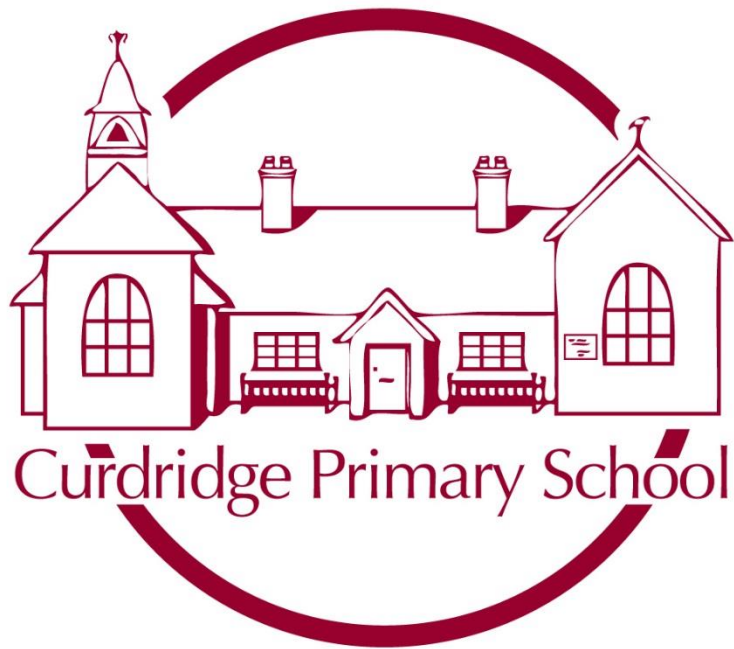


Spelling, Punctuation & Grammar



**Guidance
For Parents & Carers**

Spelling, Punctuation & Grammar Explained

As part of the changes to the National Curriculum, the Department for Education has raised the profile of spellings, punctuation and grammar for primary school children. When children leave primary school they should be confident in grammar, punctuation and spelling. The test, which now forms part of the Year 6 SATs, has been introduced to ensure that primary schools place a stronger focus on the teaching of these skills than in previous years.

What is the SPaG test?

The English grammar, punctuation and spelling test assesses your child's English skills in four key areas:

- **Spelling**
- **Punctuation** (through identification and grammatical accuracy).
- **Vocabulary**
- **Sentence grammar** (through identification and grammatical accuracy).

The test consists of two components, which will be presented to pupils as two separate papers:

PAPER 1

A collection of short questions. Some may take the form of a table or sentence completion whereas other may ask for error corrections.

Example questions

6

Circle the **relative clause** in the sentence below.

The blue car that was parked outside the shop was for sale.

1 mark

13

Insert a **comma** in the correct place in the sentence below.

Full of enthusiasm the children entered the room at the start
of their lesson.

1 mark

PAPER 2

A spelling task, which involves 20 short sentences, is read aloud. A single word is missed out of each sentence and your child needs to write this in the space provided.



3. The children listened carefully as the teacher gave the

_____.

Age Related Grammar & Punctuation Expectations

Pupils are taught the vocabulary they need to discuss their reading, writing and spoken language in the context of their English lessons. It is important that pupils recognise, learn and can use the correct grammatical terms in English through discussion and practice. This terminology can be a stumbling block even for children who are otherwise good at reading and writing, and make the test questions hard to understand.

The National Curriculum splits the terminology into each year group and it is expected that by the end of Year 6, children should be able to recognise and use all terminology.

<u>Year 1 Terminology for Pupils</u>		
Capital Letter	CL	Used to begin a sentence and for names of people, places and titles. Also used for 'I'.
Exclamation Mark	!	Sentences which express a strong feeling of emotion. E.g. <i>My goodness, it's hot!</i>
Full Stop	.	These are used at the end of a sentence.
Letter		There are 26 letters in the alphabet. These can be uppercase (ABC) or lowercase (abc).
Plural		More than one, e.g. rabbits
Punctuation	.?!,	The marks, such as a full stop, exclamation mark, question mark or comma used in writing to separate sentences and parts of a sentence.
Question Mark	?	The mark used at the end of a question. These sentences usually begin with who, what, where, when or why.
Sentence		A sentence is a group of words that creates a unit of meaning.
Singular		Only one, e.g. <i>a rabbit</i> .
Word		A unit of grammatical meaning.

