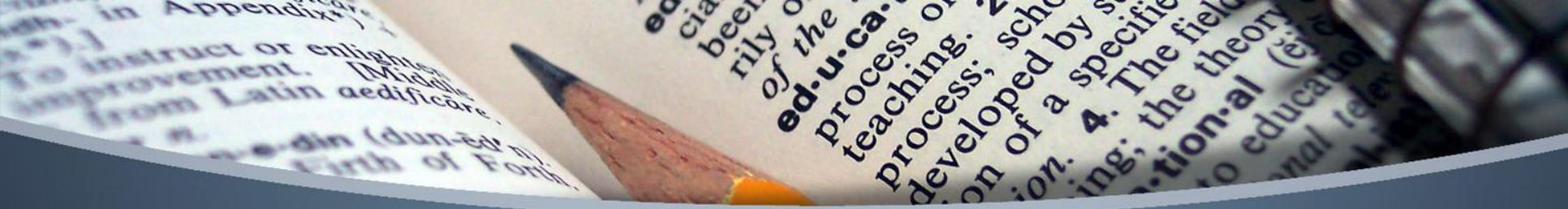


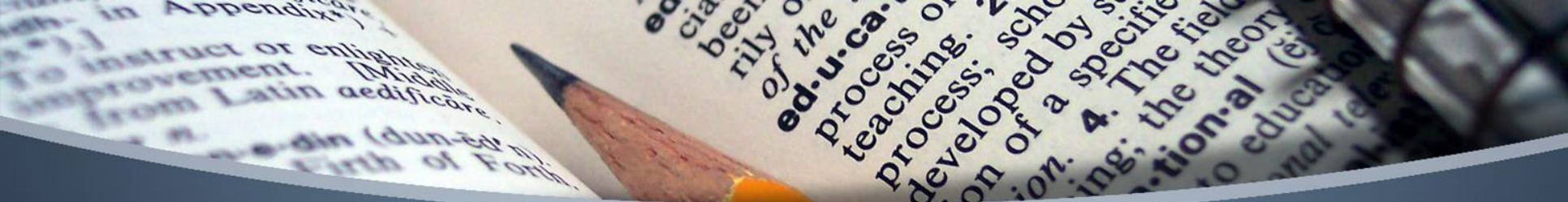


Spelling, Punctuation and Grammar (SPAG)

Myths, Mysteries and Expectations!

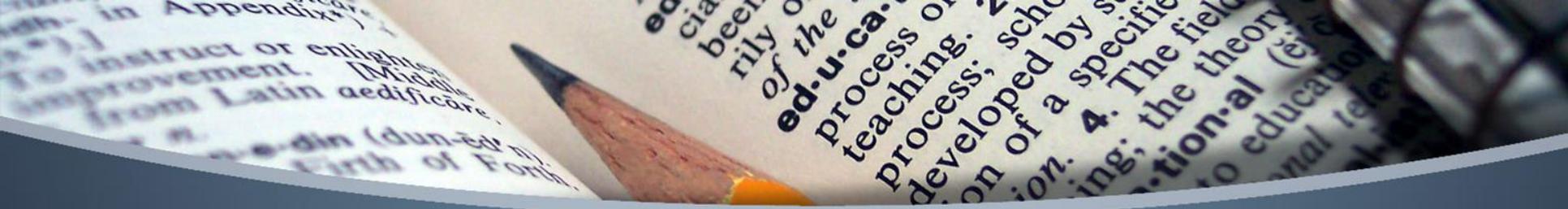


- Mr Weights (Headteacher)
- Mrs Greenwood (Year 4 teacher and English Leader)
- Mrs Law (Year 6 teacher)



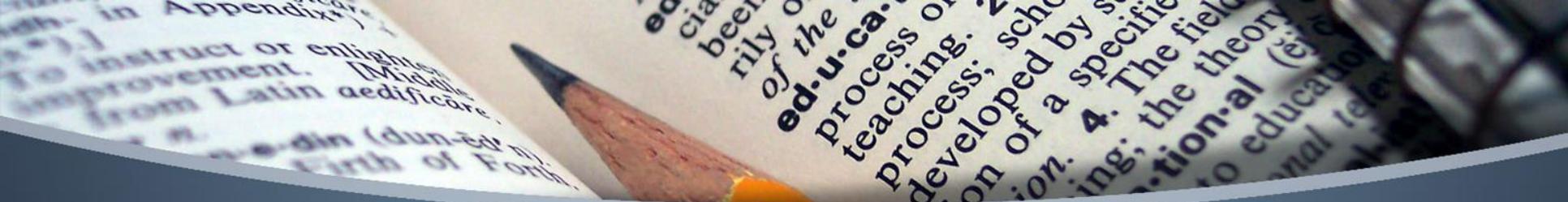
Aims of the evening

- To provide understanding about aspects of English that constitute SPAG
- To provide information about the expectations of the new National Curriculum at each year group
- To demonstrate how SPAG will be tested at the end of each Key Stage

