

WE ARE INCLUDING SPAG MATS TO HELP YOU IF YOU DON'T KNOW WHAT THINGS ARE

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*.

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.

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.

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!

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.

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.

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.

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 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.

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.

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Sentence types

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What sharp teeth the tiger had!

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.*

BRONZE

Stage 2

'Grammar Hammer'

Skill Check 11

Name: _____

Class: _____

Date: _____

1. Put in the <u>apostrophe</u> to show possession.			2. Write the contracted form. Remember the <u>apostrophe</u> .		
The <i>l a d y</i> s purse was stolen.			where is		
3. Underline the correct word to use in this sentence.			4. Underline the correct word to use in this sentence.		
Do you like my (<i>knew / new</i>) shoes?			I am too (<i>week / weak</i>) to lift the box.		
5. Underline the <u>suffix</u> that turns this noun into an adjective.			6. Underline the <u>prefix</u> to give this word the opposite meaning.		
<i>shame</i>	<i>ness</i>	<i>ful</i>	<i>dis</i>	<i>un</i>	<i>dress</i>
7. Underline the word with the correct spelling.			8. Underline the word with the correct spelling.		
<i>bayby</i>	<i>baby</i>	<i>babee</i>	<i>chork</i>	<i>chorc</i>	<i>chalk</i>

9. Write the comparative for the adjective below.		10. Write the superlative for the adjective below.	
<i>cute</i>		<i>pure</i>	
11. Underline any letters which should be in capitals.		12. Underline any letters which should be in capitals.	
<i>we go to spain on saturday.</i>		<i>i am in mrs moore's class next year.</i>	
13. Put the missing <u>commas</u> (,) in this sentence.			
<i>In my bag I found a pencil a ruler my book and an apple.</i>			
14. Punctuate the end of this sentence.		15. Underline the <u>type of sentence</u> it is.	
<i>I put my bike in the garage</i>		statement	question
		exclamation	command

16. Underline any <u>nouns</u> in this sentence.		17. Underline any <u>verbs</u> in this sentence.	
<i>He hung his shirt in the wardrobe.</i>		<i>She reached up and picked the fruit.</i>	
18. Underline any <u>adjectives</u> in this sentence.		19. Underline the <u>adjectives</u> in this <u>expanded noun phrase</u> .	
<i>He enjoyed the cold, sweet ice-cream.</i>		<i>his new, blue bike</i>	
20 and 21. Add a <u>suffix</u> to the verb to change it from past to present tense.			
<i>I waited.</i>	<i>I am wait</i> _____	<i>She helped.</i>	<i>she is help</i> _____

22. Underline the word which will make this sentence correct.			
<i>Last week, my sister</i>	(<i>is / was / will be</i>)	<i>staying at her friend's.</i>	
23. Co-ordination: Underline the best connective to join these sentences.			
<i>I like to drink milk.</i>	(<i>and / or / but</i>)	<i>I like to drink juice.</i>	
24. Subordination: Underline the best connective to join these sentences.			
<i>I went to bed.</i>	(<i>so that / if / because</i>)	<i>I was tired.</i>	
25. Underline any words which can join with the word given to make a <u>compound word</u> .			
<i>black</i>	<i>road</i>	<i>bird</i>	<i>berry</i>
		<i>mail</i>	

Total:	Red (0 – 9)	Yellow (10 – 19)	Green (20 – 25)
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SILVER

Stage 3

'Grammar Hammer'

Skill Check 11

Name: _____

Class: _____

Date: _____

1 and 2. Underline the **prefix** which forms a **noun** when added to the given word (in bold).

fore	over	sub	draft	fore	over	sub	traction
3. Underline the correct homophone to use in this sentence. The rabbit ran into the (<u>hole</u> / whole).				4. Underline the correct homophone to use in this sentence. I (<u>one</u> / won) a trophy in the competition.			
5. Underline the word with the correct spelling. bicos because becos				6. Underline the word with the correct spelling. wud woud would			
7 and 8. Number the words to put in alphabetical order. You may need to use the first, second or even third letter of the word.							
night		nine		near		new	

9. Underline the words which belong in the same word family.

write	wrong	work	wreck	wring
10. Write a conjunction to connect the two main clauses (or sentences) into a compound sentence. She gave him a present _____ it was his birthday.				
11. Write a sentence opener which will create a complex sentence. _____ it was his <u>hirthday</u> , she gave him a present.				

12. Underline the best verb to complete the sentence.

I (<u>wrote</u> / written) you a letter.	I have (<u>wrote</u> / written) you a letter.
14. Write the past tense of this verb. hop	15. Write the past tense of this verb. swim

16. Underline the best **preposition** to complete this sentence.

I can stay at your house _____ my mum calls me.	(at/for/until)
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17 and 18. Underline the **fronted adverbials** that help tell us more about why an action happened.

