

Why teach SPAG?

SP&G are essential tools in helping us to write sentences and texts that **make sense and flow well**.

Once we have these tools, we have more **control** of what we write as well as **choice over the language** we use.

This helps us to write for a specific **audience** and **purpose** in mind.

- Spelling, punctuation and grammar are needed for children to create the effects they want in a piece of writing, and for the writing to be coherent
- In Year 1, all children will complete the Phonics screening
- In Years 2 and 6, all children will complete tests in spelling, and in grammar and punctuation

What is SPAG?

- Spelling
- Punctuation
- And
- Grammar

17. Our _____ shop sells vegetables.

18. The umbrella is _____ because it is broken.

5 Circle the **adverb** in the sentence below.

We all sang loudly in assembly.

7 Tick the **two** nouns in the sentence below.

We played with our cat in the garden.

15. Water is _____ to life.

16. David had a _____ idea of where to find the milk.

6 Tick the **adverb** in the sentence below.

Tick one.


The lively crowd cheered loudly when the rally car race began.

48 Rewrite the underlined verb in the sentence below so it is in the present progressive.

I taught my sister to skateboard.


One spelling mistake can destroy your life.
A husband sent this to his wife:
"I'm having a wonderful time. Wish you were her."

Why punctuation matters. Some people find inspiration in cooking their families and their dogs. Others find inspiration in cooking their families, and their dogs.




some cards
www.writespelle.co.uk

The past, the present, and the future walked into a bar. It was tense.




English curriculum – English glossary

article	The articles the (definite) and a or an (indefinite) are the most common type of grammatical	<i>The dog found a bone in a old box.</i>
auxiliary verb	The auxiliary verbs are: be , have , do and the modal verbs . They can be used to make questions and negative statements. In addition: <ul style="list-style-type: none"> be is used in the progressive and passive have is used in the perfect do is used to form questions and negative statements if no other auxiliary verb is present 	<i>They are winning the match. [be used in the progressive]</i> <i>Have you finished your picture? [have used to make a question, and the perfect]</i> <i>No, I don't know him. [do used to make a negative; no other auxiliary is present]</i> <i>Will you come with me or not? [modal verb will used to make a question about the other person's willingness]</i>
clause	A clause is a special type of phrase whose subject is a NP . Clauses can sometimes be complete sentences. Clauses may be main or subordinate . Traditionally, a clause had to have a finite verb , but most modern grammarians also recognise non-finite clauses.	<i>It was raining. [single-clause sentence]</i> <i>It was raining but we were indoors. [two finite clauses]</i> <i>If you are coming to the party please let us know. [finite subordinate clause inside a finite main clause]</i> <i>Usain went upstairs to play on his computer. [non-finite clause]</i>




How do we teach punctuation and grammar at Green Ridge?

- In all year groups, spelling, punctuation and grammar are taught through our Talk for Writing approach in English lessons
- Many starters in these lessons are used to teach grammatical structures or correct use of punctuation
- When modelling writing in English lessons, we will teach sentence structure and punctuation, and these will form the basis for challenges for the work the children complete
- In KS2, children will be taught spelling, punctuation and grammar in their SPAG lessons as well as English lessons



English Appendix 2: Vocabulary, grammar and punctuation


Year 1: Detail of content to be introduced (statutory requirement)	
Word	Regular plural noun suffixes –s or –es (for example, dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un- changes the meaning of verbs and adjectives (negation, for example, <i>unkind, or undoing; until the boat</i>)
Sentence	How words can combine to make sentences Joining words and joining clauses using and
Text	Sequencing sentences to form short narratives
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark



Word Structure	Spelling Strategy	Text Structure	Punctuation	Terminology for Pupils
Regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes)	How words can combine to make sentences	Separation of words with spaces	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark
How the prefix un- changes the meaning of verbs and adjectives (e.g. unkind, unhelpful)	How words can combine to make sentences	Separation of words with spaces	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark
How the prefix un- changes the meaning of verbs and adjectives (e.g. unkind, unhelpful)	How words can combine to make sentences	Separation of words with spaces	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark
How the prefix un- changes the meaning of verbs and adjectives (e.g. unkind, unhelpful)	How words can combine to make sentences	Separation of words with spaces	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark



English Appendix 2: Vocabulary, grammar and punctuation

Year 2: Detail of content to be introduced (statutory requirement)	
Word	Formation of nouns using suffixes such as -ness, -er and by compounding (for example, <i>whiteboard, supermarket</i>) Formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs
Sentence	Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification (for example, <i>the blue butterfly, plain flour, the man in the moon</i>) How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
Text	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress (for example, <i>she is drumming; he was shouting</i>)
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apertrophes to mark where letters are missing in spelling and to mark singular possession in nouns (for example, <i>the girl's name</i>)
Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma



- Full stops
I go to school.
- Capital Letters
Come to my house and you can play with Sarah.
- Question marks
Will you go with me?
- Exclamation marks
How lovely it is to see you!
- Commas
My interests include reading, cooking, dogs and horses.

