

BACK TO THE



**SPaG
at
Sandling
Primary
School**



28th January 2016

SPaG

S = Spelling

P = Punctuation

and

G = Grammar

Spelling

Year 1 begins with revision of YR:

Statutory requirements

- all letters of the alphabet and the sounds which they most commonly represent
- consonant digraphs which have been taught and the sounds which they represent
- vowel digraphs which have been taught and the sounds which they represent
- the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- words with adjacent consonants
- guidance and rules which have been taught

Terminology: Phoneme

- A phoneme is the smallest unit of sound that signals a distinct, contrasting meaning.
- There are around 44 phonemes in English; the exact number depends on regional accents. A single phoneme may be represented in writing by one, two, three or four letters constituting a single grapheme.
 - Examples:
- The word cat has three letters and three phonemes:
/kæt/
- The word catch has five letters and three phonemes:
/kætʃ/
- The word caught has six letters and three phonemes:
/kɔ:t/

Terminology: Grapheme

- A letter, or combination of letters, that corresponds to a single phoneme within a word.
- The grapheme t in the words ten, bet and ate corresponds to the phoneme /t/.
- The grapheme ph in the word dolphin corresponds to the phoneme /f/.

Terminology: Digraph

- A type of grapheme where two letters represent one phoneme.
- Sometimes, these two letters are not next to one another; this is called a split digraph. The digraph ea in each is pronounced /i:/.
each
- The digraph sh in shed is pronounced /ʃ/.
shed
- The split digraph i–e in line is pronounced /aɪ/.
line

Spelling Years 1 and 2

- Follow the statutory guidelines as laid out by the National Curriculum.
- Letters and Sounds
- Year 2 begin to look at spelling rules:

For example:

* Adding suffixes (ed, er, est, y, ing, s, tion, ment, ful, less, ly)

* Also apostrophes for contractions and possession.

Spelling Years 3 and 4

- Begin with a revision of Y1 and Y2 paying special attention to the rules for adding suffixes.
- Look at prefixes, for example: un, dis, mis, in, im, il, ir – and understand their meanings ('sub' means under)
- Consider how prefixes and suffixes change the meaning of root words, for example: root word: **do** add prefix **re** and new word = **redo**

Spelling Years 3 and 4 cont...

- Develop suffixes (ally, ture, sure, sion, ous, our, cian)
- Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (tongue, unique)
- Words with the /s/ sound spelt sc (Science, fascinate)
- Words with the /eɪ/ sound spelt ei, eigh, or ey (obey, neighbour)

Spelling Years 3 and 4 cont...

- * Possessive apostrophe with plural words (boys', girls')
- * Homophones and near-homophones (accept/except, grown/groan)

Teachers continue to emphasise the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.

Spelling Years 3 and 4 cont...

Teachers continue to emphasise the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.

Examples:

business: once busy is learnt, with due attention to the unusual spelling of the /i/ sound as 'u', business can then be spelt as busy + ness, with the y of busy changed to i according to the rule.

disappear: the root word appear contains sounds which can be spelt in more than one way so it needs to be learnt, but the prefix dis- is then simply added to appear.

Understanding the relationships between words can also help with spelling.

Examples:

* bicycle is cycle (from the Greek for wheel) with bi- (meaning 'two') before it.

* medicine is related to medical so the /s/ sound is spelt as c.

Spelling Years 5 and 6

- Begin with a revision of previous years.
- Words ending in: cious, cial, tial, ant, ance, ancy, ent, ence, ency, able, ible, ably, ibly, fer.
- Hyphenated words (co-ordinate, re-enter)
- Words using ie and ei (ceiling, piece)
- Words with the ough sound (tough, rough, through)

Spelling Years 5 and 6 cont...

- Silent letters (doubt, island, lamb, solemn, thistle, knight)
- Homophones and other words that are often confused (advice/advise, herd/heard, practice/practise)

Spelling Years 5 and 6 cont...

Teachers continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidance for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.

Understanding the history of words and relationships between them can also help with spelling.

Examples:

* Conscience and conscious are related to science: conscience is simply science with the prefix con- added. These words come from the Latin word scio meaning I know.