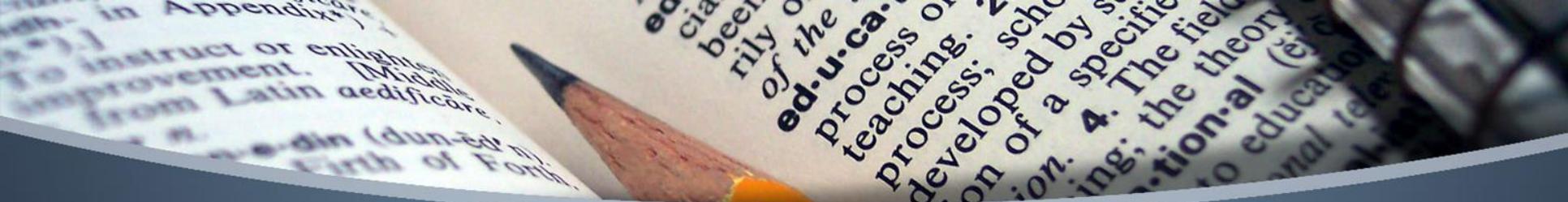


Year 1 and Year 2 (KS1)

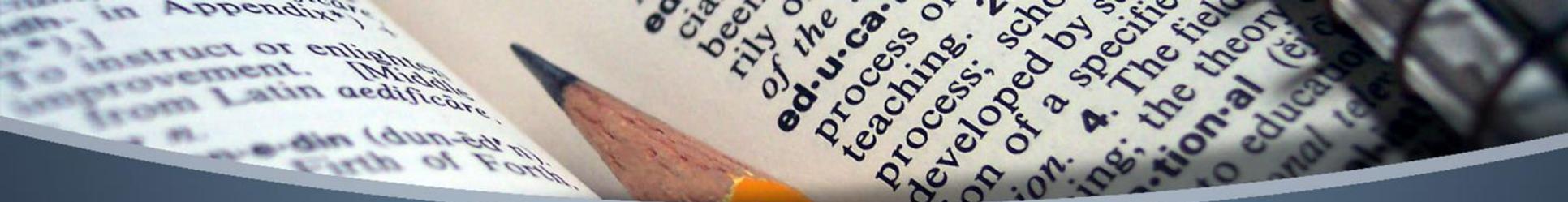
- Expectations – the curriculum



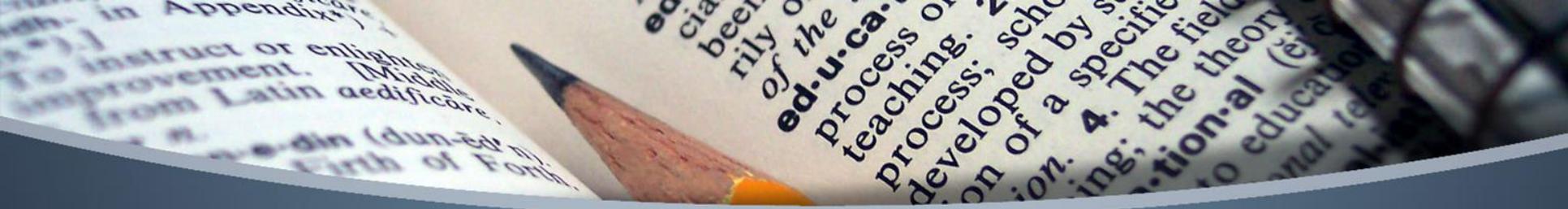
Years 1 and 2	
Vocabulary, grammar and punctuation : Text	<ul style="list-style-type: none">• Recognise and joining in with predictable phrases (Y1)• Correct choice and consistent use of present tense and past tense throughout writing (Y2)• Use the progressive form of verbs in the present and past tense to mark actions in progress (eg she is drumming, he was shouting (Y2)
Spelling	<p>(Y1)</p> <ul style="list-style-type: none">• Common exception words• Use the regular noun suffixes –s, or –es. (dogs, wishes)• Use prefix un- for nouns and verbs (unkind, untied)• Use –ing, -ed, -er, -est (helping, helper, helped, quicker, quickest) <p>(Y2)</p> <ul style="list-style-type: none">• Forming nouns and adjectives using suffixes –ly, -ness, -ful, -less, -ment (quickly, helpless, helpful, kindness, agreement)• Using suffixes -er and -est in adjectives (tall, taller, tallest)• Learning to spell more words with contracted forms (can't, hasn't)• Learning the possessive apostrophe in the singular form (the girl's book)• Distinguishing between homophones and near-homophones



Sentence construction	<p>(Y1) Develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none">• leaving spaces between words• joining words and joining clauses using 'and'• How words can combine to make sentences <p>Pupils should be taught to recognise sentence boundaries in spoken sentences</p> <p>(Y2) Learn how to use:</p> <ul style="list-style-type: none">• sentences with different forms: statement, question, exclamation, command• expanded noun phrases to describe and specify, e.g. the blue butterfly• the present and past tenses correctly and consistently including the progressive form• subordination (using when, if, that, or because) and co-ordination (using or, and, or but)• the grammar for Year 2 in English Appendix
Punctuation	<p>(Y1) Develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none">• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'• separation of words with spaces <p>(Y2) Develop their understanding of the concepts set out in English Appendix 2 by learning how to use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p>



Terminology	<p>(Y1) letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p> <p>(Y2) noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma</p>
Standard English	<p>(Y1) Begin to use some of the distinctive features of Standard English in their writing.</p> <p>(Y2) Learn how to use some features of written Standard English</p>



Sample questions

What type of word is brave in the sentence below?

