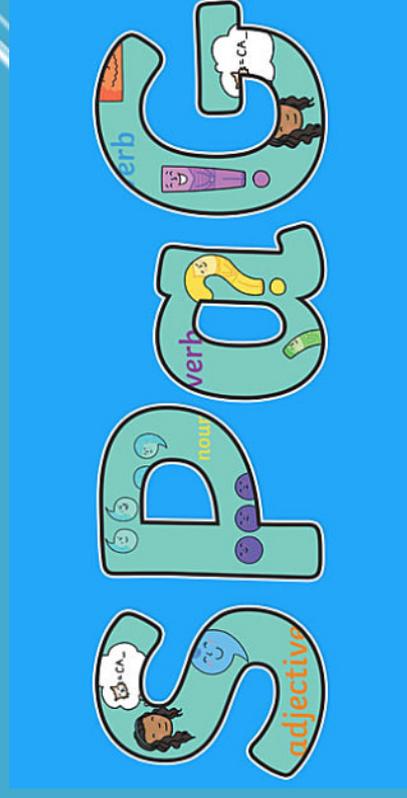


KS1 SPaG Parent Workshop January 2019 Miss Dixon



AGENDA

- What is SPaG?
- Phonics in Key Stage One
- Coverage and progression of SPaG (throughout Key Stage One)
- Sample questions from KS1 SPaG SATs test
- Glossary of terms
- How to help your children at home

What is SPaG?

Spelling, Punctuation and Grammar

When we study grammar, we study the rules about how words change their form and combine with other words to make sentences.

Now tested separately in Year 2 as part of the end of KS1 assessments (SATs).

Children learn grammar best through every day interactions and reading.

Phonics

Jolly phonics

Teach name of the letter (grapheme)

Sound it makes (phoneme)

How to form it as a capital letter and as a lowercase letter

Ee



E e

e (Tune: *Skip to My Lou* Track 8)

Eggs in the pan, /e/-/e/-/e/.
Eggs in the pan, /e/-/e/-/e/.
Eggs in the pan, /e/-/e/-/e/.
Crack the egg like this.../e/!

Action: Pretend to crack an egg against the side of a pan with one hand. Use both hands to open the shell, saying *eh eh*.



Spelling, Punctuation and Grammar in the Early Years

- Supporting children at home in Early Years is fundamental in helping children develop their spelling, punctuation and grammar later on in their school years.
- Spoken language is crucial because it allows children to express themselves confidently. If you cannot say a sentence correctly then it will be a struggle to write it.

Here are some practical examples that you can do at home to support your children's language development:

- Speak to your children ALL the time. The more language they hear the more they will absorb. Talk about your day, interests, funny moments!
- Always model speaking and repeating in full sentences.
- Ask your children lots of questions e.g. I wonder what...I wonder how...I wonder if...
- Read to your child every night. Ask them questions about the characters, the pictures and the language in the book, get them to make predictions based on the front cover or what has been read so far.
- Technology (television, i-pads, mobile phones) hinder children's language development. When they are on these devices they are not listening to spoken language and they are not speaking. Get them to listen to Jolly Phonics or alphabet, months of the year song before playing a game.
- Engage your child in imaginative role-play e.g. doctors, hospitals, mums and dads.

Spelling

Key Stage 1 (Years 1 and 2)

The National Curriculum for **Year 1** states that pupils should be taught to:

- Spell words containing each of the 40+ phonemes already taught
- Spell common exception words (such as the and was)
- Spell the days of the week
- Name the letters of the alphabet
- Add some prefixes (such as un–) and suffixes (such as –ing and –ed) to words

In **Year 2**, children’s knowledge of spelling is assessed by a teacher assessment of children’s writing. There is also a grammar, punctuation and spelling test that children sit as part of the SATs tests.

The National Curriculum for **Year 2** states that pupils should be taught to:

- Use knowledge of phonics to spell words correctly
- Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones (such as there/they’re/their)
- Spell common exception words (such as because)
- Spell more words with contracted forms (such as it’s)
- Learn the possessive apostrophe (singular)
- Add suffixes to spell longer words (including –ment, and –ly)
- Use a dictionary to check the spelling of a word, using the first letter of the word.

