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.

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!

Subordinating conjuntions

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

Make sure you wear your coat if it gets too

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

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

The dinosaur had sharp teeth.

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

'An enormous, menacina monster in the mouth

Verbs are words which express actions and we must look at

e - the action took place in the past and is now finished.

I <u>walked</u> to my friend's house.

Past progressive - the action took place in the past over a

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.

A co-ordinating conjunction joins two clauses of equal value or importance in a sentence. ordinating conjunctions but some of the main ones can be remen using the acronum 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.

0 - or Y – uet

I want to wear my sunhat but it is raining.

S-so

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

– although, after, as WH - when

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

I - ifT - that

When plautime was over, the teacher rang the bell.

E - ever though B - because

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

U - until, unless S - since

We wanted to eat the cake that my mum made uesterdau.

nt - tells the reader something

Tigers have sharp teeth.

nmand - tells you to do something.

Go and look at the tiger.

estion – gains further information by asking something

Did you see the tiger at the zoo

a strong emotion such as anger or surprise

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

(how) P - place (where)

Please make sure that you come

The dog greedily ate its dinner.



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Y4 Expected Grammar Mat

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

'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

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

I <u>walked</u> to my friend's house.

Past progressive – the action took place in the past over a

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.

ent 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.

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 remer using the acronym FANBOYS.

A - and N – nor

I like swimming and my brother likes football.

B - but

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

0 - or

I want to wear my sunhat but it is raining.

S - so

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 acronum A WHITE BUS.

A – although, after, as WH - when

I - if

S - since

E – ever though B - because U - until, unless

T - that

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

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!

erbs give you more information about a verb. They tell you where, why, how or when remembered using the acronym TRaMP.

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

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

The dog <u>greedily</u> ate its dinner. (manner)

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

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





Name:	Stage 2				Gramm	nar Hammer'				Ski	ill Check 10
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73. Co-ordination: Underline the best connective to join these sentences. Keep the door shut. (and / or / but) The dog will get out. 74. Subordination: Underline the best connective to join these sentences. He shared his sweets. (so that / if / because) His friend was hungry. 75. Underline any words which can join with the word given to make a compound word. green grocer house fly box	22. Underline the w	ond which	will make t	his santance :	correct.						
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24. Subardination: Underline the best connective to join these sentences. He shared his sweets. (so that / if / because) His friend was hungry. 25. Underline any words which can join with the word given to make a compound word green gracer house fly box				-							
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green grocer house fly box	He shared	his swe	ets.	(so th	at / if	/ because)			friend	was i	hungry.
Total: Red (0 – 9) Yellow (10 – 19) Green (20 – 25)		oras Whic							box		
	Total:		R	ed (0 – 9)		Yellow (10 -	- 19)	Gr	een (:	20 – 25)

SILVER

Stage 3			'G	ramr	nar Hamm	er'			Ski	ill Check	10
Name:				_	Clas	is:		Date	e:		
1 and 2. Underi	ine the prefix v	shich forms	a noun when	addea	to the given	word (in i	bold).				
fore	over	sub	cas	t	fore	0	ver	sı	ıb	zer	o
3. Underline the	correct homo	phone to use	in this senten	ce.	4. Underlin	e the corr	ect homop	hone to	use in 1	his senten	C6.
Do I	not <u>(waist</u>	/waste) food.		I have a	a (gue:	st/gue	ssed)	in clo	ass tode	лу.
5. Underline the		6. Underlin	e the wor	d with the	correct	spelling	7 .				
asked	gs	••	gskd		scee			ol		school	
7 and 8. Numbe night			betical order. NCE	You n		e the first me	t, second o	r even t	nird lett nine		vord.
		<u> </u>						<u> </u>			
9. Underline the	words which i	belong in th	e same word fi	amily.							
gnarl		gnash		gro	and		gnaw		9	nome	
10. Write a con	junction to con	nect the two	main clauses	(or s	entences) into	а сотро	wid senter	ice.			
Liam asked if he could have some money he could buy a new game.											
11. Write a sent	ence opener wi	hich will cre	ate a complex	sente	псв.						
			he cou	ıld b	uy a new	game,	Liam a	sked f	or so	те то	ney.
12. Underline the best verb to complete the sentence. 13. Underline the best verb to complete the sentence.											
	ore / worn						re/woi				
14. Write the po		•	v snoes.		15. Write th	-			ynew	silves.	
drii					sing						
16. Underline ti	he best preposit	tion to comp	vlete this sente	MC6.							
The fo	otball tean	n trainea	l		two	hours.		(0	at/for	/until)	
17 and 18. Und	erline the front	ed adverbia	ls that help tel	l us m	ore about wh	y an actio	n happene	d.			
Luck	*		hat reason			wever,			So th	at	
19 and 20. Und			<i>pencil</i>	i start		/ an	r a vowel :	sound.	isla	nd	
21. Underline ti			•			,			1510	110	
	drew back			his c	arrow into	the ai	r, missi	ng the	e targ	et.	
22 and 23. Pune	tuate the sente	nces using t	he apostrophe	<u>(</u> ≟) t	o show contro	action or j	possession	L			
Jack <u>s n</u>	<u>ame</u> was	not on N	Marys li	st.	Do	n <u>t tal</u>	l <u>k</u> in M	rs M	a y s	class.	
24 and 25. Punctuate the direct speech in these sentences using inverted commas (speech marks "").											
The pens	are in the	pot, ex	aplained J	oe.	Shall	get	you or	ne? <u>h</u>	e con	tinued.	
Total:		Re	ed (0 – 9)		Vello	v (10 –	19)	Gr	een /	20 – 25	()