Year 2 Terminology for Pupils

Adjective	A 'describing' word. It is a word used to describe (or tell you more about) a noun. <i>E.g. The burglar was wearing a black jacket.</i>
Adverb	Tells you more about the verb (it 'adds' to the verb). Most in English end in <i>-ly</i> and come from adjectives, <i>E.g. soft – softly; slow – slowly.</i>
Apostrophe	Use to show <u>where letters are missing</u> (contractions) <i>E.g. Is not = isn't Could not = couldn't</i> <u>Showing Possession:</u> With nouns (singular only) <i>E.g. The girl's jacket/James' toy.</i>
Comma	Used between a list of three or more words to replace the word <i>and</i> for all but the last instance. <i>E.g. The giant had a large head, hairy ears and two big eyes.</i>
Command	Sentences which give orders or requests. <i>E.g. Play the movie!</i>
Compound	A compound word is made up of two root words. <i>E.g. whiteboard, blackbird.</i>
Exclamation	Sentences which express a strong feeling of emotion. <i>E.g. My goodness, it's hot!</i>
Noun	A 'naming' word: a word used for naming an animal, a person, a place or a thing. <i>E.g. Jason, rabbit, Oxford, table.</i>
Noun Phrase	A <u>noun</u> modified with extra information. <i>E.g. A shiny new <u>car</u>.</i>
Question	These sentences usually begin with 'who', 'what', 'where', 'when' or 'why'. They always end in a question mark. <i>E.g. What is for dinner?</i>
Statement	These are sentences that state facts. <i>E.g. It is hot.</i>
Suffix	A group of letters added to the end of an existing word to create a new word with a different meaning. <i>E.g. Shock<u>ed</u>, shock<u>ing</u></i>
Tense (past/present)	This is the choice between <u>present</u> and <u>past verbs</u> and normally indicates differences in time. <i>He <u>studies</u> all day. [present tense – present time]</i> <i>Yesterday he <u>studied</u> all day. [past tense – past time]</i>
Verb	A verb can describe an action or process (for example: dive, chew, heal, thaw), a feeling or state of mind (for example: worry, think, know, believe), or a state (for example: to be). A sentence usually contains at least one verb.

Year 3 Terminology for Pupils

<p>Adverb/adverbial</p>	<p>A word or group of words that give extra information about a verb or clause. It usually answers the following questions:</p> <p>When something happens or how often? Where something happens? How something happens?</p> <p>Eg. She ran confidently during the race. Last night, we went to the cinema. We sometimes share our cake.</p>
<p>Clause</p>	<p>A group of words which contains a <u>verb</u>; it is part of a sentence. There are two kinds of clauses: a <u>main clause</u> & a <u>subordinate clause</u>.</p> <p><i>E.g. The figure <u>drifted</u> past the lake.</i></p>
<p>Conjunction <i>(also known as a type of connective)</i></p>	<p>Words that link ideas within sentences.</p> <p>There are two types:</p> <ol style="list-style-type: none"> 1. Coordinating, e.g. for, and, nor, but, or, yet, so. 2. Subordinating, e.g. because, when, while, until, although...
<p>Consonant</p>	<p>Any letter from the alphabet that is not a vowel (a,e,i,o,u).</p>
<p>Inverted Commas/Direct Speech/Speech Marks.</p>	<p>Punctuation marks used in pairs (“ ”) to indicate:</p> <ul style="list-style-type: none"> • quotes (evidence). <i>The man claimed that he was “shocked to hear the news”.</i> • direct speech. <i>Janet asked, “Why can't we go today?”</i>
<p>Prefix</p>	<p>Added to the beginning of an existing word in order to create a new word with a different meaning.</p> <p><i>E.g. undo</i> <i>un- means ‘not’.</i></p>
<p>Preposition</p>	<p>Words that show the relationship of one thing to another.</p> <p><i>E.g. Tom jumped over the cat.</i> <i>The monkey is in the tree.</i></p> <p>Other examples of these include the following: up, across, into, past, under, below, above ...</p>
<p>Subordinate Clause</p>	<p>A clause that does not make sense on its own; it depends on the main clause for its meaning.</p> <p><i>E.g. Sue bought a new dress when she went shopping.</i> <i>‘when she went shopping’ would not make sense without the main clause (Sue bought a new dress).</i></p>
<p>Vowel</p>	<p>Any of the following letters: a e i o u.</p>
<p>Word Family</p>	<p>Groups of words that have a common feature or pattern. They have some of the same combinations of letters in them and a similar sound. <i>E.g. Mike, like, bike.</i></p>

