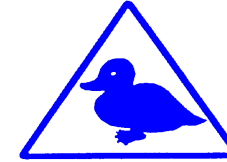


Please note:- we use all of these SPaG technical terms with the children right from Reception. There is no point in teaching them something and then telling them later that it is called something else; we may as well just teach them the correct term in the first instance. For example, we would not call adjectives 'describing words' we would just call them adjectives and remind them that it tells you more about a noun. Therefore, it would be really beneficial for you to reinforce this when working with your child at home.

Many Thanks.



# Caversham Park Primary School

## A Guide to Spelling, Punctuation and Grammar

# SPaG



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## Spelling

It is important with spelling to remember that the children are never going to learn how to spell every single word in the English language. Therefore, it is vital that the children learn strategies and rules rather than just individual words.

Early on, the children begin to learn that words are built up of units, e.g. prefixes, suffixes, roots, and that they have a history.

### Spelling Glossary

Term	Definition	Example
<b>Vowel</b>	The letter a,e,i,o,u sounds —these can be long or short vowels e.g. a, ay, e, ee	n/a
<b>Consonants</b>	The other letters of the alphabet.	n/a
<b>Root word</b>	The base word that is often changed by adding a prefix or suffix.	hop, teach, green, miss, tidy, edible
<b>Prefix</b>	A group of letters added to the beginning of a word to change its grammatical use.	<u>Dismiss</u> <u>Untidy</u> <u>Inedible</u>
<b>Suffix</b>	A group of letters added to the end of a word to change its grammatical use.	hop - hopp <u>ed</u> teach - teach <u>er</u> green - green <u>ish</u>
<b>Homonym:</b>	Two words that both look the same and sound the same but have different meanings.	The sound a dog makes is a <b>bark</b> /there is <b>bark</b> on a tree.
<b>Homophone</b>	Two different words that sound exactly the same when pronounced but are spelt differently.	here and hear

## General Tips for Helping at Home

- Read and speak with your child - most of their language for writing will come from these experiences.
- Demonstrate the correct grammar to your child. Examples of common mistakes include: we was going- we were going; them ones- those ones; I sawed it - I saw it; should of, could of, would of= should have, could have, would have; that's the one what I want - that's the one that I want.
- Help your child learn new vocabulary from outings, books and TV.
- Talk to your child about what they are learning in SPaG and encourage them to use correct grammar in speaking and writing.
- Provide your child with a writing kit - this could include: pencils and paper; white board and pen; tracing materials; tricky words bookmark or dictionary for KS2 child; notebook, exercise book or scrap book.
- Practise spellings in a fun way - games and writing silly sentences.
- Follow the school's handwriting style.
- When you are writing a list, email or filling in a form, talk to your child about what you are writing and why.
- Encourage your child to write for a real person and purpose: e.g. letters and emails to relatives; invitations; write their own messages in cards; write a story or poem for a younger family member; create their own project about an interest.
- Don't expect your child to spell everything perfectly but help them to learn a few new words each time.
- Encourage your child to find their own errors, e.g. tell them there are 3 full stops missing and get them to find them rather than correcting it yourself.
- School projects and homework - encourage children to complete this independently but take the time to go through it together.
- Develop listening skills by telling and reading stories and listening to the radio and podcasts.
- Most importantly, have fun with SPaG!

## Determiners

A determiner homes you in on a noun, e.g. a, the, this, that, some, no, every, any. When considering whether a word is a determiner ask yourself whether it can be followed by monster? For example, a monster, the monster, this monster. Most noun phrases begin with a determiner, e.g. the lady with the lamp; his oldest friend; this question. Pronouns can also act as determiners, e.g. your book; these books, as can numbers, e.g. one book; two books.

## Conjunctions

Conjunctions link word and phrases together. There are two main types of conjunction: co-ordinating conjunctions and subordinating conjunctions.

### Co-ordinating conjunctions

Coordinating conjunctions join Link words (black and white), phrases (over the hills and far way) or main clauses (e.g. I like tea but I hate coffee).

To help remember the co-ordinating conjunctions we think of 'FANBOYS': for, and, nor, but, or, yet, so.

