

# Years 3 & 4 SPaG

## Parent Workshop

### January 2019

### Miss Clifford



# AGENDA

- What is SPaG?
- coverage and progression of SPaG from Year 3 to Year 4
- glossary of terms
- sample questions from end of Year 4 SPaG test
- how SPaG is taught in school
- spellings
- how to help your child 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.

It is tested separately in Years 2 and 6 as part of the end of KS1 and KS2 assessments (SATS).

Children learn grammar best through every day interactions and reading.

# SPaG Curriculum Year 3

Year 3: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	Formation of nouns using a range of <b>prefixes</b> [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i> ] Use of the forms <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <u>a</u> <i>rock</i> , <u>an</u> <i>open box</i> ] <b>Word families</b> based on common <b>words</b> , showing how words are related in form and meaning [for example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i> ]
<b>Sentence</b>	Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i> ], <b>adverbs</b> [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i> ], or <b>prepositions</b> [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i> ]
<b>Text</b>	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i> ]
<b>Punctuation</b>	Introduction to inverted commas to <b>punctuate</b> direct speech

## Terminology

adverb, preposition,  
conjunction, word family,  
prefix, clause, subordinate  
clause, direct speech,  
consonant, letter, vowel,  
inverted commas

# SPaG Curriculum Year 4

Year 4: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	The grammatical difference between plural and <b>possessive -s</b> Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> ]
<b>Sentence</b>	Noun phrases expanded by the addition of modifying <b>adjectives</b> , nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> ) <b>Fronted adverbials</b> [for example, <u><i>Later that day</i></u> , <i>I heard the bad news.</i> ]
<b>Text</b>	Use of paragraphs to organise ideas around a theme Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition
<b>Punctuation</b>	Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, “Sit down!”</i> ] <b>Apostrophes</b> to mark plural possession [for example, <i>the girl’s name</i> , <i>the girls’ names</i> ] Use of commas after <b>fronted adverbials</b>

## Terminology

determiner,  
pronoun,  
possessive pronoun,  
adverbial

# Grammar Glossary

## Key Stage Two

Please find the handout for the glossary of the terminology that children are expected to know and use in Key Stage Two. It has been coded according to the year group and includes the full coverage from Years 3–6.

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

# **QUESTIONS FROM THE YEAR 4 SPAG PAPER**

# Question 1

Read this sentence. What type of word is underlined? **Tick one.**

Since I was very young, we have lived between the church and the canal.

adjective

preposition

adverb

adjective

 x

preposition

adverb

## Question 2

Use the words in the box. **Complete** the sentence using an **apostrophe** to show possession.

“Don’t eat that! That’s

Aaron

sandwich

Aaron’s

“Don’t eat that! That’s

sandwich

# Question 3

**Punctuate** the direct speech in the sentence below.

Look out shouted the lifeboat captain You are about to capsized

“Look out!” shouted the lifeboat captain. “You are about to capsized!”

## Question 4

**Underline** the errors in the sentence below, then **write the corrections** in the boxes.

We was lost – I was meant to read the map but I done it wrong.

We **was** lost – I was meant to read the  
map but I **done** it wrong.

  
were  
did

## Question 5

**Add a comma** in the correct place in this sentence.

During the night the sirens kept waking me up.

During the night, the sirens kept waking  
me up.

# Question 6

**Tick the sentence** which **does not** open with a **fronted adverbial**.

According to my dad, we will win the match on Saturday.

Sometimes, we go into town on the train.

I have lived in two cities in my lifetime: Liverpool and Newcastle.

According to my dad, we will win the match on Saturday.

Sometimes, we go into town on the train.

I have lived in two cities in my lifetime: Liverpool and Newcastle.

## Question 7

**Circle the determiners** in the sentence below.

Two people were walking a dog along the canal towpath.

Two people were walking a dog along the  
canal towpath.

## Question 8

**Circle the possessive pronoun** in the sentence below.

Harry's sister has borrowed some of his books.

Harry's sister has borrowed some of  
books.

## Question 9

Add an apostrophe to the sentence below to show that Chloe owns the teddy.

'This shouldn't be on the toy stall! This is Chloes teddy!' exclaimed Mum.

'This shouldn't be on the toy stall! This  
is Clara's teddy!' exclaimed Mum.

# Question 10

**Rewrite the sentence** below so that it begins with the adverbial phrase. Remember to use the correct punctuation.

I finished the race five minutes after everyone else.

Five minutes after everyone else, I finished the race.

# How SPaG is taught at Bouthcher

- Each week, children have a short SPaG quiz, which covers various objectives from the curriculum. The benefit of this is that they use the full terminology regularly.
- Following this, they have a SPaG lesson where they revise/develop/learn an objective. Opportunities are given to rehearse the skill verbally with a partner, play games and cut up sentence strips to ‘play’ with sentence structure.
- This objective is then applied to their writing during the week.
- Editing their work is an important skill which we are encouraging as a school. It enables children to be more accurate with their spellings and punctuation and to up level their vocabulary choices.

# Spelling

The spelling curriculum for Years 3 and 4 is covered over the two years and therefore, children repeat the spelling words in Year 4 to reinforce the learning which took place in Year 3.

The Year 3 and 4 spelling grids are available as a handout and show the full coverage of rules taught.

Each week, children are given a new set of spelling words which follow a particular rule. It is helpful to encourage children to look for other words (those that are not in their spellings for that week) which also follow this rule.

At the end of KS2, children sit a spelling test as part of the SATs assessment and this includes spellings from the entire KS2 curriculum.

# How to support your child at home

## Writing

- Encourage your child to use some of the skills that they are learning in their homework spelling sentences each week.
- Use a thesaurus to ‘up level’ some of their vocabulary. What is a synonym for ‘kind’? Etc...
- Learn weekly spelling words and help them to find another word that follows the same rule which is not on their list.
- Encourage the use of a dictionary to check spellings.
- It is okay for children to make mistakes. Encourage them to edit their work, which is a required skill in Years 3 and 4.
- Remember that good readers become good writers so share a range of different text types and identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).

# How to support your child at home

## **Reading**

- All reading is good so don't rule out non-fiction, comics, graphic novels, magazines or leaflets. Reading is reading and it's all worthwhile.
- Look up definitions of words together – you could use a dictionary, the internet or an app on your phone.
- Read a little at a time but often, rather than rarely but for long periods of time.
- Enjoy paired reading together and take turns reading a paragraph each, just as they do in school.
- Discuss what you have read together using some of the areas from the KS2 reading curriculum.

# **KS2 Reading Curriculum**

- 2a) Give/explain the meaning of words in context.
- 2b) Retrieve and record information/identify key details from fiction and non-fiction.
- 2c) Summarise main ideas from more than one paragraph.
- 2d) Make inferences from the text/explain and justify inferences with evidence from the text.
- 2e) Predict what might happen from details stated and implied.
- 2f) Identify/explain how information/narrative content is related and contributes to meaning as a whole.
- 2g) Identify/explain how meaning is enhanced through choice of words and phrases.
- 2h) Make comparisons within the text.

## KS2 Reading Comprehension Skills

2a	Define	
2b	Retrieve	
2c	Summarise	
2d	Infer	
2e	Predict	
2f	Cohesion	
2g	Language	
2h	Compare	

# Useful websites

<https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>

<https://www.bbc.com/bitesize/topics/zhrdd2p>

<http://www.crickweb.co.uk/ks2literacy.html>

<https://spellingframe.co.uk/>

# Questions



Thank you for your continued support.