

## 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.

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

## 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.

## 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.

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

## Sentence types

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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 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: naughty

4

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

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

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

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

You have been a \_\_\_\_\_ boy.

"Don't be so \_\_\_\_\_!"

Gran commanded.

She will sit on the \_\_\_\_\_ step.

I am never \_\_\_\_\_.

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



Finish off the word **naughty**.

nau \_\_\_\_\_

\_\_\_\_\_ hty

\_\_\_\_\_ y

n \_\_\_\_\_

Now write the full word.

\_\_\_\_\_

Trace the word **naughty**.

naughty

naughty

naughty

Which of these words means the same as **naughty**?

disbeliever    dishonest    disobedient

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

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

nauhgtu

nawghty

norty

# Year 3 Summer Term 2 SPaG Mat

## Section 1



Underline the correct verb to create a present perfect sentence:

Oh no, I (has/have) broken my pencil!

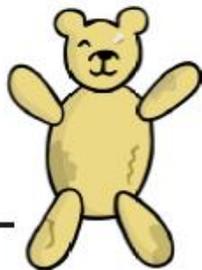
## Section 2

Join the correct prefix to each root word.

un	visible
in	kind
mis	place

## Section 3

List TWO adjectives to describe this bear.



\_\_\_\_\_

\_\_\_\_\_

## Section 4

Circle the preposition in this sentence:

The cow is in the field.



## Section 5



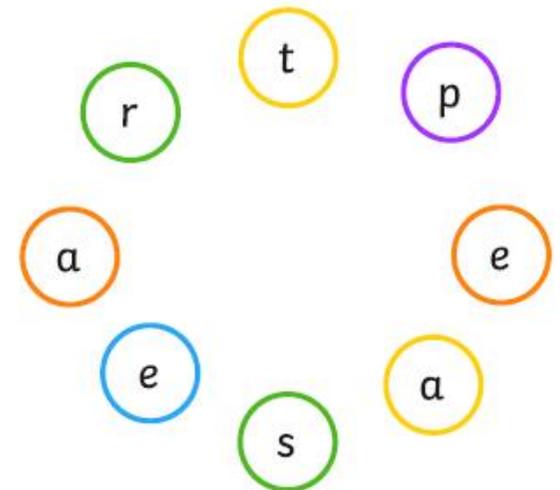
Which conjunction would fit best into this sentence?

Ben fell on the playground \_\_\_\_\_ he didn't hurt himself.

## Section 6

Mr Whoops has been juggling with the letters from one of his Y3 spelling words. Can you spot what it is?

s \_\_\_\_\_ e



# Year 3 Summer Term 2 SPaG Mat

4

## Section 1



Underline the correct verb to create a present perfect sentence:

Oh no, I (break/ have broken) my pencil!

## Section 2

Add a prefix to each root word to create a new word.

\_\_\_\_\_ visible      \_\_\_\_\_ place

\_\_\_\_\_ kind

## Section 3

Write a sentence about this bear that includes an adjective and a conjunction. Underline them.




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## Section 4

Circle the TWO prepositions in this sentence:

After lunch, the cow was put in the field.



## Section 5

Can you re-write these sentences into one sentence containing a conjunction?

Ben fell on the playground.  
He didn't hurt himself.




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## Section 6

Mr Whoops has been juggling with the letters from one of his Y3 spelling words. Can you spot what it is?

s \_\_\_\_\_

r

t

p

a

e

e

a

s



# Year 4 Summer Term 2 Mat 4 SPaG

Place the correct punctuation mark after the fronted adverbial in the sentence.

Holding on tightly Humpty Dumpty sat on the wall.



a

Can you think of a determiner, verb and pronoun beginning with...

	determiner	verb	pronoun
the letter t?			
the letter o?			

d

Think of TWO different adverbs that could describe this verb:

They sang \_\_\_\_\_.

They sang \_\_\_\_\_.

Add a conjunction to one of the sentences and add more detail.

b

Clumsy Mr Whoops has lost all the words from this word family. Can you help him to find THREE of them?

cycle




c

Circle the suffix in the words in bold.

The new kitten was extremely **playful**. Louise stroked it **softly** so it felt **comfortable** in its new surroundings.



e

Write the prefix word which is the opposite of:

fair - \_\_\_\_\_

correct - \_\_\_\_\_

connect - \_\_\_\_\_

f

# Year 3 Summer Term 2 SPaG Mat Answers

4

## Section 1



Underline the correct verb to create a present perfect sentence:

Oh no, I (has/have) broken my pencil!

## Section 2

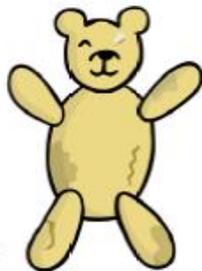
Join the correct prefix to each root word.

un — visible  
in — kind  
mis — place

## Section 3

List TWO adjectives to describe this bear.