### Subordinating conjunctions

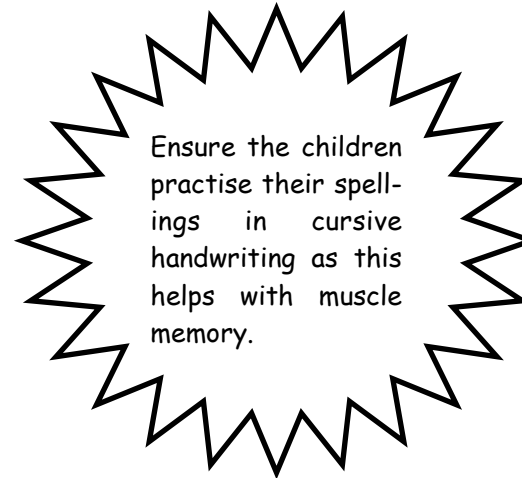
Subordinating conjunctions open subordinate clauses to link them to the main clause. Examples of subordinating conjunctions include: because, when, until, although, e.g. When she got home, she fell into bed because she was exhausted. These are also adverbials as they answer questions and can be moved around in the sentence e.g. Because she was exhausted, when she got home she fell into bed.

A co-ordinating conjunction is not joined to either clause but a subordinating conjunction is attached, e.g. The monster was singing because it was sunny rather than the monster was singing and it was sunny.

### Conjunction story:

Create an endless story. You take it in turns to say a line which is then handed on by suggesting another conjunction, e.g. 1 - once upon a time there was a miller who... 2 - spent many happy days cutting corn because...

## Tips for Helping at Home



### Speed Spell:

When learning a new word, try speed spelling - how many times can they write the word in a minute?

### Word Games:

Play word and spelling games such as Junior Scrabble, Boggle, Hangman, Countdown, etc.

### Word Hunt:

Hunt for the spelling rule or pattern in books and out and about. Make a list of which ones you found or tally how many times you found it.

Ensure the children think about how their spellings look—how a word looks is as important as how it sounds.

When adding suffixes the following rules often apply:

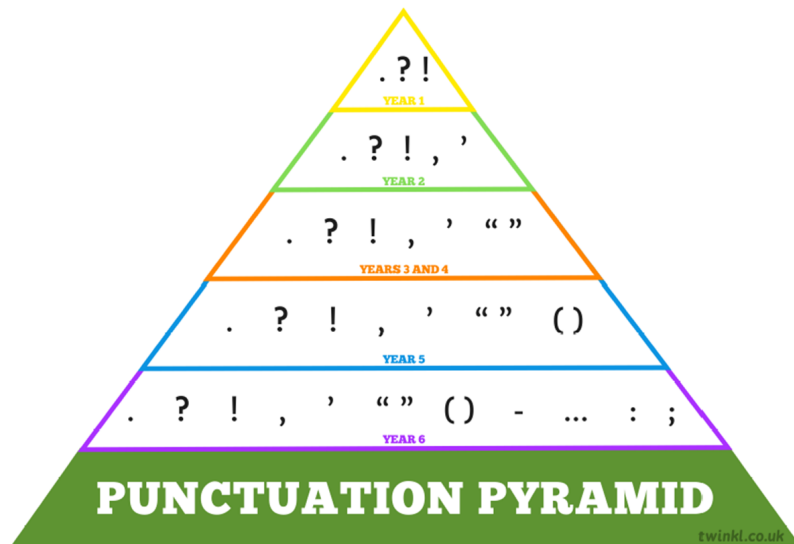
1. **Nothing** - when there are 2 consonants after a short vowel on the root words or there is a long vowel just add the suffix e.g. jumped, playing.
2. **Double** - when there is only one consonant after a short vowel on the root word you need to double the consonant e.g. swimming,
3. **Drop** - if the root word ends in an 'e', e.g. hope, then you need to drop the e before adding the suffix e.g. hoping or hoped.
4. **Change** - If the root word ends in a 'y' change it to an 'i' before adding the suffix e.g. cried.