<u>Because of this,</u>	<u>Therefore,</u>	<u>In addition,</u>	<u>Nevertheless,</u>
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19 and 20. Underline the word which goes before a noun starting with a **consonant** or a **vowel** sound.

<u>a / an</u>	<u>uniform</u>	<u>a / an</u>	<u>uncle</u>
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21. Underline the **subordinate clause** in this sentence.

<u>Gathering speed,</u> the car rolled down the steep hill.

22 and 23. Punctuate the sentences using the **apostrophe (')** to show contraction or possession.

<u>Bill</u> 's <u>new</u> cars really fast.	<u>You</u> mustn't know <u>Sarah</u> 's secret.
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24 and 25. Punctuate the **direct speech** in these sentences using **inverted commas (speech marks " ")**.

<u>A parcel</u> has just come for you, said Jo.	<u>For me?</u> I asked excitedly.
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Total:	Red (0 – 9)	Yellow (10 – 19)	Green (20 – 25)
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Name: _____ Class: _____ Date: _____

1. Underline the prefix which means 'before'.			2. Underline the suffix which, when added, forms the present tense of the verb.		
sub	anti	pre	train	ing	er
3. Underline the correct homophone to use in this sentence.			4. Underline the correct homophone to use in this sentence.		
They played on the sea (sure / shore).			He slipped off the bottom (stare / stair).		
5. Underline the word with the correct spelling.			6. Underline the word with the correct spelling.		
scool	skool	school	ecko	echo	eko
7-8. Number these words to show their alphabetical order.					
frame		fright		flinch	
				face	

9. Underline the words which have a similar meaning to the word in bold (synonyms).				
angry	displeased	annoyed	tired	cross
10. Underline the determiners in the sentence below.		11. Circle the prepositions in the sentence below.		
A beautiful butterfly landed on the green leaf.				

12-13. Underline two connectives that can be used to show cause and effect.				
including	furthermore	therefore	so that	out of nowhere
14-15. Underline the proper nouns or pronouns in this sentence to avoid repetition.				
(Molly / She) climbed into bed, (she / Molly) picked up (Molly's / her) book and started reading.				
16-17. Underline two fronted adverbials that might help signal conclusion and summary.				
Finally,	All of a sudden,	After all,	Fortunately,	
18. Underline the correct word to complete the sentence.		19. Underline the correct word to complete the sentence.		
It had (began / begun) to rain.		His trousers (tore / torn) at the seam.		

20-21. Underline the fronted adverbial. Punctuate this sentence using commas.	
Panting for breath the tired dog lay down in the shade.	
22-23. Punctuate the sentences using the apostrophe (') to show singular or plural possession.	
The d o g s tails were wagging.	The d o g s tail was wagging.
24-25. Punctuate these sentences using inverted commas (" "), commas (,) and any other punctuation needed.	
Look at that exclaimed Tim	What is it asked Rory

Total:		Red (0 – 9)	Yellow (10 – 19)	Green (20 – 25)
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BRONZE ANSWERS

Stage 2

'Grammar Hammer'

