

A Parent's
Guide to SPaG



Today's Objectives

From the parent survey areas to prioritise are;

- To understand the National Expectations of SPaG (Spelling, punctuation and grammar)
- To gain an understanding of how to support your child with SPaG at home.



What is SPaG?

It stands for S (spelling), P (punctuation) and G (grammar)
It is also known as GPS (Grammar, Punctuation and Spelling)

“Grammar to a writer is to a mountaineer a good pair of hiking boots or, more precisely, to a deep-sea diver an oxygen tank.”



VCOP
(Vocabulary,
Connectives,
Openers and
Punctuation)

There are national SPaG tests at the end of both Key Stages, however KS1 is optional.



Longwick's Successes



In Year 1 last year
100% passed the
phonics test which put
us in the top 3% of
schools nationally!

We are providing
phonics training for
other educational
establishments!

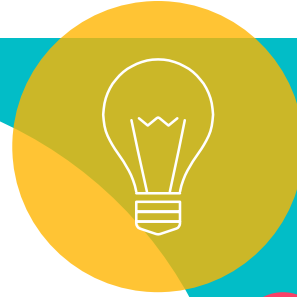
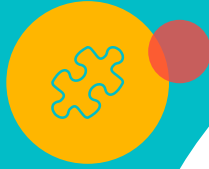
At the end of KS2 89% of
children achieved the expected
standard in SPaG, compared to
77% nationally.

43% reached the higher
standard, compared to 31%
nationally.

The average point score was
107 which again is above
national.



Spellings



Spellings



The National Curriculum has devised a set of word lists/common exception words that children are expected to know how to read and spell by the end of the specified period.

These words tend to be words that children would be unable to phonetically sound out, therefore they are words that need to be learnt.

These words are included in the children's spelling list.

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
-tch	The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.	catch, fetch, kitchen, notch, hutch

Spellings are tested separately as well.

[Spelling Appendix](#)





Expectations by year group



Year 1 and 2 Common Exception Words

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

twinkl



Year 3 and 4 Word List



Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	



Year 5 and 6 Word List



Word list – years 5 and 6

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (–ped, –ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	
disastrous	parliament	



Spellings at home



Word Search

Create your own word searches using your spelling words

Shaving Cream Practice:

An easy way to clean those dirty tables is to finger paint on them with shaving cream. Squirt some on the table (with your parent's permission and supervision!) and then practice spelling your words by writing them with your finger in the shaving cream.

Scrabble Spelling:

Find the letters you need to spell your words and then mix them up in the bag. Get your parents to time you unscrambling your letters. For extra maths practice you could find out the value of each of your words.

Endings which sound like /ʃəl/

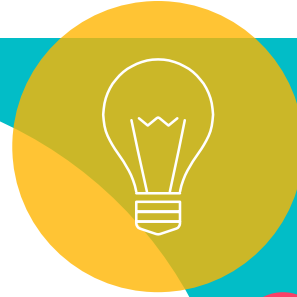
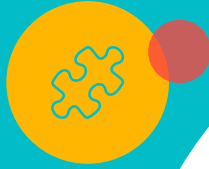
-cial is common after a vowel letter and **-tial** after a consonant letter, but there are some exceptions.

Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to *finance*, *commerce* and *province*).

official, special, artificial, partial, confidential, essential



Punctuation and Grammar





Vocabulary, Grammar and Punctuation

In the National Curriculum for Literacy there are sections on vocabulary, grammar and punctuation.

Writing - vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in [English appendix 2](#) by:
 - learning how to use both familiar and new punctuation correctly - see [English appendix 2](#), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
 - learn how to use:
 - sentences with different forms: statement, question, exclamation, command
 - expanded noun phrases to describe and specify [for example, 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 2](#)
 - some features of written Standard English
- use and understand the grammatical terminology in [English appendix 2](#) in discussing their writing

[National Curriculum for Literacy](#)





Expectations by year group

Year 1



- Words
- Letters vs. Capitals
- Punctuation
- Full Stops
- Exclamation Marks
- Singular vs. Plural
- Sentences



