

# SPAG

Oakfield Junior School

SPELLING  
PUNCTUATION AND  
GRAMMAR

CONTENT



we drove  
rs in in a row and it  
canoeing, swimming,  
ck and jump into t  
ck and t

SPELLING



# SPAG SPELLING CONVENTIONS

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The ways in which words are spelled in our English language can often seem illogical, inconsistent and even contradictory due to the number of times England was invaded. Modern English has been formed from an influenced by a variety of languages

There are however patterns and rules we can teach children in order to make spelling easier for them to grasp

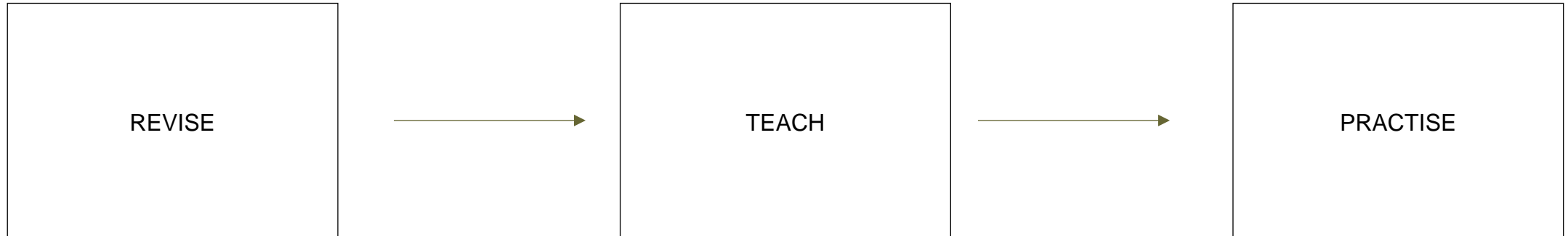
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# SPAG SPELLING CONVENTIONS

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Taught **3** times a week at the start of English lessons from

‘No Nonsense’ scheme of work



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## YEAR 3/4 CONVENTIONS

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<u>Spelling Convention</u>	<u>Examples</u>
Adding suffixes beginning with vowel letters to words of more than one syllable	refer - referred
Sound 'I' spelt y elsewhere than end of word	pyramid
ou sound	trouble, touch
Prefixes: (letter string add to the start of a root word)	
dis	disagree
mis	misbehave
in	inactive
il	illegal
im	immature
ir	irregular
re	redo
sub	subdivide
inter	international
super	superstar
anti	antisocial
auto	autobiography
Suffixes: (letter string added to the end of a root word)	
ation	adoration
ly	sadly
sure/ture	measure / furniture
ous	poisonous
sion/tion/ssion/cian	extension / invention / expression / electrician
k sound spelt ch	chemist
sh sound spelt ch	chef

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## YEAR 5/6 SCHEME OF WORK

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<u>Spelling Convention</u>	<u>Examples</u>
Suffixes:	
cious / tious	vicious / nutritious
cial / tial	official / confidential
ible / able	legible / applicable
Adding suffixes to vowel letters ending in fer	referring / referred / referral
Use of hyphen	co-ordinate
i before e except after c	deceive
ough	cough / tough / borough / dough
Silent letters	island
homophones	practise / practice
Words ending in ant / ance / ent / ence	accept - acceptance

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## SPELLING STRATEGIES

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Try to encourage a range of strategies to help them to spell unknown words

Don't rely on one strategy

Some strategies will work better for certain words

All children learn to spell in different ways



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## SPELLING STRATEGIES

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### 1. STRIP WORD BACK TO ROOT WORD

Criti – ise

C or s

What is the root (the smallest unit of word before a  
prefix or suffix is added) word?

Critic

Criticise

WHAT OTHER WORDS DOES THIS APPLY TO?

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## SPELLING STRATEGIES

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Medi – inal

Physi \_ ian

Electri \_ ian

**C or S**

What is the root word?

# SPAG SPELLING STRATEGIES

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## 2. CLASSIFY THE WORD ACCORDING TO IT'S WORD TYPE

# Practise Practice

When do you use each of the above?

Encourage children to classify the word type for their sentence – is it a noun or a verb?