# Strategies for Spelling

- Break it into sounds ( d-i-a-r-y)
- Break it into syllables (re-mem-ber)
- Break it into parts (dis + satisfy)
- Use a mnemonic\* (necessary has one collar and two sleeves) \*memory jogger
- Refer to a word in the same family (muscle - muscular)
- Say it as it sounds (Wed-nes-day)
- Find words within words (I am in Parliament)
- Refer to etymology\* (bi+cycle = two + wheels) \*origin of word
- Use analogy (bright, light, night...)
- Use a key word (horrible/drinkable for ible and able)
- Apply spelling rules (writing, written)
- Learn by sight (look-cover-say-write-check)
- Create visual memory (look-cover-say-write-check)

## Punctuation

Punctuation is an important part of writing because it makes the meaning clear. Punctuation also indicates how the reader should use intonation and pauses - even when reading in your head. The pyramid below shows how punctuation progresses over the school.



## Adverbials

Adverbials provide background detail about what happens, e.g. how, when where. Adverbs can provide information about:

- verbs, e.g. he moved swiftly
- adjectives, e.g. she was extremely pretty
- or other adverbs, e.g. he spoke really slowly.

Many adverbs, but not all, are formed by adding -ly to an adjective, for example: slow - slowly; recent - recently; local - locally. Examples of adverbs without -ly include: well (I danced well); everywhere; yesterday. There are also adverbs of degree e.g. slightly, extremely, somewhat, quite, very, really.

Any word, phrase or clause 'telling more about what happens' is known as an adverbial. Adverbials can be moved about in sentences which affects the rhythm and/or emphasis, e.g. 'Everywhere there is chaos' or 'There is chaos everywhere'. When adverbials are placed at the beginning of a sentence they are known as fronted adverbials. Fronted adverbials are often followed by a comma. As quick as a flash, Jack ran out the back door and out into the cool air.

## Prepositions

A preposition is a word that tells you when or where something is in relation to something else. Examples of prepositions include: after, before, on, under, with, e.g. the dog is under the table. They are the words that stick all the bits in a sentence together and usually occur at the beginning of phrases. Prepositions also often act as adverbials and help answer questions such as:

- When? e.g. for ages, at midnight, before lunch
- Where? e.g. in the kitchen, over the rainbow
- How? e.g. without a care in the world, at top speed,

Sentence building:

Cut up the different parts in a sentence and move them around. See where the adverbials can be placed and which versions of the sentence sound best.

## Verbs

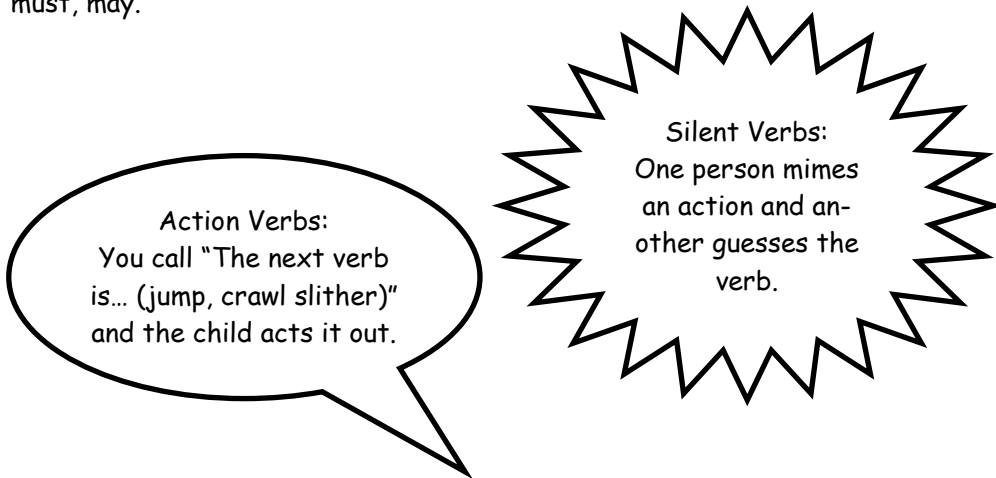
A verb tells us what is happening in sentence. It is the main word around which a sentence is built. A verb is not necessarily a 'doing' word as the most common verb is 'to be'. Examples of 'to be' verb include: I am, we/you/they are, he/she/it is, e.g. The monster is enormous; The monster is eating lunch.