Skill Check 11

1-2. (W2:4,17,24. Sp 2:7-9) The apostrophe represents missing letters and not the joining of two words (I have / I've). It can also be used to show possession (the voice belonging to the man – the man's voice). In either case, it must be placed precisely.					
The lady's purse was stolen.		where is		where's	
3-4. (W2:2,5. Sp 2:17-20) Homophones are words that sound the same but have different meanings and different spellings.					
Do you like my (<u>knew</u> / <u>new</u>) shoes?			I am too (<u>week</u> / <u>weak</u>) to lift the box.		
5-6. (W2:6,22,24. Sp 2:27,28) The suffix 'ful' means 'full' or 'full of' (but with only one 'l'). It changes a noun into an adjective (hope-hopeful). The prefixes 'un' and 'dis' mean 'not' or 'opposite'. When added to a word, they give it the opposite meaning (Sp 1:30)					
shame	ness	ful	dis	un	dress
7. (W2:7. Sp 2:11) With long vowel sounds (ay) the consonant before the final 'y' does not need to be doubled.			8. (W2:7 Sp 2:13) The 'or' sound before 'l' is usually spelt with an 'a' (chalk, talk, stalk).		
bayby	<u>baby</u>	babe	chork	chorc	<u>chalk</u>
9-10. (W2:7. Sp 1:29, 2:21,25) A comparative compares two things. For most one syllable adjectives just add 'er' to make the comparative. A superlative compares three or more things. For most one syllable adjectives just add 'est' to make the superlative.					
cute	cuter		pure	purest	
11-12. (W2:17) A capital letter is used to show the start of a sentence. It must also be used for the first letter of a person's name (proper noun), the personal pronoun 'I' meaning 'me' and for the names of places and the days of the week.					
We go to Spain on Saturday.			I am in Mrs Moore's class next year.		
13. (W2:17,24) A comma is used to separate items in a list. It is not used before the last item which has 'and' in front of it. It tells the reader to pause, but not for as long as a full stop.					
In my bag I found a pencil, a ruler, my book and an apple.					
14. (W2:17) A full stop is used at the end of a word, phrase or sentence.			15. (W2:18) There are four types of sentence. A question is an asking sentence and must end with a question mark.		
I put my bike in the garage.		statement	question	exclamation	command
16-17. (W2:24) A noun is a naming word. It names of a person, place or thing. A verb is a doing word. It is an action or a thing you do.					
He hung his <u>shirt</u> in the <u>wardrobe</u> .			She <u>reached up</u> and <u>picked</u> the fruit.		
18. (W2:24) An adjective is a describing word. It describes a noun (small, pretty, fast, broken)			19. (W2:19,24) A phrase has no verb and does not make sense alone. A noun phrase is a noun with any modifier (the dog; some tiny blue beads)		
He enjoyed the <u>cold, sweet</u> ice-cream.			his <u>new, blue</u> bike		
20-21. (W2:7,20,24. Sp 1:28, 2:22) Verbs can be written in past, present or future tense.					
I waited.	I am waiting.		She helped.	She is helping.	
22. (W2:20) A fronted adverbial which sets an action in the past (yesterday, last week) means the verb must be in the past tense.					
Last week, my sister		(is / <u>was</u> / will be)		staying at her friend's.	
23. (W2:21) Coordinating conjunctions join two independent (or equal) clauses or sentences to make a compound sentence . The conjunction usually occurs mid-sentence.					
I like to drink milk		(<u>and</u> / or / but)		I like to drink juice.	
24. (W2:21) Subordinating conjunctions join a main clause (independent) to a subordinate (dependent) clause to make a complex sentence . The conjunction comes at the beginning of the subordinate clause.					
I went to bed		(so that / if / <u>because</u>)		I was tired.	
25. (W2:24) A compound word is a word made up of two smaller words (horse + shoe = horseshoe).					
black	road	<u>bird</u>	<u>berry</u>	<u>mail</u>	

SILVER ANSWERS

Stage 3

'Grammar Hammer'

Skill Check 11

1 and 2. (WP:1, 20. Sp:4:1,2) The following prefixes form nouns and compound words.							
fore	over	sub	draft	fore	over	sub	traction
3-4. (WP:2. Sp:3:17-20) Homophones are words that sound the same but have different meanings and different spellings.							
The rabbit ran into the (<u>hole</u> / whole).				I (<u>one</u> / won) a trophy in the competition.			
5. (WP:3. RP:3:1) Commonly misspelt words, which don't follow a phonetic pattern, need to be learned by sight.				6. (WP:3. Sp:3:12. RP:1) 'ou' can make the short 'u' sound (would, could, should)			
bicos	because	becos	wud	woud	would		
7-8. (WP:4) To put in alphabetical order you may need to use the first, second or even third letter of the word.							
night	3	nine	4	near	1	new	2
9. (WP:9,20) These words make a form-based word family.							
write	wrong	work	wreck	wring			
10. (WP:9,17,24) Co-ordinating conjunctions connect two main (or independent) clauses into a compound sentence.							
She gave him a present <u>as/since/because</u> it was his birthday.							
11. (WP:9,17) Write a sentence opener which will create a complex sentence.							
<u>Since/As/Because</u> it was his birthday, she gave him a present.							
12-13 (WP:18) Present perfect form (He has gone out...) Simple past form (He went out...)							
I (<u>wrote</u> / <u>written</u>) you a letter.				I have (<u>wrote</u> / <u>written</u>) you a letter.			
14. (WP:18. Sp:3:3) For one syllable words with a short vowel followed by a single consonant, double the final consonant (hop-hopped, jog-jogged)				15. (WP:18. Sp:3:16) Changing the medial vowel from 'i' to 'a' changes some verbs from the present to the past tense (swim-swam, drink-drank)			
hop	hopped		swim	swam			
16. (WP:17, 19, 24) A preposition is a word that tells you where or when something is in relation to something else. They can link nouns, phrases or clauses. They often describe locations or directions, but can describe other things, such as relations of time.							
I can stay at your house _____ my mum calls me.					<u>at/for/until</u>		
17-18. (WP:19) Fronted adverbials are adverbs (words, phrases or clauses) that start a sentence and describe the verb in the sentence. They tell us more about when, how or where the action happened. They help structure texts, link sentences and events between paragraphs.							
<u>Because of this,</u>		<u>Therefore,</u>		<u>In addition,</u>		<u>Nevertheless,</u>	
19-20. (WP:20,24) Use 'a' before a consonant sound and 'an' before a vowel sound. NB 'u' 'e' and 'o' can give a consonant sound (unit, European, use 'k' can give a vowel sound (hour, honest)							
<u>a</u> / an	uniform		<u>a</u> / <u>an</u>	uncle			
21. (WP:17, 19, 21, 24) A clause is a group of words that can be used either as a whole sentence or part of a sentence. It must contain a verb. Many complex sentences are made up of a main clause and a subordinate clause (a less important clause).							
<u>Gathering speed,</u> the car rolled down the steep hill.							
22-23. (WP:22. Sp:2:7-9) Apostrophes have two completely different uses: showing the place of missing letters (contraction e.g. I'm for I am) and marking possessives (possession e.g. Hannah's mother).							
Billy's new <u>car's</u> really fast.				You <u>mustn't</u> know Sarah's secret.			
24-25. (WP:23,24) Inverted commas (speech marks) are used to show the actual words spoken by a character. They are used at the beginning and end of the actual words spoken. Note the position of the question mark and comma.							
"A parcel has just come for you," said Jo.				"For me?" I asked excitedly.			