Pronoun	<p>This type of word takes the place of the noun. We use these so that we do not have to repeat the same nouns over and over again.</p> <p><i>E.g. When Barnaby stroked the cat and listened to it purring softly, he felt calm and peaceful.</i></p>
Possessive pronoun	<p>A pronoun that shows possession. It can also be called a determiner.</p> <p><i>E.g. That essay is mine.</i> <i>His foot hurt.</i></p>

Year 5 Terminology for Pupils

Brackets	<p>Used for additional information or explanation. Sometimes called parentheses.</p> <p>To clarify information Jamie's bike was red (bright red) with a yellow stripe.</p> <p>For asides and comments The bear was pink (I kid you not).</p> <p>To give extra details His first book (The Colour Of Magic) was written in 1989.</p>
Cohesion	<p>A text has this if it is clear how the meanings of its parts fit together. There are repeated references to the same thing and logical relations, such as time and cause, between different parts.</p> <p><i>E.g. A visit has been arranged for Year 6, to the <u>Mountain Peaks Field Study Centre</u>, leaving school at 9.30am. This is an overnight visit. <u>The centre</u> has beautiful grounds and a nature trail. During the afternoon, the children will follow the trail.</i></p>
Commas to avoid ambiguity	<p>Lack—or overuse—of commas can alter meaning and/or result in ambiguity.</p> <p>Ambiguous sentences are hard to understand and can be misinterpreted. Commas can clarify the meaning of a sentence.</p> <p><i>E.g.</i> <i>Most of the time travellers worry about their luggage.</i></p> <p><i>Most of the time, travellers worry about their luggage.</i></p>

<p>Dash</p>	<p>This looks like a hyphen but is used to emphasise a sudden change of thought or to add additional information into a sentence.</p> <p><i>E.g.</i> <i>She might come to the party – you never know.</i></p> <p><i>Mr. O'Donnell – the man who found the wallet – was good enough to hand it into the police.</i></p>
<p>Modal Verb</p>	<p>These are used to change the meaning of other <u>verbs</u>. They can express meanings such as certainty, ability, or obligation. The main modal verbs are <i>will, would, can, could, may, might, shall, should, must</i> and <i>ought</i>.</p> <p><i>E.g. She <u>might</u> come to the party.</i></p>
<p>Parenthesis</p>	<p>The use of brackets, dashes, or commas to mark out additional information within a sentence.</p> <p><i>E.g.</i> <i>His first book (The Colour Of Magic) was written in 1989.</i> <i>Mr. Hardy, aged 68, ran his first marathon five years ago.</i> <i>Jackie – my best friend – baked me a cake for my birthday.</i></p>
<p>Relative Clause</p>	<p>This is a special type of <u>subordinate clause</u> that gives more information about a <u>noun</u>. It often does this by using a relative <u>pronoun</u> such as <i>who</i> or <i>that</i> to refer back to that noun, though the relative pronoun <i>that</i> is often omitted.</p> <p>It may also be attached to a <u>clause</u>. In that case, the pronoun refers back to the whole clause, rather than referring back to a noun.</p> <p>In the examples, this feature is underlined, and both the pronouns and the words they refer back to are in bold.</p> <p><u>Examples</u></p> <p><i>That's the boy <u>who</u> lives near school. [<i>who</i> refers back to boy]</i></p> <p><i>The prize <u>that</u> I won was a book. [<i>that</i> refers back to prize]</i></p> <p><i>The prize <u>I</u> won was a book. [<i>the pronoun that is omitted</i>]</i></p> <p><i>Tom broke the game, <u>which</u> annoyed Ali. [<i>which</i> refers back to the whole clause]</i></p>
<p>Relative Pronoun</p>	<p>Words such as <i>who</i> and <i>that</i>, which refer back to the noun, though it is often omitted.</p>