A verb must agree with its subject in terms of person and number, e.g. 'I am' not 'I is'; 'she is' not 'her is'.

Verbs have a tense which is usually shown by the addition of a suffix (ed/ing/s). However, some verbs are irregular, which means that they change completely when it is the past tense, e.g. see becomes saw not seed.

### Modal Verbs

Modal verbs are verbs that suggest degrees of possibility, necessity or ability, including reference to future actions, for example, I might go and play. Examples of modal verbs include: will, would, shall, should, can, could, might, must, may.



**Movement Verbs:**  
Give the sentence 'He entered the room'. One person goes out and enters the room in an interesting way: The other (s) suggest verbs to reflect how he/she entered (e.g. rushed, stormed, burst, zoomed). Repeat and collect movement verbs.

## Punctuation Glossary

Term	Definition	Example
<b>Full Stop</b>	Used to show the end of a sentence.	The sun was shining today.
<b>Capital Letter</b>	Used at the beginning of sentences and when writing the names of people, places, days of the week, etc.	She waved to her mum. Sarah waved to Michael.
<b>Question Mark</b>	Indicates a question and comes at the end of the sentence in place of the full stop.	When will it be the school holidays?
<b>Exclamation Mark</b>	Used at the end of an exclamation. It can also be used at the end of a statement or command to show something has been said with feeling or emotion	What a fantastic day we have had! Stop hitting your brother!
<b>Apostrophe</b>	Apostrophes have two different uses. The first is to show the place of missing letters. The second is to show possession - that one thing belongs to another.	I'm = I am  Hannah's mother.  The cats' tails
<b>Comma</b>	Used to help the reader by: <ul style="list-style-type: none"> <li>separating items in a list or to mark off extra information in a subordinate clause.</li> <li>after a fronted adverbial</li> <li>separating parts of a sentence.</li> </ul>	The enormous, blue, hairy monster.  At the stroke of midnight, Dracula pounced.
<b>Inverted Commas</b>	Also known as speech marks. Used to mark the beginning and end of direct speech (the speaker's words written down exactly as they were spoken). All other punctuation is written inside the speech marks.	The conductor shouted, 'Sit down!'

# Punctuation Glossary

Term	Definition	Example
<b>Brackets, dashes and commas again</b>	Used to separate extra information that is not essential to the meaning of the rest of the sentence but is added to speak to the reader.	Mount Everest (8848m) is the highest mountain in the world.  The monster, which was called Bob, sang lustily.
<b>Colon</b>	Often used before a list.	The price includes: flight, accommodation and excursions
<b>Semi-colon</b>	Can also be used to separate items in a list if these consist of long phrases.	I need a bottle of milk; a loaf of bread; six ripe bananas and some but- ter.
<b>Semi-colon, colon and a dash (again)</b>	Can be used to separate two main clauses in a sentence, Can also be used to separate items in a list if these consist of long phrases.	I liked the book; it was a pleasure to read.  She was really tired: the only thing to do was sleep.
<b>Ellipsis</b>	An ellipsis (...) is three dots used to show that a word or phrase has been missed out, to create a pause for effect, or to show an unfinished thought.	The children opened the parcel and ... (pause for effect) it was complet- ely empty!
<b>Bullet Points</b>	Draws attention to important information so that the reader can find the key information quickly	Remember to bring: <ul style="list-style-type: none"> <li>• A coat</li> <li>• A hat...</li> </ul>
<b>Hyphens</b>	This is half the length of a dash and serves a different purpose. It is used to link two parts of a word together.	Good-hearted Man-eating Quick-thinking

# Pronouns

Pronouns are used in place of nouns. There are different types of pronouns:

- Personal pronouns, such as: I, you, he, she, it, we, you, they
- Relative pronouns (used in relative clauses) refer back to a noun used immediately before, such as: who, which, whose, who, that, where. An example of this is: The rabbit, that loved to eat, sniffed around the fridge.
- Possessive pronouns tell us who owns something, e.g. this pen is mine

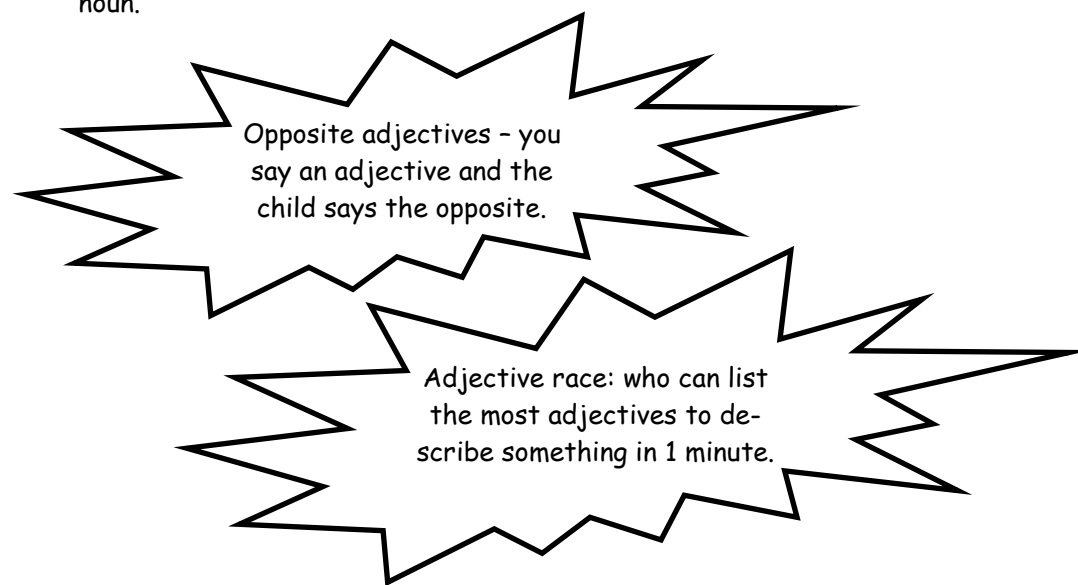
Pronouns help avoid repetition and overuse of nouns. Any word standing in for a noun is a pronoun, e.g. **I** like **this**; **That** makes sense.

# Adjectives

An adjective tells you more about a noun. They can come before a noun, e.g. the pink, fluffy monster. They can also refer back to a noun, e.g. the monster was pink. It felt fluffy. As well as the basic form they can also be:

- Comparative, e.g. fluffier, bigger, pinker
- Superlative, e.g. fluffiest, biggest, pinkest.

It is important to note that they are not really 'describing words' as lots of verbs can be descriptive, e.g. saunter. Adjectives tell you more about the noun.



# Grammar - Word Classes

There are 8 different types of words - all words can be put into one of these groups. Many words will occur in different groups depending on how they are used in a sentence. Therefore it is important the children learn how to spot a word type rather than learning individual words. An example of this is the word 'cook' which can be a noun and a verb:

- Alex had always wanted to be a cook.
- It took Alex hours to cook the turkey at Christmas.

## Nouns

A noun is the name of a person, place or thing. There are different types of nouns:

- Common nouns - generic names of things, e.g. woman, city, dog, table.
- Proper nouns - names of specific people, places, etc. These must be capitalised, e.g. Florence Nightingale, Edinburgh, Lassie, January.
- Collective noun - a word to describe a particular group of objects, e.g. herd, army, flock, pack.
- Concrete - a physical noun - you can see, hear, touch, taste, smell, e.g. pencil, mountain, snow.
- Abstract - a noun that is an idea, quality, emotion rather than a concrete object e.g. love, justice, peace, happiness, truth.

Nouns can be singular or plural. Singular nouns refer to one thing, whereas plural nouns refer to more than one. Examples of singular and plural nouns include: man/men; city/cities; dog/dogs. Plurals are usually created through the addition of s/es with no apostrophe, e.g. church/churches; toy/toys. However some nouns do not change, e.g. sheep, and some are irregular and change completely, e.g. child/children; tooth/teeth.