GOLD ANSWERS

Stage 4		‘Grammar Hammer’			Skill Check 11		
1. (W4:1, Sp 4:3) Prefixes can be added to root words to change their meaning (ie appear-disappear)				2. (W4:1, Sp 4:18) Suffixes can be added to verbs to form a noun (ie count – counter) and to change the tense (ie walk-walked-walking)			
sub	anti	<u>pre</u>	train	<u>ing</u>	er		
3-4. (W4:2) Homophones are words that sound the same but have different meanings and different spellings.							
They played on the sea (sure / <u>shore</u>).				He slipped off the bottom (stare / <u>stair</u>).			
5-6. (W4:1,3, Sp 4:11) In some words, ‘ch’ is used to make the ‘k’ sound (choir, echo) There are not many of these words.							
scool	skool	<u>school</u>	ecko	<u>echo</u>	eko		
7-8. (W4:4) To put in alphabetical order you may need to use the first, second or third letter of the word.							
frame	3	fright	4	flinch	2	face	1
9. (W4:9, 14) Learning synonyms for simple words helps build a varied vocabulary to make your writing for more interesting.							
<u>angry</u>	<u>displeased</u>	<u>annoyed</u>	tired	<u>cross</u>			
10-11. (W4:17, 19) A determiner modifies the noun (a cat, some dogs). A preposition usually goes in front of a noun and describes the position of something or the time or the way something happened (under the car, on Sunday, by train.)							
<u>A beautiful butterfly landed on the green leaf.</u>							
12-13. (W4:17) A wider range of connectives is essential in order to vary sentence structure for effect and make your writing for more interesting.							
including	furthermore	<u>therefore</u>	<u>so that</u>	out of nowhere			
14-15. (W4:18) Pronouns stand for or refer to nouns that have already been mentioned thereby avoiding repetition in writing.							
<u>(Molly / She) climbed into bed, (she / Molly) picked up (Molly’s / her) book and started reading.</u>							
16-17. (W4:19) Fronted adverbials are adverbs (words, phrases or clauses) that start a sentence and describe the verb in the sentence. They tell us more about when, how or where the action happened. They help structure texts, linking sentences and events between paragraphs.							
<u>Finally,</u>	All of a sudden,	<u>After all,</u>	Fortunately,				
18-19. (W4:14,20) Past progressive form (was/were + verb+ ‘ing’). Present perfect form (have/has +the past participle of the verb) Perfect modal form (modal verb + have + past participle of the verb) NB modal verbs are a Stage 5 expectation.							
It had (began / <u>begun</u>) to rain.				His trousers (<u>tore</u> / torn) at the seam.			
20-21. (W4:17,21) A comma is used after a fronted adverbial. It is also used to separate items in a list. It is not used before the last item which has ‘and’ in front of it. It tells the reader to pause, but not for as long as a full stop.							
<u>Panting for breath, the tired dog lay down in the shade.</u>							
22-23. (W4:22, Sp 4:15, 4:16) Apostrophes mark possession. To show possession with a singular noun, add an apostrophe before the letter s (e.g. the girl’s name). To show plural possession with regular nouns add an apostrophe after the letter s (e.g. those girls’ names).							
The dogs’ tails were wagging.				The dog’s tail was wagging.			
24-25. (W4:23) Inverted commas (speech marks “.”) are used to show the actual words spoken by a character. They are used at the beginning and end of the actual words spoken. Note the position of the question mark and comma.							
<u>“Look at that!”</u> exclaimed Tim.				<u>“What is it?”</u> asked Rory.			