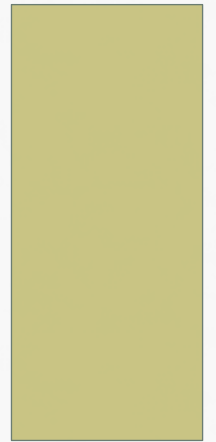


SPELLING, PUNCTUATION AND GRAMMAR

INFORMATION FOR PARENTS
KS2



WHAT IS THE SPAG TEST?

The Spelling, Punctuation and Grammar test (known as SPAG) was introduced in 2013 as part of the end of KS2 SATs.

It consists of two papers:

- Paper 1: multiple choice/ short sentence answers about grammar, punctuation and vocabulary
- Paper 2: Spelling dictation



PAPER 1

This covers areas such as:

- Connectives
- Pronouns
- Punctuation
- Capitalising words
- Identifying parts of a sentence
- Plurals
- Vocabulary and meaning



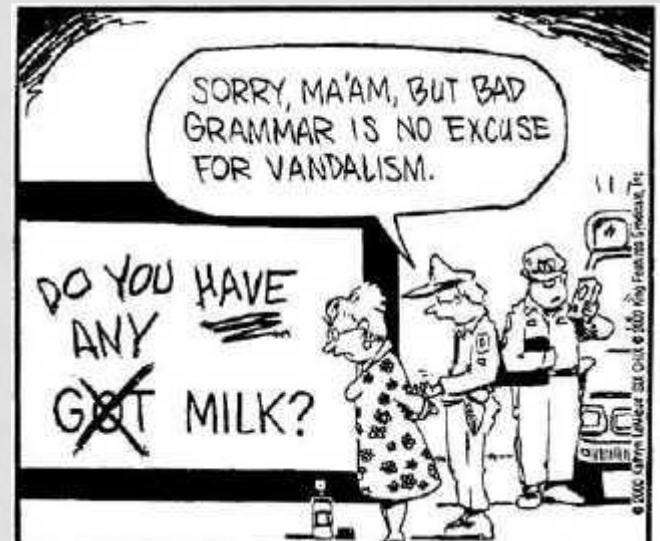
PAPER 1 CONTENT

En3.7a–c Language structure

- word classes and the grammatical functions of words, including
 - nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, articles
- the features of different types of sentence, including statements, questions and commands, and how to use them for example, imperatives in commands
- the grammar of complex sentences, including
 - clauses, phrases and connectives.

En3.6a–b Standard English

- **Standard English**
 - Tense agreement
 - Subject–verb agreement
 - Double negatives
 - Use of 'I' and 'me'
- **sg/ga 5 Formal / informal**
 - Contractions



PAPER 1 CONTENT (CONTINUED)

En3.1 and En3.2 Vocabulary / language strategies

• Vocabulary

- Word meaning
- Vocabulary in context
- Being concise and precise with vocabulary
- Synonyms
- Antonyms
- Word groups / families
- Prefixes
- Suffixes
- Singular and plural

En3.3 Punctuation

- Capital letters
- Full stops
- Question mark
- Exclamation marks
- Commas in lists
- Commas to mark phrases or clauses
- Inverted commas
- Apostrophes
- Brackets
- Ellipses
- Colons



PAPER 2

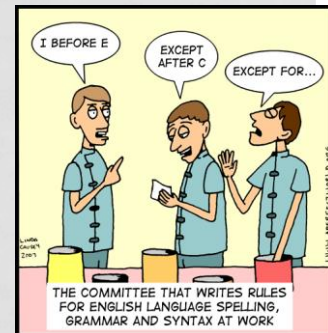
This is a spelling dictation exercise which covers all rules and spelling patterns studied throughout KS2.



PAPER 2 CONTENT

En3.2 Language strategies

- proofread – check the draft for spelling and punctuation errors, omissions and repetitions.
- **En3.4a–j Spelling**
- **Pupils should be taught:**
- **En3.4 spelling strategies**
- **a:** to sound out phonemes
- **b:** to analyse words into syllables and other known words
- **c:** to apply knowledge of spelling conventions
- **d:** to use knowledge of common letter strings, visual patterns and analogies
- **e:** to check their spelling
- **f:** to revise and build on their knowledge of words and spelling patterns.



PAPER 2 CONTENT (CONTINUED)

En3.4 morphology

- the meaning, use and spelling of common prefixes and suffixes
- the spelling of words with inflectional endings, e.g. happy, happier, happiest
- the relevance of word families, roots and origins of words
- the use of appropriate terminology, including vowel, consonant, homophone and syllable.



ABOUT THE TEST

Paper 1:

- **Grammar, punctuation and vocabulary**
- Short answer questions presented in order of difficulty
- **45 minutes**
- **50 marks**

Paper 2:

- **Spelling**
- 20 sentences from which targeted spelling words have been left out
- **Around 15 minutes (not strictly timed)**
- **20 marks**

EXAMPLE QUESTIONS

1 Circle the most suitable **connective** to complete the sentence below.

Amir went to the doctor _____ he was feeling ill.

however

because

despite

yet

2 Tick **one** word to complete the sentence below so that it is grammatically correct.

The window was _____ by a ball.

Tick **one**.

broked

broke

broken

breaked

7

Change the question in the table below into a command.

Write the command in the box.

Question	Command
Could you get my coat?	

8

Draw lines to match the words with their most likely final punctuation.

Use each punctuation mark **once**.

Sentence

Punctuation

Wow

.

What did you eat last night

!

Tina looked around the classroom

?

EXAMPLE SPELLINGS

1. We sat at the table to eat our _____.
2. The ducklings walked in a line, _____
their mother.
3. Ali drew a _____ of his garden.

SPELLING LIST FROM NEW CURRICULUM

Word list – years 5 and 6

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

HOW CAN YOU HELP?

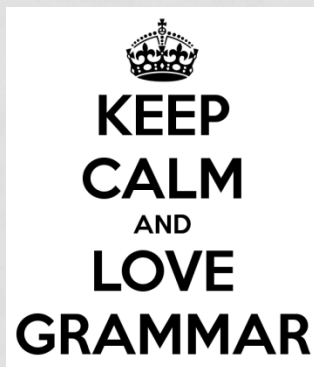
- Spellings, spellings, spellings!

Please help your child to learn their weekly spellings.

Ensure your children can automatically spell the high frequency words.

- Terminology

Help the children to become an expert on the names of different parts of speech, punctuation etc.



RESOURCES AVAILABLE

- Revision guides
- Websites:
- http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/
- www.westmeon.hants.sch.uk
- <http://resources.woodlandsjunior.kent.sch.uk/interactive/literacy2.htm>