Spelling in key Stage One at Boucher

Reception

100 High frequency words are given out (5 per week)
Children should be learning to read these words.

Year 1

Children are expected to be able to spell these words as well as the Year 1 common exception words

Year 2

Children move onto the next set of 200 HFW and the Year 2 common exception words

These are available as a handout.

EYFS	
Word	Use a capital letter for the start of their own name. Write their own name.
Sentence	Know that words are ordered from left to right. Use a capital letter at the beginning of a sentence. Recognise and use a full stop at the end of a sentence.
Text	Expect written text to make sense.

The Early Learning Goal For Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

SPAG

YEAR 1

Year 1: Detail of content to be introduced (statutory requirement)	
Word	<p>Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>]</p>
Sentence	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p>
Text	<p>Sequencing sentences to form short narratives</p>
Punctuation	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>
Terminology for pupils	<p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>

Children need to be confident in their understanding of each of these skills and apply it within their own writing.

SPAG YEAR 2

Word class:
Noun, adjective,
verb, adverb
(See handout)

Year 2: Detail of content to be introduced (statutory requirement)

Word	Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>] Formation of adjectives using suffixes such as <i>-ful, -less</i> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs
Sentence	Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

Year 2: Detail of content to be introduced (statutory requirement)

Text	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>
Punctuation	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>
Terminology for pupils	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>

SPaG SATS Paper

Introduced in 2015

Split into two tests (spelling paper and question paper)

- Test consists of a variety of multiple choice and short answers.
- Focus will be knowledge of grammatical terms, use of punctuation and spelling.

2018 national curriculum tests

Key stage 1

English grammar, punctuation and spelling

Paper 1: spelling

First name	
Middle name	
Last name	

2018 national curriculum tests

Key stage 1

English grammar, punctuation and spelling

Paper 2: questions

First name	
Middle name	
Last name	

SPaG SATS results

How to convert key stage 1 raw scores to scaled scores

The tables show each of the possible raw scores on the 2018 key stage 1 tests.

To convert each pupil's raw score to a scaled score, look up the raw score and read across to the appropriate scaled score.

A scaled score of 100 or more shows the pupil has met the expected standard in the test. Pupils need to have a raw score of 3 marks to be awarded the minimum scaled score.

English grammar, punctuation and spelling	
Raw score	Scaled score
0	No scaled score
1	
2	
3	85
4	85
5	85
6	85
7	86
8	87
9	88
10	89
11	90
12	91
13	92
14	92
15	93
16	94
17	95
18	95
19	96
20	97

English grammar, punctuation and spelling	
Raw score	Scaled score
21	97
22	98
23	99
24	100
25	100
26	101
27	102
28	103
29	104
30	104
31	105
32	106
33	107
34	109
35	110
36	111
37	113
38	115
39	115
40	115

12. The _____ glided slowly across the pond.

13. The _____ was on a secret mission.

14. The owl flew _____ the rooftops.

15. We put _____ in the fruit salad.

16. The _____ came off my toy car.

17. Our _____ shop sells vegetables.

18. The umbrella is _____ because it is broken.

19. A sharp pencil makes it _____ to draw.

20. The train left the _____.



Spelling 12: The word is **swan**.

The **swan** glided slowly across the pond.

The word is **swan**.

Spelling 13: The word is **spy**.

The **spy** was on a secret mission.

The word is **spy**.

Spelling 14: The word is **above**.

The owl flew **above** the rooftops.

The word is **above**.

Spelling 15: The word is **grapes**.

We put **grapes** in the fruit salad.

The word is **grapes**.

Spelling 16: The word is **wheel**.

The **wheel** came off my toy car.

The word is **wheel**.

Spelling 17: The word is **local**.

Our **local** shop sells vegetables.

The word is **local**.

Spelling 18: The word is **useless**.

The umbrella is **useless** because it is broken.

The word is **useless**.

Spelling 19: The word is **easier**.