- Apostrophes indicate missing letters/contractions.
is not → **isn't**
I will → **I'll**
- Apostrophes indicate possession.
The dog's bowl was full of biscuits.


Word classes

- Nouns
cat, Ben
- Adjectives
beautiful, warm
- Verbs
kick, feel
- Adverbs
peacefully, carefully, tomorrow, today




Verb tenses


- Present/past
Jack is eating his lunch.
Jack ate his lunch.



Sentence Types





- Simple sentence
The dragon guarded the cave.
- Compound sentence
The dragon guarded the cave and he scratched the ground near the entrance.
- Conjunctions
because so but and or when if that



Your turn!

...sentence doctor

- He **runned** down the lane.
- Will you pass sandwich to me.
- I don't want no pudding.
(It helps to read them aloud)
Getting trickier...
We seed the trane, it was two lait.
I put the hoarses sadel on.
He ran down the lain.


- There are 4 types of sentence.
 - **Statement**
 - **Question**
 - **Command**
 - **Exclamation**

A. Did you empty the dishwasher?

B. What a marvellous empty dishwasher that is!

C. Empty the dishwasher.

D. You emptied the dishwasher.



Prefixes and Suffixes

Plurals
 baby **babies**
 berry **berries**
 fly **flies**
 party **parties**
 hobby **hobbies**
 ies

- Year 1 - The prefix -un.
I tied the ribbon.
I **untied** the ribbon.
- Year 1 - Regular plural noun suffixes -s or -es
dog → **dogs**
wish → **wishes**
- Year 1 - Suffixes
help → **helping, helped, helper**
- Year 2 - Use of suffixes -er, -est and -ly
large → **larger, largest**
slow → **slowly**

Your turn!

Pairs-A game-choose six adjectives and six nouns. Write them on your whiteboard, number them 1-6. Roll a dice and first choose an adj, then repeat and choose a noun. Use your noun and adjective to make a sentence. Your sentence has to make sense but can be silly.

Here is a bank of adjectives and nouns to get you started:

ADJECTIVES: Angry Brave Cool Deadly Emerald Frosty Gorgeous Helpless Impressive Jealous Keen Lazy Moody Naughty Old Pale	NOUNS: Cup Table Chair Grass Tree Bus Car Bike Computer Pencil Ruler Desk Bell Tower Forest Lake
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Your turn!

Fill in the gaps

- Can you fill in the gaps with the best choice. Try not to always go with the first word that comes to mind, try to find the best fit.
- The _____ dog barked at the _____ cat.
- The _____ snake slipped through the _____ grass.
- The _____ wall crumbled under the _____ weight of the giant's _____ foot.
- Mrs Snaggleworth rode her _____ bicycle through the _____ market.
- She passed _____ stalls of _____ apples, _____ pears and _____ pineapples.

English Appendix 2: Vocabulary, grammar and punctuation

Year 5: Detail of content to be introduced (statutory requirement)		Year 6: Detail of content to be introduced (statutory requirement)	
Word	Converting nouns or adjectives into verbs using suffixes [for example, -ate, -ise, -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-]	Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out - discover, ask for - request, go on - ended] How words are related by meaning as synonyms and antonyms [for example, big, large, tall]
Sentence	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Sentence	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken by me]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags, the use of question tags, the use of question tags, the use of subjective forms such as if I were or What if it were to come in some very formal writing and speech]
Text	Devices to build cohesion within a paragraph [for example, then, after that, this, first] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	Text	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connectors [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullet points, tables, to structure text]
Punctuation	Brackets, dashes or commas to indicate parenthetical Use of commas to clarify meaning or avoid ambiguity	Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, fit racing 'in the end'] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]
Terminology for pupils	modal verb, relative pronoun, relative clause, parenthesis, dash, cohesion, ambiguity	Terminology for pupils	subject, object, active, passive, pronoun, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

English Appendix 2: Vocabulary, grammar and punctuation

Year 3: Detail of content to be introduced (statutory requirement)		Year 4: Detail of content to be introduced (statutory requirement)	
Word	Formation of nouns using a range of prefixes [for example, super-, anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, g rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	Word	The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]
Sentence	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, there/then], or prepositions [for example, before, after, during, in, because of]	Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (e.g. the teacher expanded to the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.]
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	Text	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	Introduction to inverted commas to punctuate direct speech	Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause, and punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials
Terminology for pupils	preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')	Terminology for pupils	determiner, pronoun, possessive pronoun, adverbial

Your turn!

The drop in game

- Can you drop in a relative clause. Here are some examples:
- Mrs Tinklenose, **who was tired of sneezing**, lay down for a rest.
- The car, **that was bright blue**, had got a parking ticket.
- Red kites, **which are on the increase in England**, were almost hunted to extinction.

The drop in game...