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## SPELLING STRATEGIES

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Licence  
License

Can they apply the rule to other words in their spelling  
logs when learning individual words?



Practise: **Verb**  
I need to **practise** my spellings.

Practice: **Noun**  
I am going to Football **practice**

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## SPELLING STRATEGIES

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### 3. FIND A WORD WITHIN A WORD

ENVIRONMENT



What word can you see within the word above?



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## SPELLING STRATEGIES

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### 4. FIND OTHER WORDS IN THE SAME WORD GROUP

sign

Which letter is silent?

Encourage children to think of other words in the word group. What other words belong in this word

group?

## SPAG SPELLING STRATEGIES

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signal  
signature

Here the 'g' isn't silent which will enable them to remember a 'g' in 'sign'.

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## SPELLING STRATEGIES

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### 5. BREAK THE WORD DOWN INTO SYLLABLES

sep – a – rat - e

# SPAG SPELLING STRATEGIES

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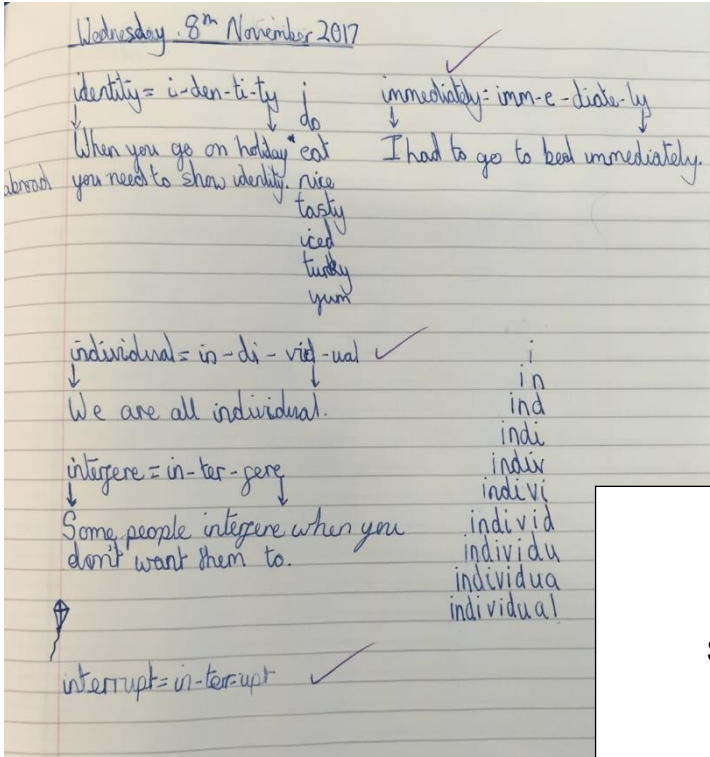


## 6. CREATE A MNEMONIC

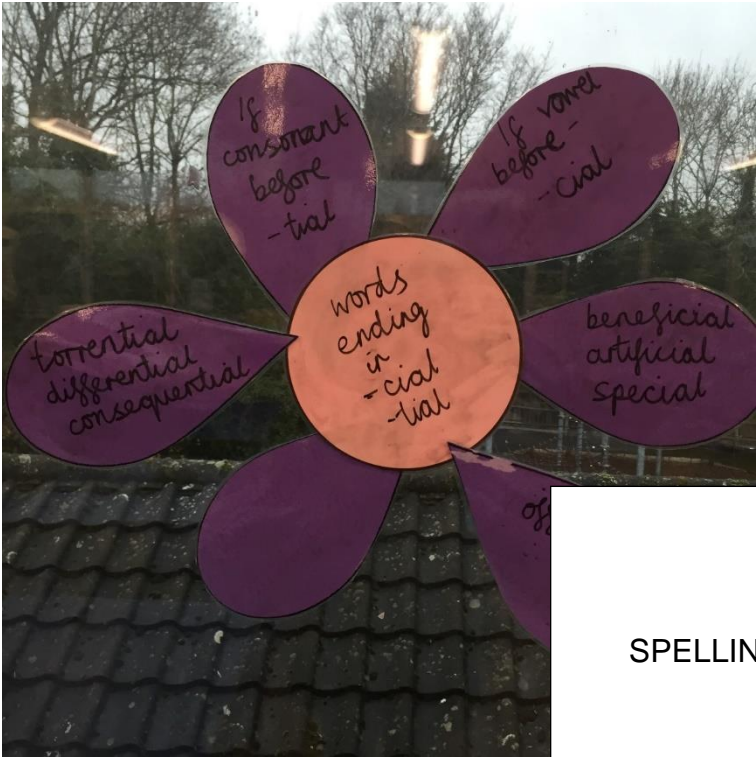
big  
elephants  
can't  
always  
use  
small  
exits