* The word desperate, meaning 'without hope', is often pronounced in English as desp'rate, but the –sper- part comes from the Latin spero, meaning 'I hope', in which the e was clearly sounded.

Punctuation and Grammar

National Curriculum:

‘The grammar of our first language is learnt naturally and implicitly through interactions with other speakers and from reading. Explicit knowledge of grammar is, however, very important, as it gives us more conscious control and choice in our language. Building this knowledge is best achieved through a focus on grammar within the teaching of reading, writing and speaking. Once pupils are familiar with a grammatical concept [for example ‘modal verb’], they should be encouraged to apply and explore this concept in the grammar of their own speech and writing and to note where it is used by others. Young pupils, in particular, use more complex language in speech than in writing, and teachers should build on this, aiming for a smooth transition to sophisticated writing.’

Punctuation and Grammar

Year 1: Detail of content to be introduced (statutory requirement)

Word	<p>Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p>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>)</p> <p>How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>]</p>
Sentence	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p>
Text	<p>Sequencing sentences to form short narratives</p>
Punctuation	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>
Terminology for pupils	<p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>

Year 2: Detail of content to be introduced (statutory requirement)

Word	<p>Formation of nouns using suffixes such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]</p> <p>Formation of adjectives using suffixes such as <i>-ful</i>, <i>-less</i></p> <p>(A fuller list of suffixes can be found on page 57 in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes <i>-er</i>, <i>-est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs</p>
Sentence	<p>Subordination (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and co-ordination (using <i>or</i>, <i>and</i>, <i>but</i>)</p> <p>Expanded noun phrases for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>
Text	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming</i>, <i>he was shouting</i>]</p>
Punctuation	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>
Terminology for pupils	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>

Year 3: Detail of content to be introduced (statutory requirement)

Word	<p>Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i>, <i>an open box</i>]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p>
Sentence	<p>Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p>
Text	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>
Punctuation	<p>Introduction to inverted commas to punctuate direct speech</p>
Terminology for pupils	<p>preposition, conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p>

Year 4: Detail of content to be introduced (statutory requirement)

Word	<p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p>
Sentence	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p> <p>Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]</p>
Text	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>
Punctuation	<p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, “Sit down!”</i>]</p> <p>Apostrophes to mark plural possession [for example, <i>the girl’s name, the girls’ names</i>]</p> <p>Use of commas after fronted adverbials</p>
Terminology for pupils	<p>determiner</p> <p>pronoun, possessive pronoun</p> <p>adverbial</p>

Year 5: Detail of content to be introduced (statutory requirement)

Word	Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate</i> ; <i>-ise</i> ; <i>-ify</i>] Verb prefixes [for example, <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i>]
Sentence	Relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps</i> , <i>surely</i>] or modal verbs [for example, <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i>]
Text	Devices to build cohesion within a paragraph [for example, <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

Year 6: Detail of content to be introduced (statutory requirement)

Word	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p>
Sentence	<p>Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p>
Text	<p>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 <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
Punctuation	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>
Terminology for pupils	<p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>

Assessment - Spelling

- Y2 – Y6: Termly spelling tests – 20 words of those taught that term.
- Y1 begin termly tests, in the summer term – although will have ‘phonic screening’.
- Y2 and Y6 (term 5) – Spelling test as part of SATs.

Assessment:

Punctuation and Grammar

- Teacher assessment through marking.
- Y1 – Y6: Termly tests.
- Y2 and Y6 (term 5) – Punctuation and grammar testing as part of SATs.

How you could help...

- Practise and learn weekly spelling lists – make it fun!
- Encourage opportunities for writing, such as letters to family or friends, shopping lists, notes or reminders, stories or poems.
- Write together – be a good role model for writing.
- Encourage use of a dictionary to check spelling.
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).
- Show your appreciation: praise and encourage, even for small successes!

Any questions?

Kindly complete the feedback form before you leave – we welcome your comments and suggestions.

This presentation and the glossary of terms will be available on KLZ.

The small print: this presentation was to help parents/carers gain a better understanding on SPaG and is by no means exhaustive!