Stage 4 **'Grammar Hammer'** Skill Check 10

1. Underline th	 Underline the prefix which means 'above'. 						2. Underline the suffix which, when added, forms the present tense of the verb.					
sub		int	er	S	uper	play		er	ing			
3. Underline th	ne correct i	homop	ohone to u	se in this	sentence.	4. Underlin	e the correct h	omophone	to use in this senten	ce.		
The (poor / pour) child was lost.					She kn	ew the (ro	oot / rou	ite) to the park	k.			
5. Underline th	ne word wi	th the	correct sp	elling.		6. Underlin	e the word witi	h the corre	ct spelling.			
corus		cho	rus	cc	orous	ach	е	ake	ayk			
7-8. Number th	hese word:	s to sh	ow their a	lphabeti	cal order.	1	1					
frien	d		j	front		fre	esh		frame			
9. Underline th	ne words w	hich h	ave a simi	lar mean	ning to the v	vord in bold (s	ynonyms).					
sad			glad		unh	арру	misero	able	gloomy			
10. Underline t	the adject i	ives in	the senter	nce belov	v.	11. Circle th	ne nouns in the	sentence	below.			
The cup was full of steaming, hot tea.												
12-13. Underli	12-13. Underline two connectives that can be used to show cause and effect.											
althou	gh		becaus	e	befo	re long	as a re	sult	secretly			
14-15. Underli	ne the pro	per no	ouns or pro	nouns in	this senter	ce to avoid re	petition.		1			
(Mary	//She) wal	ked to (her/	Mary's)	seat and	(she / Mai	ry) quic	kly sat down.			
16-17. Underli	ne two fro	nted a	idverbials	that mig	ht help sign	al conclusion	and summary .					
In the	end,			Luckil	у,	Unfo	rtunately,		Consequently,			
18. Underline t	the correct	word	to comple	te the se	ntence.	19. Underli	ne the correct (word to co	mplete the sentence.			
She has (given /	′ gav	e) me s	some s	weets.	The le	aves were	(blew)	/ blown) about			
20-21. Underli	ne the fro i	nted a	dverbial.	Punctuat	e this sente	nce using com	ımas.					
	Befo	ore v	we go	you n	eed to g	get your i	wellies hat	t and c	oat.			
22-23. Punctud	ate the ser	itence:	s using the	apostro	phe (') to s	how singular	or plural posse	ession.				
А	Are those foxes dens? Is that a foxs den?											
24-25. Punctud	ate these s	enten	ces using i i	nverted (commas ("	"), commas (,) and any othe	er punctua	tion needed			
This com	puter c	loesi	n't wor	k mod	ned Jo	The keypad is broken he added						
Total:			R	ed (0 -	- 9)	Yellov	w (10 – 19)) (Green (20 – 25)			