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SPELLING STRATEGIES



SPELLING LOG



SPELLING DISPLAY



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## APPLY ACROSS THE CURRICULUM

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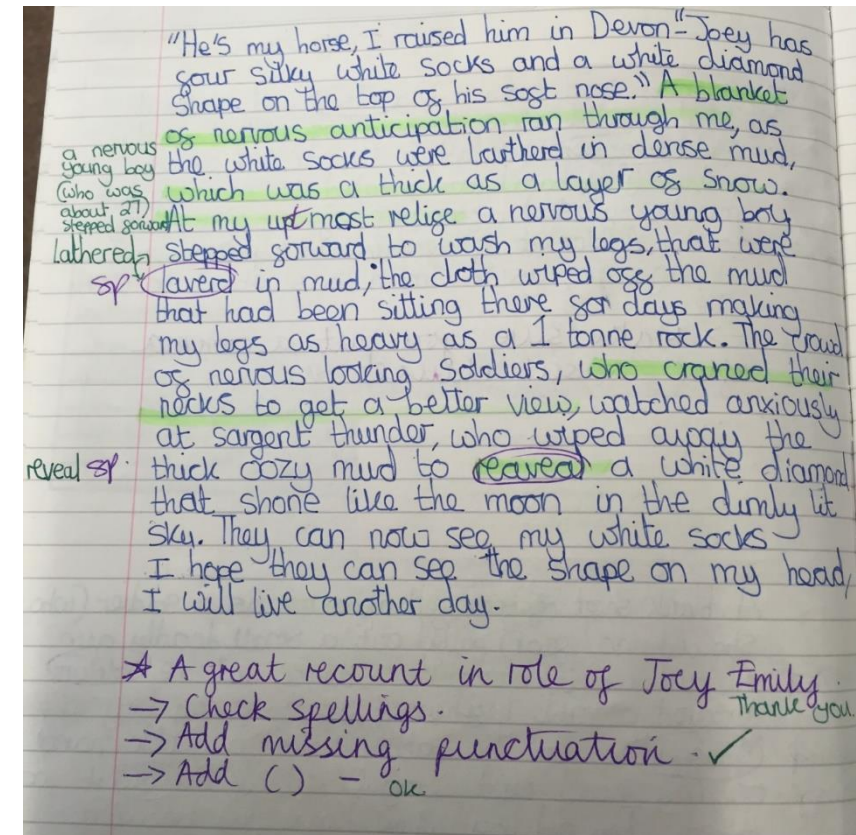
Spelling is not just for English lessons

Our marking policy ensures spelling errors are identified across all subjects

Children are responsible for checking and correcting their own work in green pen

High expectations and high standards

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## ASSESSMENT OF SPELLING

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Children are tested weekly on 8-10 spellings from the Statutory word list – these words are in the back of their planners

They are then tested termly on a set of these words – usually 20-30 to see if they have retained how to spell the words

They complete a Spelling Age test termly that has similar words according to the spelling conventions they have been taught

Intervention is put in place for those children who aren't making the expected progress.

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## YEAR 3/4 STATUTORY WORD LIST

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

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## YEAR 5/6 STATUTORY WORD LIST

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

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## SUPPORTING YOUR CHILD AT HOME

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### FLEX YOUR MUSCLES!

