



SPAG



What is SPAG?

A large, bold, black letter 'S' with a white outline and a slight shadow effect, positioned on a yellow background.

Spelling

A large, bold, black letter 'P' with a white outline and a slight shadow effect, positioned on a yellow background.

Punctuation

A large, bold, black letter 'A' with a white outline and a slight shadow effect, positioned on a yellow background.

and

A large, bold, black letter 'G' with a white outline and a slight shadow effect, positioned on a yellow background.

Grammar

Why is spelling, punctuation and grammar so important?



Why is spelling, punctuation and grammar so important?

john sat down on the television there was a herd of elephants in his bedroom his father was tidying up

John sat down. On the television there was a herd of elephants. In his bedroom, his father was tidying up.

John sat down on the television. There was a herd of elephants in his bedroom. His father was tidying up.

What does the National Curriculum say about SPAG?

Spoken Language:

"The quality and variety of language that pupils hear and speak are vital for developing their **vocabulary and grammar** and their understanding for reading and writing."

Reading:

"Good comprehension draws from linguistic knowledge (in particular of **vocabulary and grammar**) and on knowledge of the world."

Writing:

Writing down ideas fluently depends on **effective transcription**: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an **increasingly wide knowledge of vocabulary and grammar**. Writing also depends on fluent, legible and, eventually, speedy handwriting.

What does the National Curriculum say about SPAG?

"Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of **spelling, grammar, punctuation and 'language about language'** listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons."

"Throughout the programmes of study, teachers should teach pupils the **vocabulary** they need to discuss their reading, writing and spoken language. It is important that pupils learn the **correct grammatical terms** in English and that these terms are integrated within teaching."

SPAG Terminology - Year 1

Suffix: A suffix is an 'ending', used at the end of one word to turn it into another word, e.g. teacherer.

Prefix: A prefix is added at the beginning of a word in order to turn it into another word, e.g. disappear.

Conjunction: A conjunction links two words or phrases together, e.g. when, and, but, because.

Connectives: Words/phrases that stitch meaning together between clauses, sentences, paragraphs, e.g. however, first, next, then

Clause: A clause is a mini sentence, a string of words that hangs together on the verb. Clauses may be main or subordinate, e.g. It was raining.

Preposition: When or where something happens, e.g. to, at, outside

SPAG Terminology - Year 2

Noun: Nouns can be used after determiners, such as 'the' and 'a', e.g. the book. Nouns may be classified as **common** (e.g. boy, day) or **proper** (e.g. Ivan, Wednesday).

Pronouns: Used instead of the specific names, e.g. he, she

Adjective: Used before a noun, to make the noun's meaning more specific (i.e. to modify the noun), or after the verb be, as its complement.

Adverb: They can modify a verb, an adjective, another adverb or even a whole clause.

Verb: They can usually have a tense, either present or past (see also future). They usually name states or feelings rather than actions, e.g. He likes cake.

Comma: A comma marks a slight break between different parts of a sentence or a list.

Apostrophe: Used to show the place of missing letters (e.g. I'm for I am) and marking possessives (e.g. Hannah's mother).

Homophone: Two different words that sound the same but are spelt differently, e.g. hear, here.

Near homophones: Two words that are spelt the same but have different meanings.

SPAG Terminology - Year 2

4 KINDS OF SENTENCES	
<p><u>STATEMENT</u></p> <ul style="list-style-type: none">• A <i>statement sentence</i> tells about something.• It ends with a  <p><u>Examples:</u> I had a good time.</p> <p>He ate pizza for lunch.</p> <p>They went to the store.</p>	 <p><u>QUESTION</u></p> <ul style="list-style-type: none">• A <i>question sentence</i> asks something.• It ends with a  <p><u>Examples:</u> What is the rabbit eating?</p> <p>When do we eat lunch?</p> <p>How are you?</p>
<p><u>COMMAND</u></p> <ul style="list-style-type: none">• A <i>command sentence</i> tells someone to do something.• It ends with a  <p><u>Examples:</u> Please feed the dog.</p> <p>Eat all your vegetables.</p> <p>Do your chores after lunch.</p>	<p><u>EXCLAMATION</u></p> <ul style="list-style-type: none">• An <i>exclamation sentence</i> shows strong feeling.• It ends with a  <p><u>Examples:</u> The dog ate my homework!</p> <p>He fell off the chair!</p> <p>I just won 100 dollars!</p>

SPAG Terminology - Year 2

Tenses:

In English, tense is the choice between **present** and **past** verbs, which is special because it is signalled by inflections and normally indicates differences of time.



Punctuation



Full stop - Used to end a sentence.

Question Mark - Used when a direct question is asked.

Exclamation Mark - Used to indicate strong feelings or a raised voice in speech.

Inverted Commas - (not speech marks) " " or ' '

Commas - Used at the end of speech and in lists

Apostrophes - Used to show possession or when a letter is missing.

SPAG End of KS1 Tests

- Reading test paper, spelling test paper and grammar, punctuation and vocabulary paper. There is no writing paper. Marked internally to inform teacher assessment.
- No test is strictly timed.
- Paper 1, Spelling - similar to SATs spelling test, however now the children have to write words in separate sentences.
- Paper 2, Grammar, Punctuation and Vocabulary - children have to answer questions based on their knowledge, understanding and skills in these areas.

How do we teach SPAG?

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- Using Jolly Grammar incorporated into Phonics lessons - actions, colours and terminology (in classrooms and lessons).
- Extra Phonics lessons during library time.
- Guided Reading activities
- Through foundation subjects as well as Literacy.
- Early morning activities