The **brave** mouse marched up to the lion.

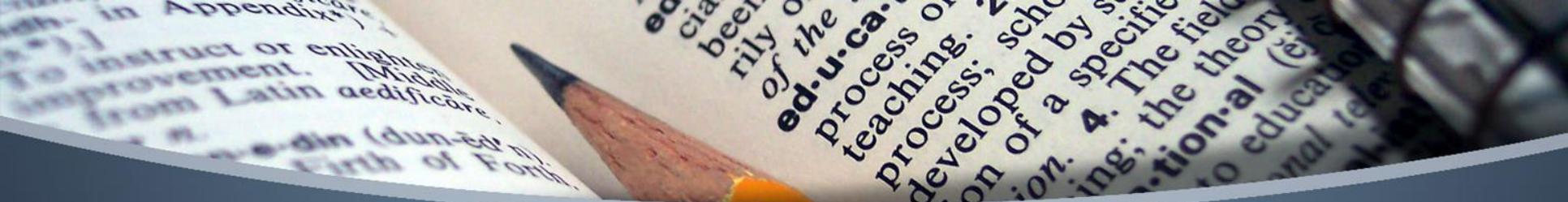
Tick **one**.

an adverb

an adjective

a verb

a noun



The verbs in boxes are in the present tense.

Write these verbs in the **past tense**.

One has been done for you.

visits



When my family visited the zoo,

take

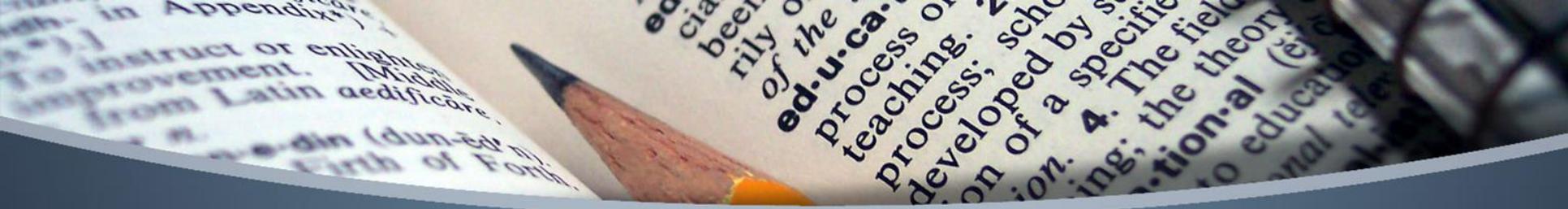


I _____ photos with my new camera.

smiles



My brother _____ for his picture.



Circle the **verbs** in the sentence below.

Yesterday was the school sports day and Jo wore her new running shoes.

Read the sentences below.

Growing Beans

Place some damp cotton wool in a jar.

Push a bean seed down against the side of the jar.

Wait for the bean seed to sprout.

Tick the word that best describes these sentences.

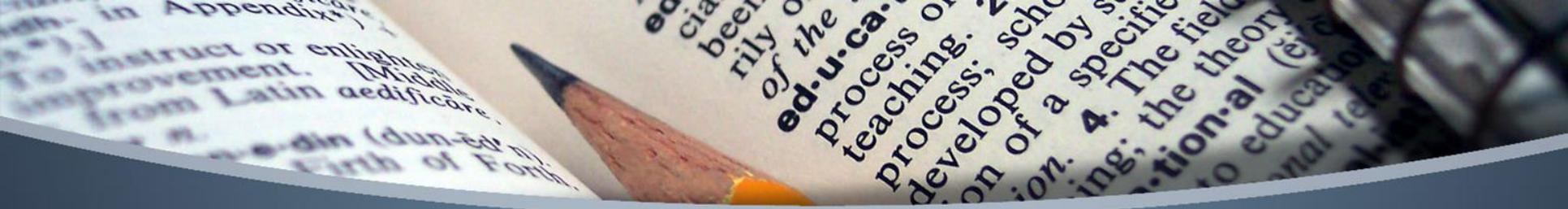
Tick **one**.