Use sugar, sand, salt or shaving cream to practise spelling your words.	Use a bottle of washing up liquid to spell your word outside on the concrete.	Write words in fancy way or decorate your letters.	Spell words using Scrabble tiles, letter magnets or foam letters.
Spell your words with cereal or pasta and glue to card or paper.	Write each of your words and draw a picture to show its meaning.	Cut out letters from magazines or newspapers to build your letters onto paper.	Rainbow Words - write each of your spelling words with different colours.
Create a word pyramid for each word. Example :     d d o d o g	Create a word search for your words. Give it to your family to complete and they could do the same for you.	Create two word cards for each word. Play a game of Concentration or Go Fish with a family member.	Use different coloured Post-its or paper to help group your spellings together e.g. by letter pattern or by syllables.
Type your words on the computer using a different font each time.	Spell your word using Fimo or Play-Doh and glue it to a card.	Spell your word out in coloured pen on Post-its and stick on your wall.	Type your words on heavy paper with glue. Sprinkle glitter over your words.

Flex your muscle memory and use some of these spelling strategies to help you spell!



PUNCTUATION &  
GRAMMAR

GRAMMAR

# SPAG GRAMMAR

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“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.”

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## YEAR 3/4 CONTENT

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- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
- Using the present perfect form of verbs in contrast to the past tense
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Using conjunctions, adverbs and prepositions to express time and cause
- Using fronted adverbials

indicate grammatical and other features by:

- Using commas after fronted adverbials
- Indicating possession by using the possessive apostrophe with plural nouns
- Using and punctuating direct speech

use and understand the grammatical terminology in [English appendix 2](#) accurately and appropriately when discussing their writing and reading

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## YEAR 5/6 CONTENT

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- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:
  - using commas to clarify meaning or avoid ambiguity in writing
  - using hyphens to avoid ambiguity
  - using brackets, dashes or commas to indicate parenthesis
  - using semi-colons, colons or dashes to mark boundaries between independent clauses
  - using a colon to introduce a list
- punctuating bullet points consistently

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## SENTENCES

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One of the basic units of English is the **sentence**.

There are 4 types of sentence.

**Statement**-assert facts/opinions

Sentences are defined as a group of words with a VERB, CAPITAL

**Question**-a sentence that could elicit an answer

LETTER, FULL STOP.

WHAT IS A SENTENCE?

er which often leaves out the subject of the sentence

**Exclamation**-statements of surprise or strong emotion

A **sentence** expresses a complete thought and makes sense.

Word order is crucial

## SPAG SENTENCES

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- A. Did you empty the dishwasher?
- B. You did empty the dishwasher.
- C. Empty the dishwasher.
- D. You did empty the dishwasher!

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## SENTENCES

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- **Exclamation marks** make the emotion of a sentence stronger and should be used in moderation.

Hi! It's great here! I saw a dolphin swimming! OMG!!!! I wish you were here!!!!!!

- **Commas** separate items in a list.

My interests include reading cooking dogs and horses

My interests include reading, cooking, dogs and horses

- **Commas** can be used like brackets to give extra information.

The man, who was furious by now, ran up to the guard



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## SENTENCES

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- **Commas** can be used to separate parts of a sentence or in complex sentences to separate clauses.

Watching the monster, Jack began to tremble

The wind blew, making Leon shiver.

Stella, is that you?

Although he was upset, he managed a smile.

When no-one would let him in, Boris ran round to the back door.

# SPAG SENTENCES

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**Apostrophes** indicate missing letters/contractions.

is not > isn't

we would > we'd

I will > I'll

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**Apostrophes** indicate possession.

the dog's bowl > the bowl that belongs to the dog

the woman's hat > the hat that belongs to the woman

the princess' crown > the crown that belongs to the princess

the butchers' shop > the shop that belongs to the butcher

an extra s is option if the word ends in s or ss already e.g. parents's evening or parents' evening is equally acceptable

it's > it is or it has

its > possessive e.g. the statue lost its hands.

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## SENTENCES

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The difference between **dashes** and **hyphens**.

**Dashes** can work solo or in pairs. If they are by themselves they introduce extra information. If there are two in a pair, they behave like brackets.

He was frightened - more frightened than ever before.

The boy was rich - even richer than his parents.

Everyone - including Martha-thought Sam was crazy.

They found the room - the smallest in the school - big enough for their needs.

**Hyphens** are shorter than dashes and link words or ideas together.

The hotel was child-friendly.

They saw a man-eating tiger.

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## SENTENCES

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Using **colons** and **semi-colons**

**Colons** are markers or gateways to introduce extra information such as a list or statement.

There are many different types of bread: ciabatta, wholemeal, white, granary and baguette.