Year 2



- Nouns
- Adjectives
- Verbs
- Tense
- Progressive
- Adverbs
- Noun Phrases
- Statements
- Questions
- Exclamations
- Commands
- Suffixes
- Apostrophes
- Commas
- Compound Sentences



Year 3



- Consonants vs. Vowels
- Word Families
- Clauses
- Conjunctions
- Prefixes
- Perfect
- Prepositions
- Inverted Commas



Year 4

- Articles
- Adverbials
- Determiners
- Pronouns
- Possessive Pronouns

Year 5



- Ambiguity
- Auxiliary Verbs
- Modal Verbs
- Brackets
- Cohesion
- Relative Clauses
- Dashes
- Parenthesis

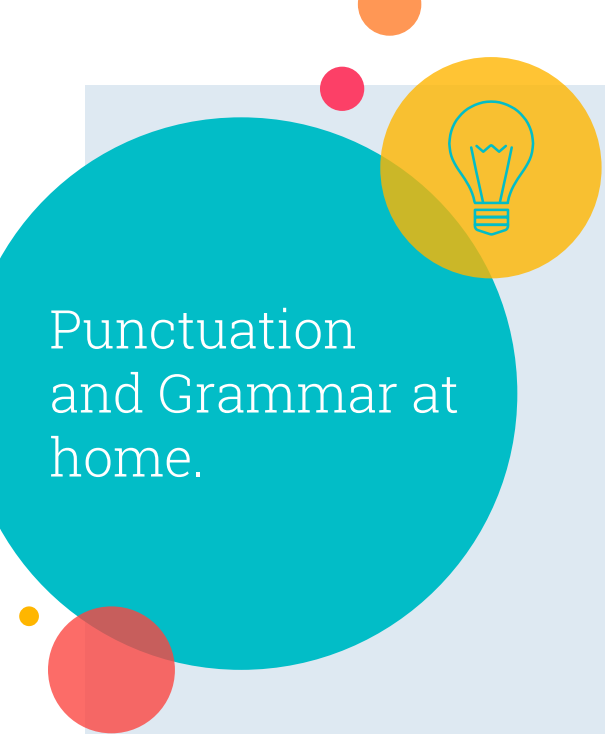


Year 6



- Active and Passive Voice
- Synonyms and Antonyms
- Subject vs. Object
- Ellipsis
- Semicolons
- Colons
- Bullet Points
- Hyphens





Punctuation and Grammar at home.

- Try to use the correct terminology wherever possible.
- Don't rush through year groups- master it first.
- Use the grammar guide.
- Creativity and enjoyment for writing are extremely important!





A parents guide to Grammar

Please refer to the website for more
information

COLONS YEAR 6

A colon will introduce a list or an explanation.

It can be used in place of the following words/
phrases:
Such as...
Include/including...
They are...

A colon shouldn't be used if it's not required.

FOREXAMPLE

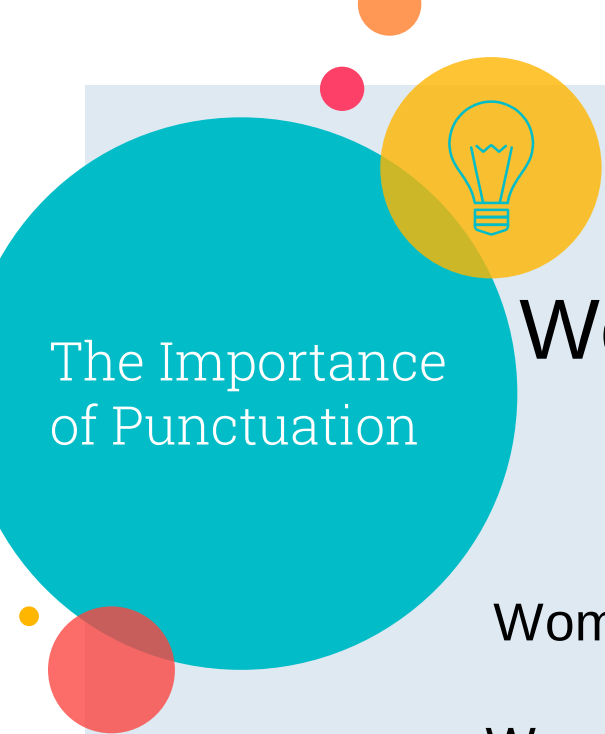
The ingredients include: jam, flour and soap. 