Any TWO appropriate adjectives, e.g. dirty, old



## Section 4

Circle the preposition in this sentence:

The cow is in the field.



## Section 5

Which conjunction would fit best into this sentence?

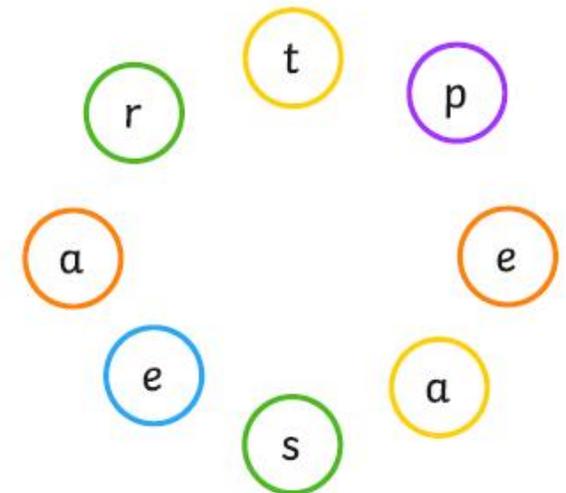
Ben fell on the playground **but/ and/ though** he didn't hurt himself.



## Section 6

Mr Whoops has been juggling with the letters from one of his Y3 spelling words. Can you spot what it is?

s eparate e



Year 3 Summer Term 2 SPaG Mat **Answers**

④

**Section 1**

Underline the correct verb to create a present perfect sentence:

Oh no, I (break/ have broken) my pencil!

**Section 2**

Add a prefix to each root word to create a new word.

invisible

mis/dis/replace

unkind

**Section 3**

Write a sentence about this bear that includes an adjective and a conjunction. Underline them.

**Any appropriate sentence with an adjective and conjunction underlined, e.g. Alice had lost her threadbare teddy so she was very upset.**

**Section 4**

Circle the TWO prepositions in this sentence:

After lunch, the cow was put in the field.

**Section 5**

Can you re-write these sentences into one sentence containing a conjunction?

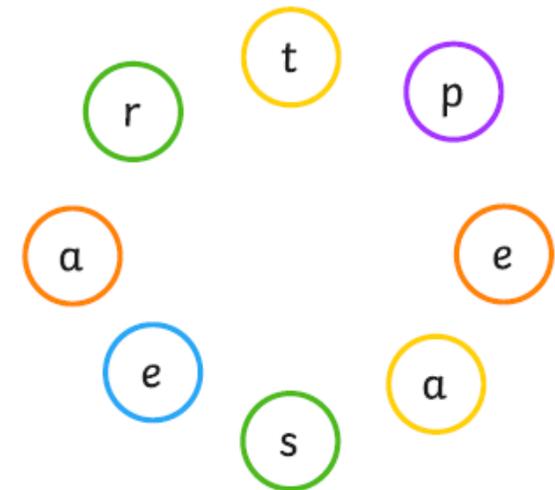
Ben fell on the playground.  
He didn't hurt himself.



**Ben fell on the playground but/and/ though he didn't hurt himself.**

**Section 6**

Mr Whoops has been juggling with the letters from one of his Y3 spelling words. Can you spot what it is?

s eparate

## Year 4 Summer Term 2 Mat 4 SPaG Answers

4

Place the correct punctuation mark after the fronted adverbial in the sentence.

Holding on tightly, Humpty Dumpty sat on the wall.



a

Think of TWO different adverbs that could describe this verb:

They sang \_\_\_\_\_.

They sang \_\_\_\_\_.

**Accept any adverbs, e.g. beautifully, badly, enthusiastically.**

Add a conjunction to one of the sentences and add more detail.

**Accept any sentence with an added conjunction and additional information, e.g. They sang enthusiastically because it was the final of the talent show.**

b

Clumsy Mr Whoops has lost all the words from this word family. Can you help him to find THREE of them?

**Accept any THREE correctly spelt words with the root 'cycle', e.g. bicycle, recycle, unicycle, motorcycle, tricycle, recycling, etc.**



c

Can you think of a determiner, verb and pronoun beginning with...

	determiner	verb	pronoun
the letter t?	<b>Accept any determiners, verbs and pronouns starting with the suggested letters, e.g. the, twinkled and their; one, occupied and our.</b>		
the letter o?			

d

Circle the suffix in the words in bold.

The new kitten was extremely **playful**. Louise stroked it **softly** so it felt comfortable in its new surroundings.



e

Write the prefix word which is the opposite of:

fair – unfair

correct – incorrect

connect – disconnect

f