He could see what was written on the sign: this space is reserved.

**Semi-colons** separate two clauses/parts of a sentence which are linked.

They could be separated by a full stop but they shouldn't be separated by a comma.

It was Autumn; the leaves were falling.

It was Autumn. The leaves were falling.

It was Autumn, the leaves were falling. (comma splice)

The team played well; the manager was happy.

The team played well. The manager was happy.

The team played well, the manager was happy. (comma splice)

*Semi colons are also used in lists e.g. The hotel pool was well equipped: the 25m pool; a splash pool; a diving board for the adults.*

## SPAG GAME

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Which sentence is punctuated correctly?

Tick **one**.

Abdul called out, "will you come and help me?"

☐

Abdul called out "Will you come and help me"

☐

Abdul called out, "Will you come and help me"?

☐

Abdul called out, "Will you come and help me?"

☐

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## WORD CLASSES

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- Nouns name things, ideas or people. They can be concrete, common, proper, abstract or collective. e.g. cat, Derek, castle, love, fact
- Adjectives describe nouns. They can be absolute, comparative or superlative. e.g. red cat; hirsute Derek; bleak, intimidating castle; undying love; interesting fact
- Verbs are doing or being words. They can behave in a range of ways. e.g. kick, is, feel, seem
- Adverbs describe how, where, and when things happen. They 'describe' verbs. e.g. peacefully, carefully, outside, by the car, tomorrow, today

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## WORD CLASSES

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- **Pronouns are used in place of nouns.**

e.g. Jack tried to carry Jack's bag but Jack's bag was too heavy for Jack.

Jack tried to carry his bag but it was too heavy for him.

- **Prepositions are words (sometimes a group of words) that show the relationship between two parts of a sentence e.g. where, when, who.**

e.g. The old man waited at the bus stop by the post office.

The match was pretty much all over after 10 minutes.

The lion was killed by the hunter

- **Conjunctions link together phrases, clauses or ideas in a sentence.**

e.g. They went to the beach however it was too cold.

The children played while the bread was baking.

- **Determiners are words which occur before nouns to show whether they are plural, singular, definite etc.**

e.g. the, a, these, our, both, each, every



# SPAG GAME

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Identify the word types in the sentence below

**Before he ate lunch, Jack read the final page of his book, desperately wanting to reach the end.**

# SPAG GAME

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What is the **word class** of the underlined word in the sentence below?

The alarm rang and Jamal immediately jumped out of bed.

Tick **one**.

conjunction

☐

adverb

☐

verb

☐

determiner

☐

## SPAG GAME

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Which sentence uses the word round as an adjective?

Tick **one**.

The dog ran round in circles.

☐

There was a round of applause.

☐

The castle had a round tower.

☐

The team has already made the final round.

☐

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## VERB TENSES AND VERB ASPECTS

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- Present/past/future-different verb tenses indicate when the verb is being executed.

**e.g. Jack eats/Jack ate/Jack will eat**

- Perfect verbs are completed past actions.

**e.g. I cooked/you ran/I stuck/she walked**

- Present continuous verbs are actions happening now and still happening.

**e.g. she is cooking/Mo Farah is running/I am sticking/she is walking**

- Modal verbs are auxiliary/extra verbs which indicate possibility or obligation.

**e.g. can, could, may, might, must, shall, should, will, would**

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## VERB TENSES AND VERB ASPECTS

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Phrases- word or words which perform a particular job in a sentence e.g. noun, verb, adverb – no verb.

The soldier, the slope, an arrow, descended, fired, she, in the morning

Clauses-a combination of phrases which includes a verb.

Main clause: Makes sense on its own. **The soldier descended the slope.**

Relative clause – describes the noun. **The soldier – who was fierce –**

Subordinate clause – doesn't make sense on its own – **Before he fought,**

Sentences-1 or more clauses which combine to create meaning.

The soldier descended the slope and fired an arrow.

## SPAG GAME

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Which underlined group of words is a **subordinate clause**?

Tick **one**.

If you want to, you can walk with us.

☐

This is the best fishing spot we have found.

☐

We change places when the bell rings.

☐

We planted the parsley next to the mint.

☐