Stage 2 'Grammar Hammer' Skill Check 10

1-2. (W2:4,17,24. Sp 2. to show possession (th									ue). It can	also be used
		il case v			the				the	re's
3-4. (W2:2,5. Sg 2:57-3	20) Номар	komer ere w	ards that soun	d the sam	e but kane differer	el mean	(सहुद दलते वे	ifflerent s	gellinge.	
The ship s					Billy wou					_, ,
5-6. (W2:6,22,24. Sp. 2. radners). The profines										
sad	<u>ness</u> ful			un			<u>is</u>		prove	
7. (W2:7 S ₂ 1:19) A fix	raf 'y ' cas i	nake a lang	"eye" round		8. (W3:7.3 ₂ 1:1:	3) Maga	ic fe'i make	a the ven	ari Yinay	its name.
fri	-	iy	fry		<u>smile</u>		5/11	•		smyul
9-10. (W2:7. Sp 1:29, 2 comparative. A superi										
late			later		nie				nice	
11-12. (W2:17) A capit noun), the personal pro								ter of a g	person 's s	ате (ргодег
Mr Jones	Mr Jones and Miss Price teach art. We go to Bob's on Monday and Friday.									
13. (W2:17,24) A comme to used to separate tiems in a list. It is not used before the last tiem which has 'and' in front of it. It tells the reader to gause, but not for as long as a full stag.										
We have skipping ropes, balls, hoops and beanbags on the playground.										
14. (W2:17) A question mark it used at the end of a word, phrase or 15. (W2:18) There are four types of sentence. A question is an sentence to be read as a question. It is used in place of a full stop. asking sentence and must end with a question mark.										
	- garanes		grace by a jam		anny annexes			I	and makes	
		like a tu			statement		estion		nation	command
16-17. (W2:24) А нош	e (r a nami)	ig word. It is	амез о/ а рего	on, place	or thing. A work t	a a data	ig word. It	is an ac	itan ar a :	king you do.
The <u>flowers</u>			•				<u>flew</u> (
18. (W2:24) An adjecti (small, pretty, fast, bra		nibing word	l. It describes a	I ROUN	19. (W2:19,24) A phrase has no verb and does not make sense alone. A moun phrase is a noun with any modifier (the dog; some tiny blue beads)					
l climbed						the	long, s	harp	knife	
20-21. (W2:7,20,24. 3 ₀	1:28, 2:32) Verba can	be written in g	ant, grene	nt ar future tense.					
l climbea			n climbin		l colo					ouring.
22. (W2:20) A franted	adverbiel v	skick seis en	action in the f	hitare (lien	погтом, пехі жеві) PRECINI	r áltar mendi i	muzi be i	e des futu	ne texte.
When I get	-		,		/ <u>will be</u>)				g my	
23. (W2:21) Coordinat conjunction unually act		_	va Indegendeni	i (or egua	l) clauses or sente	ment fo	make a so	мисина	nemience	. The
Keep the d				. –	r/but)			-	will ge	
24. (W2:21) Subordina The conjunction comes					ent) to a subordine	ete (day	endent) al	awae ta n	take a eo	mples sentence.
He shared his sweets (so that / ij					if / <u>because</u>) his friend was hungry			nungry.		
25. (W2:24) А сонцина	sed report is	a ward mad	le up of two sm	aller war	ds (karse + skae =	horaca	rkee).			
green		<u>qr</u>	<u>ocer</u>	<u> </u>	nouse		<u>fly</u>			box