- Mrs Hardy glared at the shark
- Sonny picked up the frozen leaf.
- Whales are rare.
- Add in a relative clause. Remember a relative clause begins with a relative pronoun: **who, whom, whose, which, that**
- Ex! **Mrs Hardy, who was once afraid of fish, stared at the shark.** Relative clause

How you can support your children at home

<https://www.talk4writing.co.uk/portfolio-items/grammar/>

Document: Additional 'Jumpstart!' Grammar' Activities

Project Description	Project Details	Latest articles
<p>Please find below grammar resources including all the writing activities that weren't included in our previous Grammar Bank of Games. Looking at the essential grammar facts for 2019, it is obvious that they are going to become increasingly difficult with more emphasis on the writing of longer texts. For example the pasting notes, the and you will have an idea of all the additional resources that you can download for children for any of the additional facts if they haven't already been well covered by your past Grammar.</p> <p>1. This document is a downloadable printable sheet of punctuation writing cards to use throughout the year to support your child.</p> <p>Download the word cards of the document here</p> <p>2. The fact registers cards is a great game for building your child's confidence in understanding the key parts of speech of the different text types. It can be adapted to reflect the terminology that your class should be familiar with.</p> <p>Download the word cards of the document here</p> <p>3. Matching activities are much more fun and more effective than grammar exercises because they involve the pupils in choosing the best fit. This document contains examples of matching grammar activities to assist understanding once concepts have been taught.</p> <p>Download the word cards of the document here</p>	<p>Categories: Grammar</p>	<p>Case Study: Turning over a new page 21 March 2019</p> <p>Case Study: Creating a flow of reading January 12, 2019</p> <p>How to write your own model text by Kathy Perceps December 5, 2018</p> <p>Article: The Writer Issue - Free model text and backing notes December 3, 2018</p> <p>Article: How do I use this issue within Talk for Writing? April 22, 2018</p> <p>Case Study: Quality Writing at Hallfield Primary January 13, 2018</p>



Useful websites

<http://www.bbc.co.uk/skillswise/topic-group/spelling>

<http://www.bbc.co.uk/skillswise/topic-group/word-grammar>

<http://www.bbc.co.uk/skillswise/topic-group/sentence-grammar>

<https://www.phonicsplay.co.uk/freetext.htm>

<https://learnenglishkids.britishcouncil.org/grammar-practice>

<https://www.bbc.com/bitesize/subjects/zgkw2hw>

<https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>

<https://www.talk4writing.co.uk/portfolio-items/grammar/>

<https://www.funbrain.com/games/grammar-gorillas>



How you can support your children at home

ALPHABET RACE
Can you create an A-Z of adjectives, adverbs, or verbs. See if you can come up with a word that no one else has thought of.
Can you create an A-Z of nouns such as fruit, vegetables, sports, etc...
Can you come up with your own A-Z list ex/ (boys' and girls' names)

ADJECTIVE BRAINSTORM
How many adjectives can you think of to describe a lion?
How many adjectives can you think of to describe a snake?
Can you think of other nouns to describe?




CREATE A MOOD

Comic:
The ___ girl sat on the ___ chair and stared at the ___ painting.

Frightening:
The ___ girl sat on the ___ chair and stared at the ___ painting.

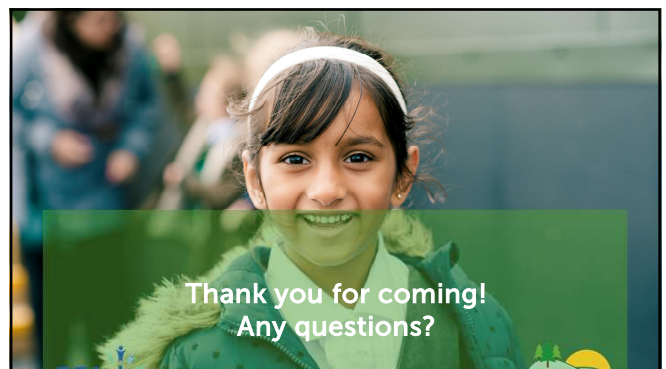
Heroic:
The ___ girl sat on the ___ chair and stared at the ___ painting.

Threatening:
The ___ girl sat on the ___ chair and stared at the ___ painting.

Calm:
The ___ girl sat on the ___ chair and stared at the ___ painting.

Excited:
The ___ girl sat on the ___ chair and stared at the ___ painting.

Gloomy:
The ___ girl sat on the ___ chair and stared at the ___ painting.

How you can support your children at home

- Play speaking and listening and writing games
- Make lists
- Play countdown
- Guess who?
- Taboo/riddle
- Make words with alphabet spaghetti
- Write words in sand or playdough
- Make words out of pipe cleaners
- Question your child on the sentences they write in order to prompt them to extend their ideas.
- Use post it notes to label objects e.g. with a noun (table), with an expanded noun phrase (old, wooden table with crooked legs) or with prepositions (The old, wooden table with crooked legs is beside the sofa).