A sharp pencil makes it **easier** to draw.

The word is **easier**.

Spelling 20: The word is **station**.

The train left the **station**.

The word is **station**.

1 Tick the correct word to complete the sentence below.

It was raining heavily, _____ Fatima went out to play.

Tick **one**.

- but
- if
- or
- that



1 mark

2 Circle the **adjective** in the sentence below.

The tree was taller than the house.

Qu.	Requirement	Mark
1	<p>Tick the correct word to complete the sentence below.</p> <p>It was raining heavily, _____ Fatima went out to play.</p> <p>Award 1 mark for the correct box ticked.</p> <p>but <input checked="" type="checkbox"/></p> <p>if <input type="checkbox"/></p> <p>or <input type="checkbox"/></p> <p>that <input type="checkbox"/></p> <p>Additional guidance:</p> <ul style="list-style-type: none">If a box is ticked and an answer is written on the line, mark only the response in the box.	1m
2	<p>Circle the adjective in the sentence below.</p> <p>Award 1 mark for the adjective identified.</p> <p>The tree was <u>taller</u> than the house.</p>	1m

5 Circle the **adverb** in the sentence below.

We all sang loudly in assembly.

1 mark

6 Tick the name of the punctuation mark that should complete each sentence.

Sentence	Full stop	Question mark
When will we get to London		
When should I start cooking the dinner		
When the bell rings, it will be lunchtime		

1 mark

Qu.	Requirement	Mark																								
5	<p>Circle the adverb in the sentence below.</p> <p>Award 1 mark for the adverb identified.</p> <p>We all sang <u>loudly</u> in assembly.</p>	1m																								
6	<p>Tick the name of the punctuation mark that should complete each sentence.</p> <p>Award 1 mark for all three correct.</p> <table border="1"><thead><tr><th>Sentence</th><th>Full stop</th><th>Question mark</th></tr></thead><tbody><tr><td>When will we get to London</td><td></td><td>✓</td></tr><tr><td>When should I start cooking the dinner</td><td></td><td>✓</td></tr><tr><td>When the bell rings, it will be lunchtime</td><td>✓</td><td></td></tr></tbody></table> <p>Also award the mark for the correct punctuation mark drawn at the end of the sentence or in the corresponding box, e.g.</p> <table border="1"><thead><tr><th>Sentence</th><th>Full stop</th><th>Question mark</th></tr></thead><tbody><tr><td>When will we get to London?</td><td></td><td></td></tr><tr><td>When should I start cooking the dinner</td><td></td><td>?</td></tr><tr><td>When the bell rings, it will be lunchtime</td><td>.</td><td></td></tr></tbody></table>	Sentence	Full stop	Question mark	When will we get to London		✓	When should I start cooking the dinner		✓	When the bell rings, it will be lunchtime	✓		Sentence	Full stop	Question mark	When will we get to London?			When should I start cooking the dinner		?	When the bell rings, it will be lunchtime	.		1m
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When the bell rings, it will be lunchtime	.																									

8 Look at the parts of the words in bold.

cheer**ful** help**ed** hope**less** kind**ness**

What is the name for this part of the word?

Tick **one**.

an adverb

a noun phrase

a suffix

a verb



1 mark

8

Look at the parts of the words in bold.

*cheer**ful*** *help**ed*** *hope**less*** *kind**ness***

What is the name for this part of the word?

Award 1 mark for the correct box ticked.

an adverb

a noun phrase

a suffix

a verb

1m

13 What is the sentence below? The end punctuation is covered.

What a fantastic piece of work that is ■

Tick **one**.

a statement

a command

an exclamation

a question



1 mark

14 Circle the **verb** in the sentence below.

Lisa sticks all the pictures in her big scrapbook.



