

# Year 4 Autumn Term 1 SPaG Mat

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## Section 1

Circle ALL the prepositions in this sentence.

During the summer, the sheep graze in the fields near the coast.



## Section 2

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

“(Quiet/Quite) class 12!” yelled Mrs Green. “This spelling test is (quiet/quite) important.”



## Section 3

Circle the conjunction in this sentence.

The man jogged down the road before stopping for a drink.

## Section 6

Underline the subordinate clause in this sentence.

The family stood safely behind the barriers to watch the fireworks because they can be dangerous.



## Section 4

Mr Whoops has accidentally jumbled up one of his Y3/Y4 spelling words. Can you help him to unjumble it? (Clue: It's a noun!)

barryil

\_\_\_\_\_



## Section 5

Change these adjectives into adverbs. The first one is done for you.

terrible - terribly

sensible \_\_\_\_\_

noble \_\_\_\_\_

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## Section 1

Circle ALL the prepositions in this sentence.

**During** the summer, the sheep graze **in** the fields **near** the coast.



## Section 2

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

“(**Quiet/Quite**) class 12!” yelled Mrs Green. “This spelling test is (**quiet/quite**) important.”



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Circle the conjunction in this sentence.

The man jogged down the road **before** stopping for a drink.

## Section 6

Underline the subordinate clause in this sentence.

The family stood safely behind the barriers to watch the fireworks **because they can be dangerous.**



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Mr Whoops has accidentally jumbled up one of his Y3/Y4 spelling words. Can you help him to unjumble it? (Clue: It's a noun!)

barryil

library



## Section 5

Change these adjectives into adverbs. The first one is done for you.

terrible - terribly

sensible - **sensibly**

noble - **nobly**

# Year 4 Autumn Term 1 SPaG Mat

## Section 1

Write a sentence about this scene that contains a preposition. Underline the preposition.



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## Section 2

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

“(Quiet/Quite) class 12!” yelled Mrs Green. “This spelling test is (quiet/quite) important.”

The children in Class 12 got out (there/their) pencils and waited to (hear/here) the first spelling word.



## Section 3

Circle the three conjunctions in these sentences.

The man jogged down the road before stopping for a drink. After catching his breath, he set off again and sprinted up the hill.

## Section 6

Rewrite this sentence and add a subordinate clause.



The family stood safely behind the barriers to watch the fireworks.

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## Section 4

Mr Whoops has accidentally jumbled up two Y3/ Y4 spelling words. Can you help him to unjumble them? (Clue: they're both nouns!)

brrryiltfuia



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## Section 5

Change these adjectives into adverbs.

terrible \_\_\_\_\_

sensible \_\_\_\_\_

noble \_\_\_\_\_

# Year 4 Autumn Term 1 SPaG Mat

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## Section 1

Write a sentence about this scene that contains a preposition. Underline it.



**Accept any sentence with an underlined preposition, e.g. The fields are beside the coast. The clouds are above the feeding sheep.**

## Section 4

Mr Whoops has accidentally jumbled up two Y3/ Y4 spelling words. Can you help him to unjumble them? (Clue: they're both nouns!)

brrryiltfuia

library fruit



## Section 2

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

“(Quiet/Quite) class 12!” yelled Mrs Green. “This spelling test is (quiet/quite) important.”

The children in Class 12 got out (there/their) pencils and waited to (hear/here) the first spelling word.



## Section 5

Change these adjectives into adverbs.

terrible - **terribly**

sensible - **sensibly**

noble - **nobly**

## Section 3

Circle the three conjunctions in these sentences.

The man jogged down the road before stopping for a drink. After catching his breath, he set off again and sprinted up the hill.

## Section 6

Rewrite this sentence and add a subordinate clause.



The family stood safely behind the barriers to watch the fireworks.

**Accept any sensible sentence with a subordinate clause headed with a subordinating conjunction, e.g.**

**The family stood safely behind the barriers to watch the fireworks because they can be dangerous.**

## Section 1

Write a sentence about this scene that contains two prepositions. Underline them.



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## Section 2

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

“(Quiet/Quite) class 12!” yelled Mrs Green. “This spelling test is (quiet/quite) important.”

The children in Class 12 got out (there/their) pencils and waited to (hear/here) the first spelling word. Lily wondered (weather/whether) she would get full marks again this week.



## Section 3

Circle all the conjunctions in these sentences.

The man jogged down the road before stopping for a drink. After catching his breath, he set off again and sprinted up the hill.

## Section 6

Rewrite this sentence with a subordinate clause at the beginning.



The family stood safely behind the barriers to watch the fireworks.

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## Section 4

Mr Whoops has accidentally jumbled up two Y3/ Y4 spelling words. All the letters from the two words are muddled together. Can you help him to unjumble them? (Clue: they're both nouns!)

brrryiltfuia



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## Section 5

Change these adjectives into adverbs.

noble - \_\_\_\_\_

angry - \_\_\_\_\_

basic - \_\_\_\_\_

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## Section 1

Write a sentence about this scene that contains two prepositions. Underline them.



**Accept any sentence with TWO underlined prepositions, e.g. Amongst the hills, the sheep grazed in the field.**

## Section 4

Mr Whoops has accidentally jumbled up two Y3/ Y4 spelling words. All the letters from the two words are muddled together. Can you help him to unjumble them? (Clue: they're both nouns!)

brrryiltfuia

library fruit



## Section 2

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

“(Quiet/Quite) class 12!” yelled Mrs Green. “This spelling test is (quiet/quite) important.”

The children in Class 12 got out (there/their) pencils and waited to (hear/here) the first spelling word. Lily wondered (weather/whether) she would get full marks again this week.



## Section 5

Change these adjectives into adverbs.

noble - **nobly**

angry - **angrily**

basic - **basically**

## Section 3

Circle all the conjunctions in these sentences.

The man jogged down the road (before) stopping for a drink. (After) catching his breath, he set off again (and) sprinted up the hill.

## Section 6

Rewrite this sentence with a subordinate clause at the beginning.

The family stood safely behind the barriers to watch the fireworks.

**Accept any sensible sentence with a subordinate clause headed with a subordinating conjunction at the beginning with a comma to separate it from the main clause, e.g.**

**Since they knew that fireworks can be dangerous, the family stood safely behind the barriers to watch them.**