A noun phrase is a group of words that make up a noun, for example: the lady with the lamp; an enormous herd of cows.

Alphabet Noun Game: Decide a theme, e.g. animals, and then challenge each other to think of a noun on this theme beginning with each letter of the alphabet.

# Possible Punctuation Activities

## Treasure Hunt:

Find as many different types of punctuation as possible. Use books, websites, recipes, magazines, instructions, newspapers, leaflets and brochures. Award different points for different types of punctuation and see who wins.

Go on a family walk and find examples of apostrophes in the wrong place, e.g. MOT's ,CD's, banana's for sale.

Make some silly signs to show how incorrect punctuation can change the meaning, such as the 'Let's eat Grandma.' sign.

Make fun lists. For example:

- Six things in an elf's backpack.
- Five things in a giant's cave.
- Things I like doing.
- Shiny things.
- Things in the queen's handbag.

Find opportunities to write whenever possible and use the correct punctuation. For example, make shopping list before going out shopping.

# Grammar - Sentences

A sentence is a group of words which expresses a complete thought and it must contain a subject and a verb. Children need to understand what makes a sentence and how to compose sentences for a variety of purposes. A complete sentence has three characteristics:

- First, it begins with a capital letter.
- In addition, it includes an end mark - either a full stop [ . ], question mark [ ? ], or exclamation point [ ! ].
- Most importantly, the complete sentence must contain at least one main clause.

There are 4 types of sentences:

Type	Purpose	Example
Statement	Provides information, facts or opinions.	You emptied the dishwasher.
Question	A sentence that could elicit an answer	Did you empty the dishwasher?
Command	An order which often leaves out the <u>subject</u> of the sentence	Empty the dishwasher.
Exclamation	Statement of surprise or strong emotion. These begin with 'what' or 'how' but are not a question.	What an amazing job you did emptying the dishwasher!

## Sentence Tense

Sentences can be written in the past or present tense. The verb dictates the tense of a sentence. Present tense indicates that the events are happening now, whereas past tense indicates that the events have already occurred; for example, The monster is eating a cake. (present tense); The monster ate a cake. (past tense)

There is no future tense in English because it cannot be conveyed in a single word, so instead we usually add extra (auxiliary) verbs, e.g. The monster will eat a cake.

# Grammar - Clauses

## Main Clauses

A main clause is the simplest sentence that can be made. It makes sense on its own. All main clauses must have a subject and a verb. A main clause can include expanded noun phrases and adverbials so may still contain a lot of detail; for example, The fluffy, beige bunny slept deeply on the sofa.

## Co-ordinating Clauses

Co-ordinating clauses are when two or more main clauses are joined together to make one longer sentence. A conjunction is usually used to link the ideas together, such as: and, but, so, or. Without the conjunction each clause could stand on its own and make sense because the conjunction is not attached to either sentence, e.g. The fluffy, beige bunny slept but she woke up when the fridge door was opened. Sometimes a semi-colon may be used instead of a conjunction.

## Subordinating Clauses

Some clauses do not make complete sense on their own and cannot stand as complete sentences. They are called subordinate clauses because they are subordinate to (depend on) another clause. They provide additional detail about what happens in the main clause e.g. when, why, on what condition. Subordinate clauses typically start with subordinating conjunctions e.g. because, when, while, unless, although, e.g. The monster was singing because it was happy. This clause can be added to the beginning or the end of a sentence, e.g. When the police arrived, the monster was singing.

## Relative Clauses

A relative clause is a type of subordinate clause that uses pronouns such as which, who, whom, that, where, to provide more information about the subject. They are often dropped into the middle of a sentence or placed at the end. They will clearly not make sense on their own, for example: Polly, who had long, brown hair, enjoyed playing the piano. The boy was funny, which made me smile.

### Sentence Building Activity:

Give children dull sentences that have to be made more detailed, e.g. *The dog came along the road.* This can be done orally.