

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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Circle ALL the prepositions in this sentence.

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



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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.

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barryil

library



Section 5

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

terrible - terribly

sensible - **sensibly**

noble - **nobly**

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Section 1

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



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.

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



Section 5

Change these adjectives into adverbs.

terrible _____

sensible _____

noble _____

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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.



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.

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



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.