statements

questions

commands

exclamations

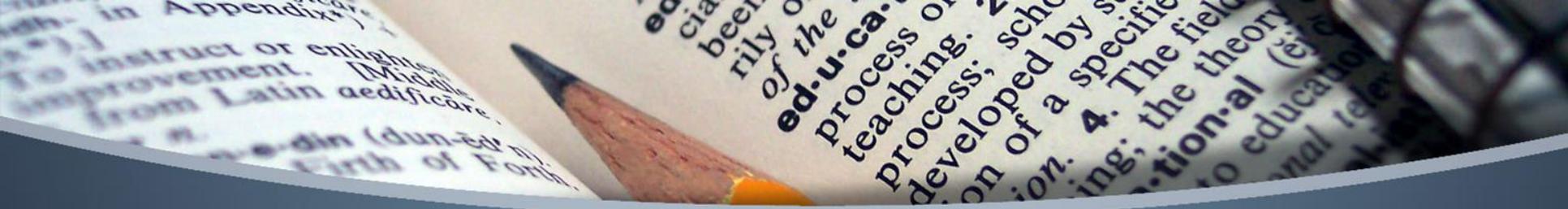


I _____ my friend for her help.

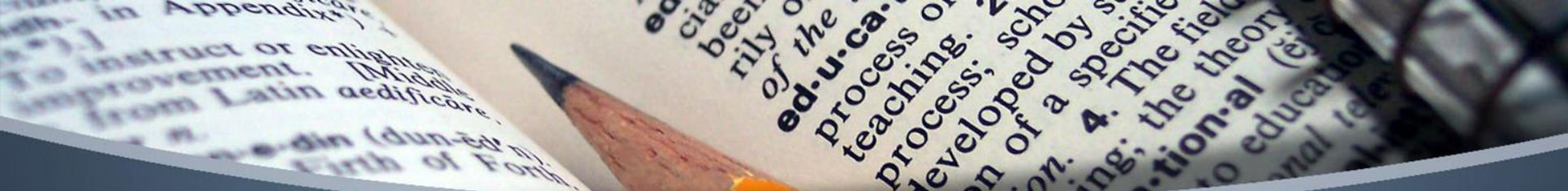
We are going on holiday on _____.

Dad _____ to meet the children.

A rose _____ fell to the ground.



Year 3 and Year 4 (LKS2)



Years 3 and 4

Vocabulary, grammar and punctuation : Text

Learn the grammar for Years 3 and 4 in English Appendix 2:

- Introduction of paragraphs as a way to group related material (Y3)
- Use of paragraphs to organise ideas around a theme (Y4)
- Headings and sub- headings to aid presentation (Y3)
- Appropriate use of pronoun or noun within and across sentences to aid cohesion and avoid repetition (Y4)

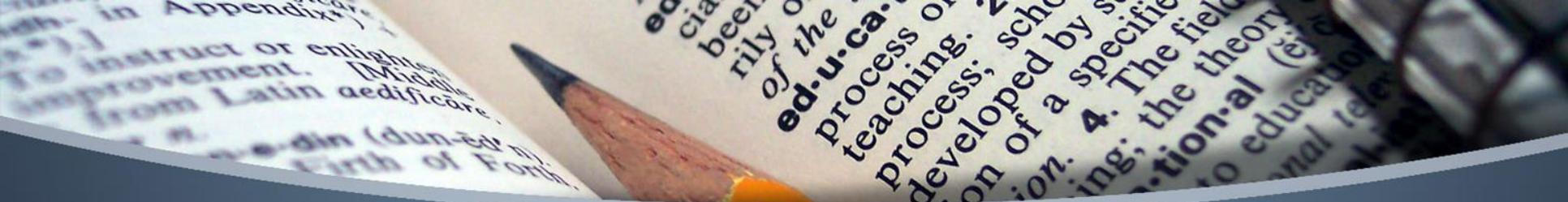
Spelling

- Use further prefixes and suffixes (Appendix 1)
- Spell further homophones
- Spell words that are often misspelt (English Appendix 1)
- Use the possessive apostrophe accurately in regular plurals (girls', boys') and in words with irregular plurals (children's, women's)
- Use the first two or three letters of a word to check its spelling in a dictionary
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

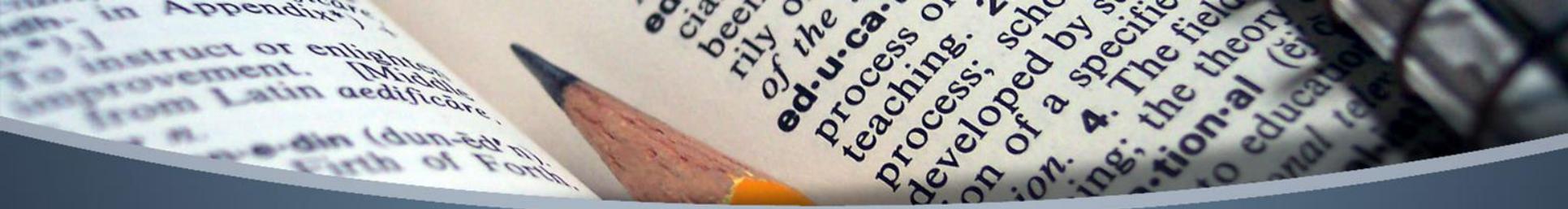
Sentence construction

Develop their understanding of the concepts set out in Appendix 2 by:

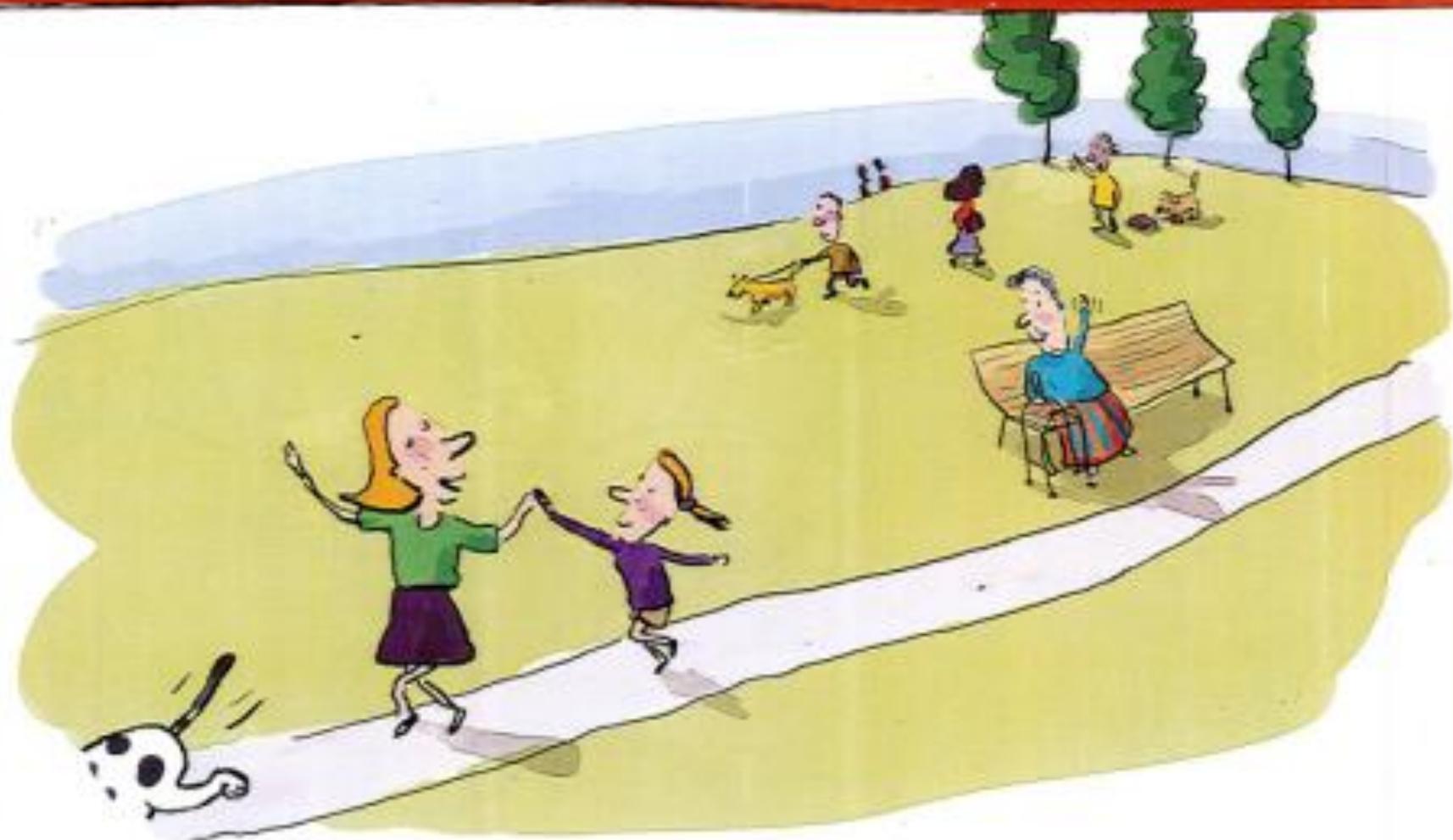
- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if because, although
- Using the present perfect form of verbs in contrast to the past tense (Y3)
- Choosing nouns or pronouns accurately for clarity and cohesion and to avoid repetition
- Using conjunctions, adverbs and prepositions to express time, place and cause (Y3)
- Using fronted adverbials (Y4)
- Using noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (Y4)



Punctuation	<p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none">• Using commas after fronted adverbials (Y4)• Indicating possession by using the possessive apostrophe with plural nouns (Y4) <p>Using and punctuating direct speech (Y3/4)</p>
Terminology	<p>adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (Y3)</p> <p>determiner, pronoun, possessive pronoun, adverbial (Y4)</p>
Standard English	<p>Standard English forms for verb inflections instead of local spoken forms (for example: we <u>were</u> instead of we <u>was</u>, or I <u>did</u>, instead of I <u>done</u>)</p>



Year 5 and Year 6 (UKS2)



