

# SPaG Parents Information Evening

Monday 27<sup>th</sup> March 2023



QUIZ

TIME

# What is SPaG?

- Spelling, punctuation and grammar
- In 2013, the government introduced statutory tests of spelling, punctuation and grammar for all KS2 (Year 6) pupils.
- Since the 2014 National Curriculum came in to force, and subsequent testing on this curriculum has taken place, the SPaG test was updated and became more challenging.
- 'The government wants all children to leave primary school with a sound grasp of essential English skills.'
- Now, primary aged children are taught specific skills in spelling, punctuation and grammar and are tested on them at the end of Year 2 and Year 6.

# Grammar vs Punctuation – what's the difference?

- Grammar is the way we put words together in sentences and paragraphs to form meaning.
- It's the fundamental structure of language and the rules of which words should go where and why.
- Punctuation refers to all the little symbols we use to enhance sentences and add clarity.
- These symbols can indicate pauses between ideas, the relationships between words and even the emotion that sentences convey.

# Is spelling part of grammar?

- Grammar applies to language when it is written or spoken.
- Spelling only applies to language when it is written.
- A word could be spelt correctly but still be grammatically wrong, depending of the context of the sentence it's within.

# What does the SPaG test include?

- Spelling – correctly spelling new vocabulary that is introduced
- Punctuation – identifying and writing sentences that are punctuated correctly
- Sentence grammar – identifying and writing sentences that are grammatically correct
- Vocabulary – identifying and writing sentences in which a word is used in the correct manner

# What does the SPaG test include?

- A spelling test featuring 20 words, placed within the context of a sentence.
- A separate written test, which covers areas of the relevant key stage National Curriculum.

# Spelling

**P.** \_\_\_\_\_ is sports day?

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**1.** We had a picnic on the \_\_\_\_\_.



**2.** There is a \_\_\_\_\_ in the harbour.



**3.** This \_\_\_\_\_ is delicious.



**4.** We \_\_\_\_\_ to go to the school disco.





1

Which sentence can be completed with the word or?

Tick **one**.

We will go later \_\_\_\_\_ the sun comes out.

Shall we go for a walk \_\_\_\_\_ stay at home?

Can we go out \_\_\_\_\_ it stops raining?

That is a good idea \_\_\_\_\_ I don't have a coat.



1 mark

3 Add a suffix to make the word safe an **adverb**.

Josie and her mum crossed the road safe\_\_\_\_\_.



1 mark

4

Circle one **full stop** that can be replaced with the word because.

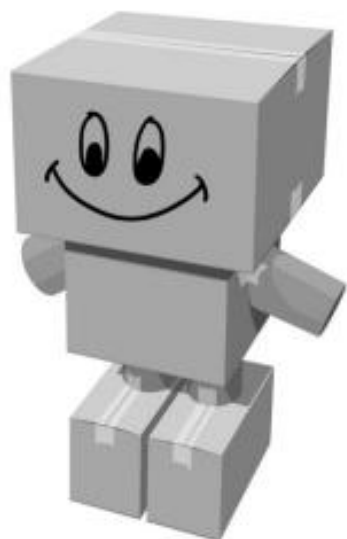
I want to be a vet. I like animals. Mr Smith says it is hard work. Mum thinks that I will enjoy the job.



1 mark

17

Ava made a robot.



Write a **question** you could ask Ava about the robot.

Remember to use correct punctuation.

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2 marks

# Spelling

- 1.** The children were \_\_\_\_\_ the objects from smallest to largest.
- 2.** Do not show \_\_\_\_\_ to anyone.
- 3.** I was given a \_\_\_\_\_ award.
- 4.** We spent a \_\_\_\_\_ of hours at the shops.

1

Underline the **subject** of the sentence below.

A whale lives in the sea.

1 mark

2

Draw a line to match each word to its correct **suffix**.

**Words**

child

champion

neighbour

friend

member

**Suffix**

hood

ship

1 mark

8

Which sentence expresses the greatest certainty?

Tick **one**.

It may rain later in the week.

The train might arrive late again today.