Year 6 Terminology for Pupils

Active	These sentences start with the ' do-er ' (the subject) then the action. <i>E.g. The <u>school</u> arranged a visit.</i>
Antonym	These are words with the opposite meaning to another word. <i>E.g. <u>up/down</u> <u>tall/short</u></i>
Bullet Points	These are used to list information clearly.
Colon	Used before a list, summary or quote. Used to complete a statement of fact. <u>Examples</u> Before a list <i>I could only find three of the ingredients: sugar, flour and coconut.</i> Before a summary <i>To summarise: we found the camp, set up our tent and then the bears attacked!</i> Before a line of speech <i>Tom asked: "May I have another cupcake?"</i> Before a statement of fact <i>There are three kinds of people: the good, the bad and the ugly.</i>
Ellipsis	Used to indicate a pause in speech or at the very end of a sentence so that words trail off into silence (this helps to create suspense and mystery). A pause in speech <i>"The sight was awesome... truly amazing."</i> At the end of a sentence to create suspense <i>Mr Daily gritted his teeth, gripped the scalpel tightly in his right hand and slowly advanced...</i>

<p>Hyphen</p>	<p>Used to show interruption (often in dialogue), to show repetition or avoid ambiguity.</p> <p>To show interruption <i>“The girl is my– “ “Sister,” interrupted Miles, “She looks just like you.”</i></p> <p>To show repetition <i>“You-you monster!” cried the frightened woman. “St-st-stop!” stammered the boy.</i></p> <p>To avoid ambiguity <i>Man eating shark. Man–eating shark.</i></p>
<p>Object</p>	<p>This is usually a noun, pronoun or noun phrase that comes straight after the verb and shows what the verb is acting upon. <i>E.g. The children will study the animals.</i></p>
<p>Passive</p>	<p>The subject and the object change places.</p> <p>ACTIVE <i>The man (subject) hit the boy (object).</i></p> <p>PASSIVE <i>The boy (subject) was hit by the man (object).</i> The ‘by’ part can be left off to add suspense and intrigue.</p>
<p>Semi-colon</p>	<p>Used in place of a coordinating conjunction (and, but, so). Shows thoughts on either side of it are balanced and connected. It can also separate words or items within a list.</p> <p>To link two separate sentences that are closely related <i>The children came home today; they had been away for a week.</i></p> <p>In a list <i>Star Trek, created by Gene Roddenberry; Babylon 5, by JMS; Buffy, by Joss Whedon; and Farscape, from the Henson Company.</i></p>
<p>Subject</p>	<p>This is usually a noun, pronoun or noun phrase that names the ‘do-er’ or ‘be-er’ It usually comes just before the verb in a statement. <i>E.g. The children will study the animals.</i></p>
<p>Synonyms</p>	<p>These are words that have a similar meaning to another word. We use synonyms to make our writing more interesting and precise. <i>E.g. Bad - awful, terrible, horrible Happy - content, joyful, pleased</i></p>

Age Related Spelling Expectations

Once pupils have learnt more than one way of spelling particular sounds, e.g. ai, ay, eigh, choosing the right letter or letters depends on them either having made a conscious effort to learn the words or having absorbed them less consciously through their reading. To be working at age related expectation, your child should enter Year 3 being able to spell all of the 'High Frequency Words' below. Some children, who find spelling particularly difficult, will continue to work on these words.

High Frequency Words **(Taken from Letters & Sounds Phonics)**

Phase 2

a	an	as	at	if	in
is	it	of	off	on	can
dad	had	back	and	get	big
him	his	not	got	up	mum
but	the	to	I	no	go
into					

Phase 3

will	that	this	then	them	with
see	for	now	down	look	too
he	she	we	me	be	was
you	they	all	are	my	her

Phase 4

went	It's	from	children	just	help
said	have	like	so	do	some
come	were	there	little	one	when
out	what				

Phase 5

don't	old	I'm	by	time	house
about	your	day	made	came	make
here	saw	very	put	oh	their
people	Mr	Mrs	looked	called	asked
could					