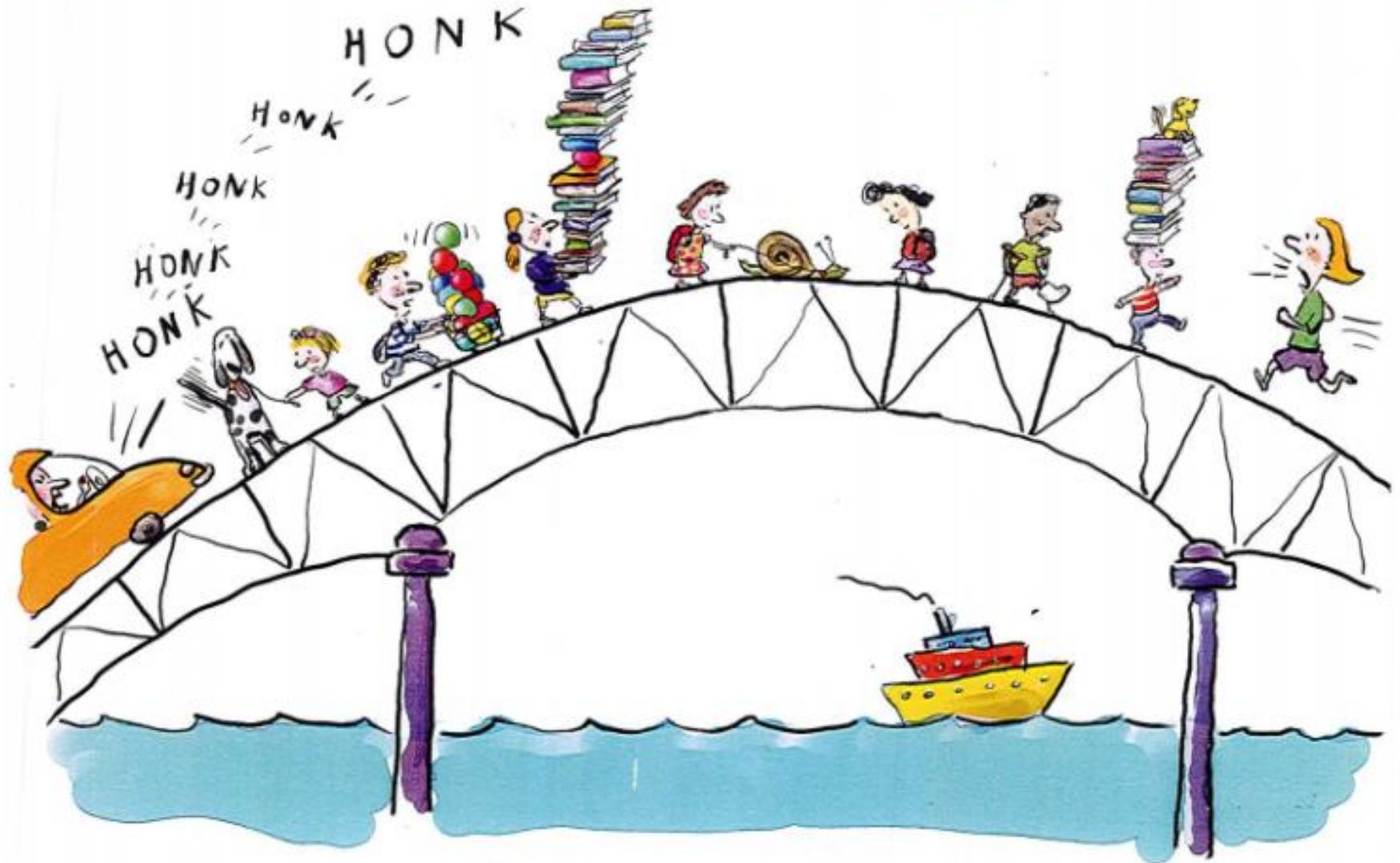
After we left Grandma, Mummy and I
skipped about in the park.



After we left, Grandma, Mummy and I
skipped about in the park.



Slow, children crossing.



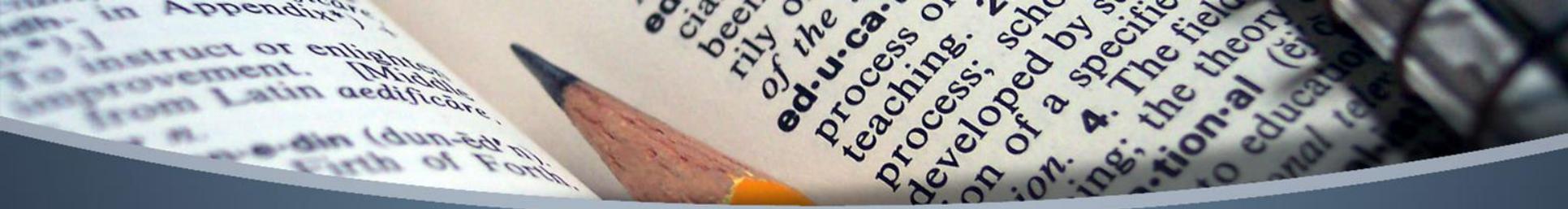
Slow children crossing.