I will walk through the park to get to school.

It should be sunny and warm tomorrow.

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1 mark



25

Use the information in the box to complete the sentence below with a **relative clause**.

Remember to punctuate your answer correctly.

My grandma, \_\_\_\_\_, went on

1 mark

My grandma loves travelling.

holiday to Spain.

# Why is SPaG important?

- "I'm hungry let's eat Granny."
- "I'm hungry: let's eat Granny."
- "I'm hungry: let's eat, Granny."

# The importance of teaching grammar from an early age

- It can change the meaning of sentences (as we have seen!).
- A good understanding of grammar will improve children's reading and writing skills.
- It allows children to be able to be more creative with their writing.
- Grammar skills will benefit children in the future when they come to apply for jobs or university.
- Children will be assessed on SPaG skills in secondary school and beyond, so the importance of teaching grammar early on shouldn't be understated.

# How does SPaG teaching look at Farnsfield St Michael's?

- Progressive from year group to year group - beginning at Foundation.
- Discrete spelling lessons and tests each week.
- Punctuation and grammar teaching embedded into English teaching within contexts - not discrete lessons.
- Weekly Guided Reading carousel includes a 'Slow Write' task, which involves the children using SPaG skills taught, in a context.



## Farnsfield St Michael's Whole School Punctuation and Grammar Progression Document

### Foundation

Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p>Introduce:</p> <ul style="list-style-type: none"><li>• <b>Simple conjunctions</b><ul style="list-style-type: none"><li>○ And, who, until, but</li></ul></li></ul>	<p>Introduce:</p> <ul style="list-style-type: none"><li>• <b>Determiners</b><ul style="list-style-type: none"><li>○ The, a, my, your, an, this, that, his, her, their, some, all</li></ul></li><li>• <b>Prepositions</b><ul style="list-style-type: none"><li>○ Up, down, in, into, out, to, onto</li></ul></li><li>• <b>Adjectives</b><ul style="list-style-type: none"><li>○ Old, little, big, small, quiet</li></ul></li><li>• <b>Similes</b><ul style="list-style-type: none"><li>○ Using 'like'</li></ul></li></ul>	<p>Introduce:</p> <ul style="list-style-type: none"><li>• <b>Finger spaces</b></li><li>• <b>Full stops</b></li><li>• <b>Capital letters at start of sentences</b></li></ul>	<p>Introduce:</p> <ul style="list-style-type: none"><li>• <b>Finger spaces</b></li><li>• <b>Letter</b></li><li>• <b>Word</b></li><li>• <b>Sentence</b></li><li>• <b>Full stop</b></li><li>• <b>Capital letter</b></li><li>• <b>Simile - 'like'</b></li></ul>

# Glossary of Terms

Used in Spelling, Punctuation and Grammar Teaching in Primary Schools

<b>Abstract noun</b>	A feeling or concept which cannot be touched, such as love, happiness, education.
<b>Active voice</b>	A <b>sentence</b> written in the active voice has the <b>subject</b> of the <b>sentence</b> carrying out the main action.
<b>Adjectival phrase</b>	A <b>phrase</b> built around an <b>adjective</b> – for example ‘bright red’, ‘frighteningly bad’.
<b>Adjective</b>	A word which describes a <b>noun</b> .
<b>Adverb</b>	An adverb can modify a <b>verb</b> , an <b>adjective</b> , another <b>adverb</b> or even a whole <b>clause</b> .
<b>Adverbial phrase</b>	A <b>phrase</b> built around an <b>adverb</b> – for example ‘as quickly as possible’, ‘very rudely’.
<b>Ambiguity</b>	A sentence contains ambiguity if it could be open to more than one meaning. Pupils are taught to use <b>hyphens</b> to avoid ambiguity; for example, the sentence ‘Jaws is about a man eating shark’ could be ambiguous, but with the insertion of a hyphen becomes much clearer: ‘Jaws is about a man-eating shark’.

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G

H

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J

K

L

A red pushpin is pinned to the top center of the yellow sticky note.

THANK

YOU!