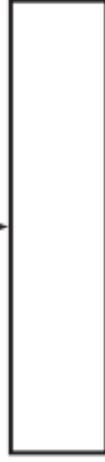
1 mark

Qu.	Requirement	Mark
13	What is the sentence below? The end punctuation is covered. What a fantastic piece of work that is ■ Award 1 mark for the correct box ticked. a statement <input type="checkbox"/> a command <input type="checkbox"/> an exclamation <input checked="" type="checkbox"/> a question <input type="checkbox"/>	1m
14	Circle the verb in the sentence below. Award 1 mark for the verb identified. Lisa(sticks)all the pictures in her big scrapbook.	1m

18

Write the words could not as one word, using an **apostrophe**.

The king could not decide which present he liked best.



1 mark

18

Write the words could not as one word, using an **apostrophe**.

The king could not decide which present he liked best.

Award 1 mark for *couldn't* spelt correctly.

Example responses:

Accept	Do not accept
<i>couldnot</i>	<i>couldn't</i>
<i>couldn't</i>	<i>couldnit</i>
<i>couldn't</i>	<i>couldnt</i>

Additional guidance:

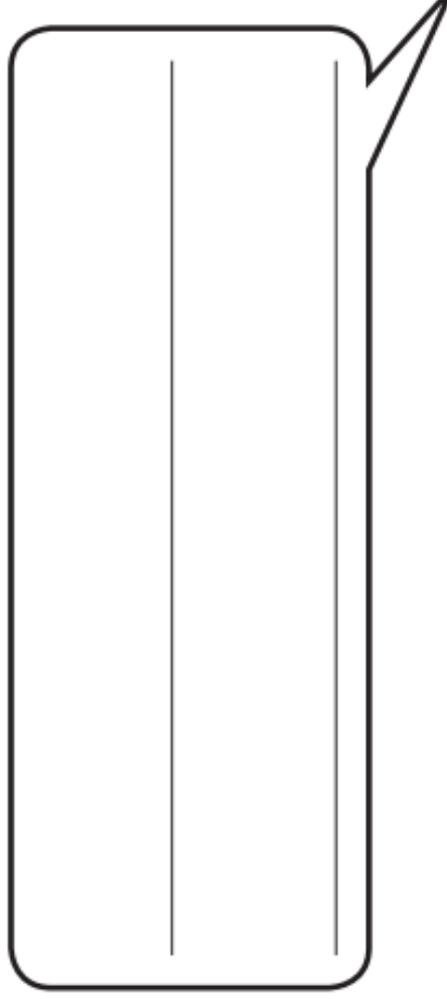
- Mark positively in relation to the size and position of the apostrophe as some pupils at this age may have uneven handwriting.
- The response can be written in upper or lower case or a mixture of the two.

1m

19

Write a **command** a teacher could say at the end of playtime.

Remember to use correct punctuation.



2 marks

Requirement**Mark**

Write a **command** a teacher could say at the end of playtime.

Remember to use correct punctuation.

Award 2 marks for an appropriate, grammatically correct command using an imperative verb in a main clause with correct punctuation (see additional guidance), e.g.

- *Stop!*
- *Line up.*
- *Stand still!*
- *Everybody stop now.*
- *Please go inside.*
- *Take your shoes off and put your slippers on.*
- *Remember to line up quietly.*
- *Hang up your coats, sit on the carpet and listen.*

Award 1 mark for an appropriate, grammatically correct command using an imperative verb in a main clause with incorrect punctuation (see additional guidance), e.g.

- *LINE UP NOW.*
- *Stop what you're doing*
- *year 2 line up, please*
- *when the bell rings go to your line.*
- *Walk sensibly Back into class.*

Do not accept a command that is grammatically incorrect or written with non-Standard English verb forms or adverbs, e.g.

- *Please sit down quiet and sensible.*
- *Go to you line.*

Do not accept other sentence types, e.g.

- *I command you to sit on the carpet.*
- *You must line up right now.*
- *Can you come back please?*
- *You can ring the bell.*
- *Time to clear up everyone.*

Do not accept more than one sentence type, e.g.

- *Stop playing. Playtime is over.*

**Up to
2m**

Grammar glossary for parents
Key Stage One

Please find the handout for the glossary of the terminology that children are expected to know and use in key stage One.