William brought an extra large pizza.



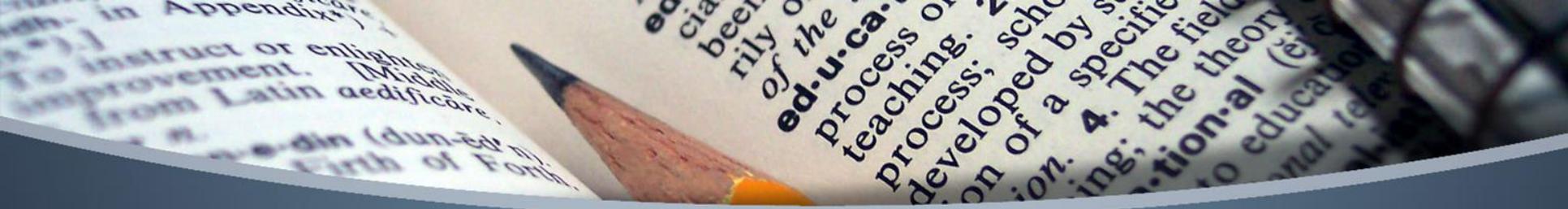
William brought an extra-large pizza.



WHEN COMFORTING A GRAMMAR TEACHER,



**I ALWAYS SAY SOFTLY,
"THERE, THEIR, THEY'RE"**

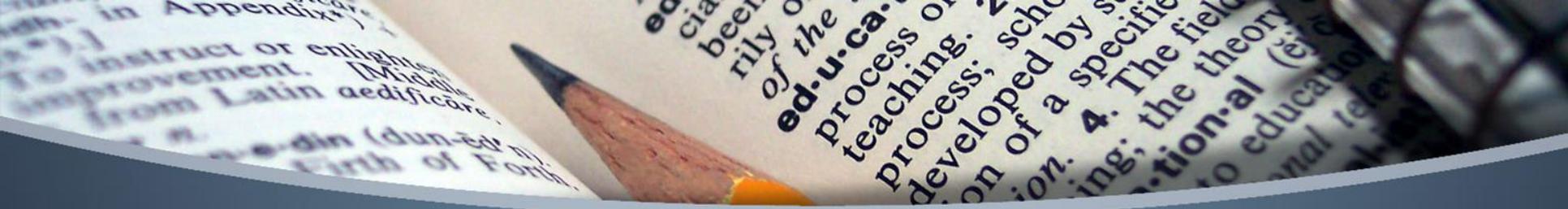


"Let's eat Grandma!"



"Let's eat, Grandma!"

**PUNCTUATION
SAVES LIVES.**



Years 5 and 6

Vocabulary, grammar and punctuation : Text

Learning the grammar for Years 5 and 6 in English Appendix 2

- Devices to build cohesion within a paragraph (eg then, after, that, this, firstly) (Y5)
- Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly) or tense choices (he had seen her before) (Y5)
- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, the use of adverbials such as on the other hand, in contrast, or as a consequence) and ellipsis (Y6)
- Layout devices (eg: headings, sub headings, columns, bullet points or tables to structure text) (Y6)

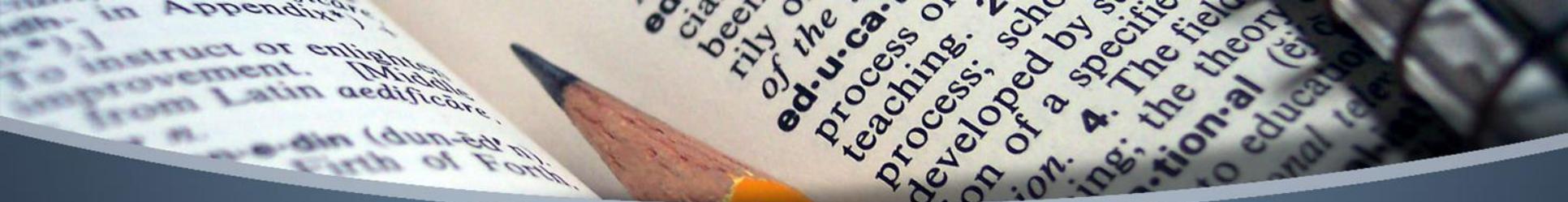
Spelling

- Use further prefixes and suffixes and understand the guidance for adding them
- Spell some words with 'silent' letters (eg: knight, psalm, solemn)
- Continue to distinguish between homophones and other words which are often confused
- Use dictionaries to check the spelling and meaning of words
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- Use a thesaurus