Stage 3 'Grammar Hammer' Skill Check 10

1 and 2. (W3:1,	20. Şg 4	4:1,2) The	following pr	efixes fi	ושסוו ואיזל	s and c	отроинд жого	ds.					
<u>fore</u>	-	ver	sub		cas		fore		over	<u>sub</u>	' I	zero)
3-4. (W3:2. Sg 3	3:17-20)) Ноторко	твз аге иог	as that	sound the	same	out have differ	ent mean	ings and dij	ferent spelli	ngs.		
			/ waist				I have a <u>(guest</u> / guessed) in class today.						
3-0. (W3.3) (KN	7 3.2, 3.	.s) Commi	ту тизгрви	woras,	wnich go	ia Tjou	ош а рпопии	рашега, г	пева го ов и	саттва оў зг			
7-8. (W3:4) To p	nut in a	-	kt order nou s		gskd dtouret	ka firet	SCOO	•		90l		<u>school</u>	
					a to me o					ora.			Ι.
nigh	ît	3		nice		2	na	me	1		nine	?	4
9. (W3:9,20) Th	ece war	rds firms a	meaning has	ed war	I family								
	_	as jorn a			L junuty.								
gnar	1		<u>gnash</u>			gra	and		<u>gnaw</u>		q_l	nome	
10. (W3:9,17,24) Со-от	dinating c	onjunctions	соппвс	t two <u>mai</u>	n (or ii	ndependent) cl	auses into	а сотрош	a sentence.			
							y <u>so/so tł</u>	nat he	could bu	y a new	gam	ie.	
11. (W3:9,17) W	Frite a s	entence op	ener which	will cre	ate a com	infex se	intence.						
So/So that he could buy a new game, Liam asked for some money.													
12-13 (W3:18) Present perfect form (He has gone out). Simple past form (He went out)													
I (<u>wore</u> / worn) my new shoes. I have (<u>wore</u> / <u>worn</u>) my new shoes.													
14-15. (W3:18. ; write - wrote)	Sp. 3:16) There are	e many irreg	ular vei	rbs which	do no	follow a patte	rn and ne	ed to be lea	rned (throw	– thre	w, run – ra	n,
dr	ink			drank sing						sai	ng		
16. (W3:17, 19, phrases or claus												m link now	15,
The	foot	ball ted	am train	ed_		_tw	o hours.			(at/ <u>fo</u>	r/un	til)	
17-18. (W3:19) . They tell us mor													
Luc	kily,		For t	hat i	reason	<u>,</u>	Но	wevei	ς,	!	So ti	hat,	
19-20. (W3:20,2 European, <u>one)</u>						before	a vowel sound	NB 'u' '	e and o c	an give a co	nsonw	nt sound (w	nit,
<u>a</u> /	'an			pen	cil		c	/ <u>an</u>			isla	nd	
21. (W3:17, 19,	21, 24).	A clause i	s a group of	words i	hat can b	e used	either as a wh	ole senter	ice or part o	f a sentence	s. It mi	ust contain	а
verb. Many complex sentences are made up of a main clause and a subordinate clause (a less important clause). He drew back his bow and shot his arrow into the air, missing the target.													
22-23. (W3:22.	22-23. (W3:22. Sq 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).												
			not on N			7-	<u>D</u>	on't t	alk in N	irs May	's cla	iss.	
24-25. (W3:23,2 beginning and e	(4) Inve	rted comm	us (speech :	narks) e	re used t		the actual wo	rds spoke	n by a char	•			
"The per										e?" he	cont	inued.	



Stage 4 'Grammar Hammer' Skill Check 10

1. (W4:1, Sg 4:1) Prof their meaning (is app	at words to chang	2. (W4:1, Sq 4:18) Suffices can be added to verbs to form a noun (to count - counter) and to change the tense (to walk-walked-walking)							
sub	int	er	<u>super</u>		play	е	r	<u>inq</u>	
3-4. (W4:2) Homopho	HATE SIZE WORK	de that sow	nd the same but ha	we do	Ferent meanings and diff	ferent ayellin	gra.		
The (poor / pour) child was lost. She knew the (root / route) to the park.								k.	
5-6.(W4:1,3. Sp 4:11)	Ін хоте точ	da fektiere	used to make the 'k	and the same	id (echo, chorus, choir).	There are m	ot many of t	here words.	
corus	cho	rus	corous		<u>ache</u>	ak	e	ayk	
7-2. (W4:4) To guite.	algkabencal	order you	may need to use th	ie films	, second or third letter o	f the word.			
friend	3		front 4		fresh	2 .		frame	

9. (W4.9, 14) Learning synanyms for simple words helps build a varied vocabulary to make your writing for more interesting.								
sad	glad	<u>unhappy</u>	<u>miserable</u>	gloomy				
10-11. (W4:17, 19) An adjective is a describing word. They are added to nouns for extra information (red car, timy mouse). A noun is a person, place or thing (cat, river, table).								
The cup was full of <u>steaming, hot</u> tea.								

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.										
although	<u>because</u>	before long	<u>as a result</u>	secretly						
14-15. (W4:18) Pronouns:	stand for or refer to nouns th	at have already been mentio	ned thereby avoiding repetti	ion in writing.						
(Mary / She) walked to (her / Mary's) seat and (she / Mary) quietly sat down.										
	16-17. (W4:19) Fronted absorbials 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 naraprents.									
In the end,	Luckily	, Unfo	rtunately,	Consequently,						
18-19. (W4:14,20) Past progressive form (washeene + verb+'ing') Present perfect form (have has +the past participle of the verb) Perfect model form (model verb + have + past participle of the verb) NB model verbs are a Stage 5 expectation.										
She has (<u>given</u> ,	/gave) me some s	weets. The le	The leaves were (blew / <u>blown</u>) about.							

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.

Before we qo, you need to get your wellies, hat and coat.

22-23. (W4:22. Sp 4:15, 4:16) Apostrophes mark passession. To show passession with a singular nown, add an agastrophe before the letter s (e.g. the girl's name). To show plural passession with regular nowns add an agastrophe after the letter s (e.g. those girls' names).

Are those foxes' dens?

Is that a fox's den?

24-25. (W4:25) 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.

"The keypad is broken," he added.