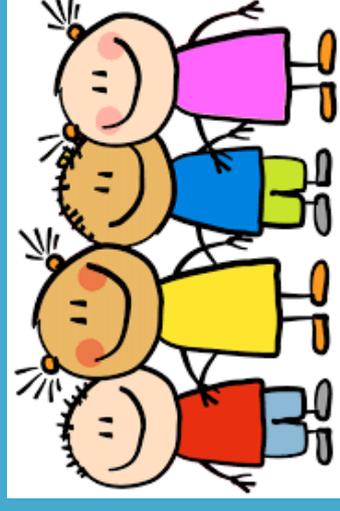
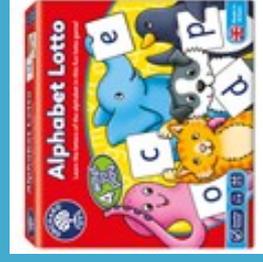
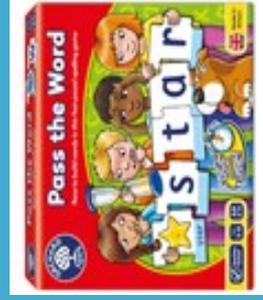
Please do not worry about coming to ask for further clarification, if required.

How to help at home

Early steps.....

- Play “I Spy” using letter names or sounds eg I spy with my little eye something beginning with “ch” ~ church
- Treasure Hunt~ look through books, comics & magazines for words with letter patterns they are learning eg “ee”
- Prefix/ suffix ~ find examples of prefixes & suffixes in books, road signs etc
- Independence~ encourage your child to have a go at spelling words using sounds & spellings they know.
- Word Games~ Play word games eg Junior scrabble, Articulate for kids, hangman,

Orchard toys



How to help at home

Reading

- Listening to your child read can take many forms: First and foremost, focus developing an enjoyment and love of reading.
- Enjoy reading together – reading stories, non-fiction, magazines, comics etc. Reading to your child is equally as important as listening to your child read.
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides.
- When sharing a book, find examples of full stops, exclamation marks and question marks.
- Read a little at a time but often, rather than rarely but for long periods of time.
- Discuss their reading before, during and afterwards – If reading a story discuss the setting, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions. For non-fiction texts discuss the features and what they now know that they didn't already.
- Look up definitions of words together – you could use a dictionary, the Internet or an app on a phone or tablet.
- Reading is an important way to identify the SPaG skills required in key stage 1 (adjectives, verbs, adverbs, nouns, punctuation)
- Visit the local library - it's free!





How to help at home

Writing

- Show your child a picture about something they are interested in e.g. favourite TV character (CBeebies, Marvel Comics website) Get them to make up sentences about pictures.
 - Say and write sentences about family, friends, pets, toys, anything!!
 - Make up stories together- take it in turns to say a sentence. This can be a retelling of a favourite story, a funny family story or made up using TV characters, etc.
 - Say a boring sentence, add in more interesting words. (This could be used with homework sentences) E.g. The cat ran across the road. becomes The scared, fluffy cat dashed across the busy road.
 - Always check that your child uses capital letters to begin a sentence, to begin a name/place and for the word I.
 - Practise and learn weekly spelling lists.
 - Encourage opportunities for writing, such as letters to family or friends, shopping lists, notes or reminders, stories or poems.
 - Write together – be a good role model for writing.
 - Encourage use of a dictionary to check spelling in Year 2.
 - Allow your child to use a computer for word processing, if they wish.
 - It is ok for children to make mistakes. This shows they are editing their work which is a required skill in Year 2.
 - Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).
- Reinforce correct formation of letters (upper and lowercase)

Useful websites:

<https://www.funbrain.com/games/grammar-gorillas>

<https://www.topmarks.co.uk/Flash.aspx?e=spelling-grammar01>

<http://learnenglishkids.britishcouncil.org/en/grammar-vocabulary>

<http://www.crickweb.co.uk/ks1literacy.html>

<http://www.phonicsplay.co.uk/freeIndex.htm>

<https://www.youtube.com/watch?v=ei0iFs5uF6w>



Questions...



Thank you for your continued support.