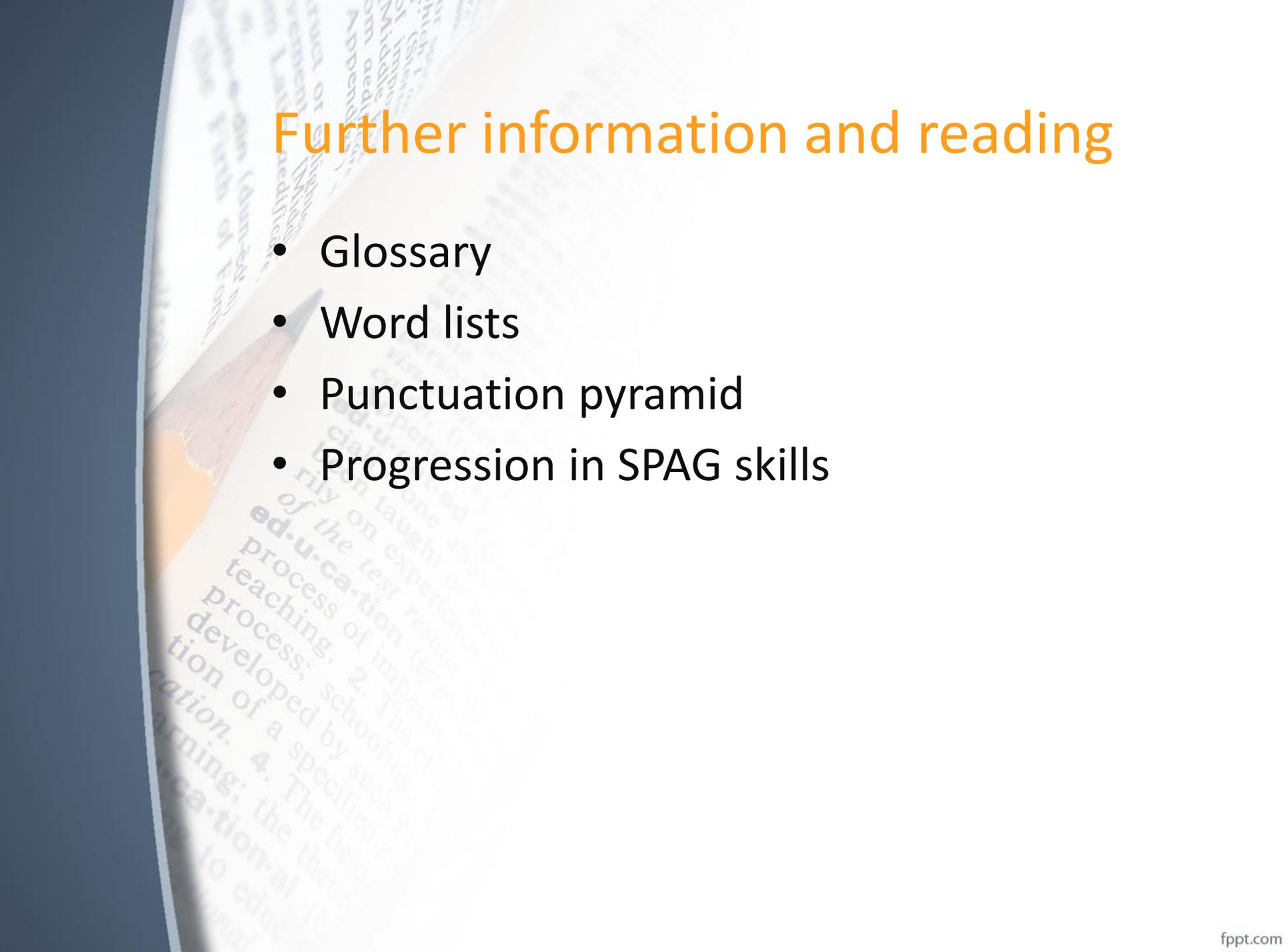
Sentence construction

Develop their understanding of the concepts set out in English Appendix 2 by:

- Using passive verbs to affect the presentation of information in a sentence (Y6)
- Using the perfect form of verbs to mark relationships of time and cause
- Using expanded noun phrases to convey complicated information concisely
- Using modal verbs or adverbs to indicate degrees of possibility
- Using relative clauses beginning with who, which, where, when, whose, that, or with an implied (ie: omitted) relative pronoun (Y4)
- Indicating degrees of possibility using adverbs or modal verbs (Y5)



Punctuation	<p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none">• Using commas to clarify meaning or avoid ambiguity in writing (Y5)• Using hyphens to avoid ambiguity (Y6)• Using brackets, dashes or commas to indicate parenthesis(Y5)• Using semi- colons, colons or dashes to mark boundaries between independent clauses(Y6)• Using a colon to introduce a list (Y6)• Punctuating bullet points(to list information) consistently (Y6)
Terminology	<ul style="list-style-type: none">• Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity (Y5)• Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullets (Y6)
Standard English	<p>Develop understanding of the concepts set out in English Appendix 2 by recognising vocabulary and structures that are appropriate for formal speech and writing (including subjunctive forms) (Y6)</p>

The background features a close-up of a pencil tip on the left, pointing towards the center. Behind it is a page from a book with faint, illegible text. The main title 'Further information and reading' is written in a large, orange, sans-serif font at the top.

Further information and reading

- Glossary
- Word lists
- Punctuation pyramid
- Progression in SPAG skills