw lines to show this.

How much is this

How noisy you are

What big eyes you have

What's the time

?

Tick the sentence that is a **statement**.

Tick one

I read a lovely book.

Tuck your chairs in.

Would you like some pasta?

Go to your bedroom.

Write **s** or **es** to make these words plural.

book _____

witch _____

box _____

Circle the **verbs** in the sentence below.

I love to dance so I wore my shiny dancing shoes to the party.

My Mixed Grammar Workout



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Read the sentences below. Tick the sentence which is a **command**.

Put some more sugar in, please.

I like sugar in my tea.

Did you put your clothes away?

What is the meaning of this?

Which **conjunction** can complete the sentences below?

Fill in the missing word.

It gets a bit chilly _____ the sun goes down.

I like to eat popcorn _____ I watch a movie.

Draw a line to match the word to the **suffix** that turns it into a noun.

Circle the **preposition** in the sentence below.

Circle **one** word.

The apples were in the thatched basket.

Which word is an **adverb**?

Underline **one** word.

Don't worry I'll be coming home soon!

Add a **prefix** to complete the sentence.

What you are doing is ____ legal!

The information is ____ correct.

My Mixed Grammar Workout



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Add **inverted commas** and a **comma** to the sentences below.

The man shouted Buy one get one free!

Dudley asked Can I have a piece of melon?

Tick the **prepositions**.

Tick **one** box.

across

suddenly

because of

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Underline the **possessive pronoun** in each sentence.

My daughter's name is Holly.

Why is her lace untied?

Our hamster escaped!

Read the sentence below. Circle the correct word to complete each sentence using **Standard English**.

I **was** / **were** reading a magazine.

Look at **those** / **them** trainers!

Add an **apostrophe** in the correct place in the sentence below.

The clowns wig fell off and the childrens laughter could be heard from miles away!

Underline the **two verbs** in the sentence below.

Before I could lick my lolly, it fell on the floor.

My Mixed Grammar Workout



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Tick one **suffix** which can be used with both of these words.

help

wonder

Tick one

ful	<input checked="" type="checkbox"/>
ment	<input type="checkbox"/>
less	<input type="checkbox"/>

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Tuck your chairs in.	<input type="checkbox"/>
Would you like some pasta?	<input type="checkbox"/>
Go to your bedroom.	<input type="checkbox"/>

Write **s** or **es** to make these words **plural**.

book switch esbox es

Circle the **verbs** in the sentence below.

I love to dance so I wore
my shiny dancing shoes
to the party.

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My Mixed Grammar Workout

4

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Add **inverted commas** and a **comma** to the sentences below.

The man shouted, "Buy one get one free!"

Dudley asked, "Can I have a piece of melon?"

Tick the **prepositions**.

Tick **one** box.

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