Next 200 common words

water	away	good	want	over
how	did	man	going	where
would	or	took	school	think
home	who	didn't	ran	know
bear	can't	again	cat	long
things	new	after	wanted	eat
everyone	our	two	has	yes
play	take	thought	dog	well
find	more	I'll	round	tree
magic	shouted	us	other	food
fox	through	way	been	stop
must	red	door	right	sea
these	began	boy	animals	never
next	first	work	lots	need
that's	baby	fish	gave	mouse
something	bed	may	still	found
live	say	soon	night	narrator
small	car	couldn't	three	head
king	town	I've	around	every
garden	fast	only	many	laughed
let's	much	suddenly	told	another
great	why	cried	keep	room
last	jumped	because	even	am
before	gran	clothes	tell	key
fun	place	mother	sat	boat
window	sleep	feet	morning	queen
each	book	its	green	different
let	girl	which	inside	run
any	under	hat	snow	air
trees	bad	tea	top	eyes
fell	friends	box	dark	granddad
there's	looking	end	than	best
better	hot	sun	across	gone
hard	floppy	really	wind	wish
eggs	once	please	thing	stopped
ever	miss	most	cold	park
lived	birds	duck	horse	rabbit
white	coming	he's	river	liked
giant	looks	use	along	plants
dragon	pulled	we're	fly	grow

Age Related Spelling Expectations

The word-lists for years 3 and 4 and years 5 and 6 are a mixture of words pupils frequently use in their writing and those which they often misspell. Some of the listed words may be thought of as quite challenging, but the 100 words in each list are split up and integrated amongst spelling rules, patterns and topic words throughout the four years of Key Stage 2.

Year 3 & 4

To be working at age related expectation, your child should be able to spell these words by the end of Year 4.

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

Age Related Spelling Expectations

Year 5 & 6

To be working at age related expectation, your child should be able to spell these words by the end of Year 6.

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

Spelling, Punctuation & Grammar Games

Spelling Games

Odd One Out

Choose a selection of spellings that you and your child find tricky. Each person writes three versions of each spelling (1 correct & 2 incorrect). Take it in turns to choose the correct spelling from all three and gain one point for every spelling that you spell correctly.



Word Jumble

Use actual scrabble pieces, magnetic fridge letters or write the letters from some tricky words onto small pieces of card. Mix the letters up and then give the spelling to your child to spell. They need to rearrange the letters to spell the word correctly. Can they spell the word correctly in a given sentence? This helps check that they understand the meaning in context.

Punctuation Games



Bag of Punctuation

Write some different types of punctuation on small cards or paper and place in a bag. Repeat for nouns and verbs. Choose one card from each bag and write as many different sentences in 2mins. Why not challenge your child to compete with a relative?

Punctuation Swap

Write some short sentences that end in a full stop on blank pieces of paper. Place these in an envelope. Choose one sentence at a time and take it in turns with a partner to change the punctuation to form a similar sentence, e.g. 'The man squeezed into his luxury vehicle.' 'Did I just see the man squeeze into his luxury vehicle?' The winner is the last person to be able to change the punctuation.

Grammar Games

Pairs

Use the irregular word bank below to make two different piles of cards. One pile of verbs in the present tense and one in the past. Arrange face down and turn one over at a time from each pile. Form a sentence verbally for each verb until you match the verbs accurately, e.g. catch with caught. The person with the most verbs at the end wins. Irregular verbs: *is, was, catch, caught, drive, drove, eat, ate, fall, fell, fly, flew, go, went, give, gave, hold, held, keep, kept, leave, left, sleep, slept.*



Consequences

You and your child take it in turns to write a pre-determined type of word down on a strip of paper that is then folded to hide the word that has been written, and passed on. The order of the words could be:

1. A determiner, e.g. a
2. An adjective, e.g. scary
3. A noun, e.g. monster
4. An adverb, e.g. quickly
5. A verb, e.g. chased
6. A noun, e.g. bird
7. Preposition, e.g. across
9. Adjective, e.g. soggy
10. Noun, e.g. field

Unravel the paper to reveal parts of a wacky sentence which you can then edit so that it is grammatically accurate, e.g. placing determiners (a/the) into the sentence correctly.