The example is incorrect. We should use
'include' OR the colon.

REMEMBER!

Colons are a rare
punctuation mark.





The Importance of Punctuation

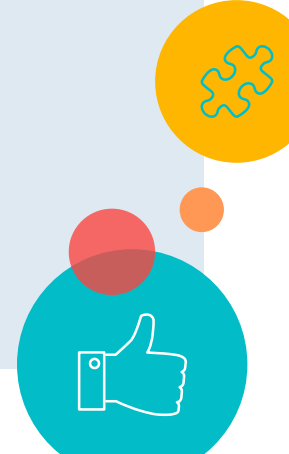
Woman without her man is nothing

Can you punctuate this sentence?

Woman without her man is nothing.

Woman, without her man, is nothing.

Woman: without her, man is nothing.



Verbs



VERBS YEAR 2

A verb is an action, doing or being word.

The same verb can take different forms. This will depend on how many people, or things are doing it and when it happened. A sentence will normally contain at least one verb.

FOR EXAMPLE

Harry broke a pencil.

The verb is 'broke' because that's what Harry actually did.

REMEMBER!

Verbs let us know what's happening.



Verbs



Key Stage 1

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

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

Key Stage 2

Which **verb form** completes the sentence?

After Disha _____ her medal, she gave a television interview.

Tick **one**.

is collecting ☐

had collected ☐

has collected ☐

was collecting ☐

1 mark



Answers



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

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

Which **verb form** completes the sentence?

After Disha _____ her medal, she gave a television interview.

Tick **one**.

is collecting

☐

had collected

☒

has collected

☐

was collecting

☐

1 mark



Adverbs



ADVERBS YEAR 2

Adverbs are describing words.



Adverbs tell us when, where, how, in what manner and to what extent a verb is performed.



FOREXAMPLE

The man ran quickly.

verb

adverb

REMEMBER!

They can also affect adjectives or other adverbs.



Sample Questions



Key Stage 1

Write one **adverb** to complete the sentence below.

We cut out the shapes _____.

Key Stage 2

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

Of all the toys in his large collection, Karl's little brother liked
the cuddly rabbit best.

1 mark



Answers



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

Of all the toys in his large collection, Karl's little brother liked
the cuddly rabbit best.

1 mark



Progressive Tense



PROGRESSIVE YEAR 2

The progressive form of a verb usually describes things that are happening (or in progress).

The progressive is created by combining the verb 'to be' with the verb's present participle (usually ending in ing).

FOR EXAMPLE

John is talking in class.

to be

present participle

Because 'is' is present tense, this is an example of the present progressive.

REMEMBER!

We can change 'is' to 'was' to create the past progressive.



Progressive Tense



Key Stage 1

Tick to show whether each sentence is in the **past tense** or the **present tense**.

Sentence	Past tense	Present tense
Becky was thinking.		
I am reading my book.		
Jo is going for a walk.		

Key Stage 2

Rewrite the underlined verbs in the sentence below so that they are in the **present progressive** form.

Jim learns French at school. He plans to ski in the Alps in the spring.

↓

↓

1 mark



Answers



Tick to show whether each sentence is in the **past tense** or the **present tense**.

Sentence	Past tense	Present tense
Becky was thinking.	✓	
I am reading my book.		✓
Jo is going for a walk.		✓

Rewrite the underlined verbs in the sentence below so that they are in the **present progressive** form.

Jim learns French at school. He plans to ski in the Alps in the spring.

is learning

is planning

1 mark





Support on our website

- [The Grammar Guide for parents](#)
- [The National Curriculum for Literacy](#)
- [The National Curriculum's SPaG glossary \(includes all spelling rules for each year group\)](#)
- [How to support spelling at home presentation](#)
- [Exciting ways to practise spellings at home](#)
- [Punctuation poster map](#)





Thanks!

Any questions?

