

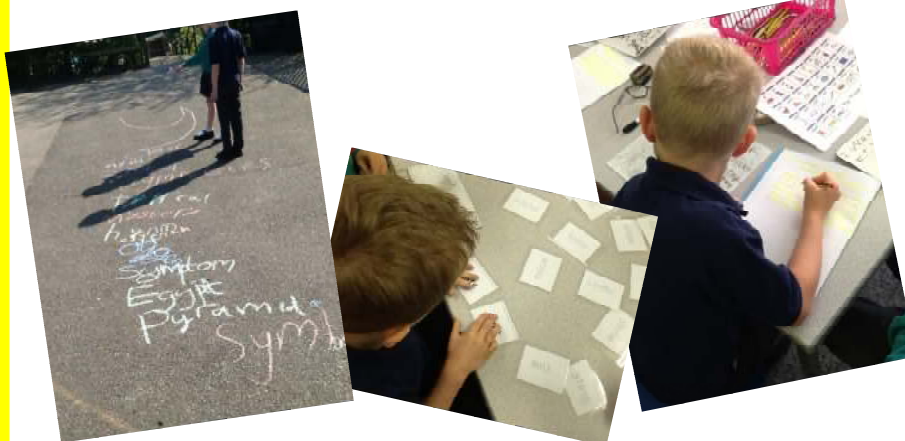
# SPaG

## Spelling

## Punctuation

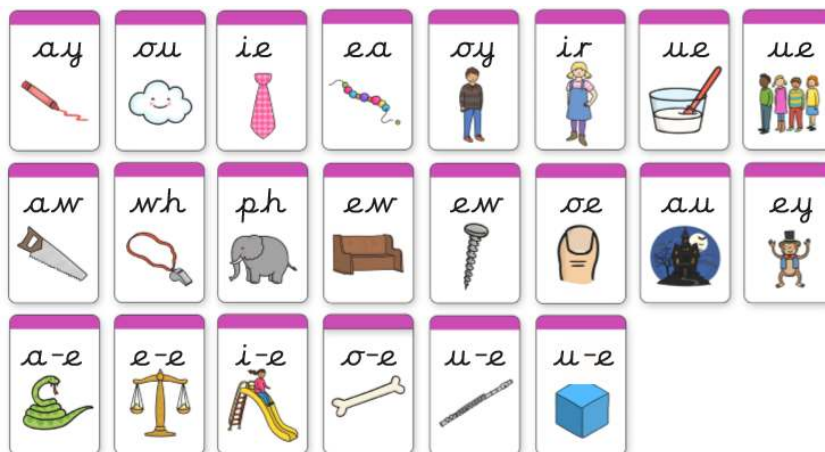
## Grammar

How do we teach it?



Daily phonics sessions and as part of English lessons.

## Phase 5 Phonics



## Sound Buttons

play  
● ● ay

chew

yesterday  
● ● ● ● er ay

true

shake  
ake ●

cube

## Phoneme Frames

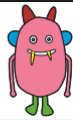


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## Year 1 Phonics Screening Check

dat



short

splue



feast

clend



reptiles

## Year 1

the  
a  
do  
to  
today  
of  
said  
says  
are  
were  
was  
is  
his  
has  
I  
you  
your

they  
be  
he  
me  
she  
we  
no  
go  
so  
by  
my  
here  
there  
where  
love  
come  
some

one  
once  
ask  
friend  
school  
put  
push  
pull  
full  
house  
our

door  
floor  
poor  
because  
find  
kind  
mind  
behind  
child  
children  
wild  
climb  
most  
only  
both  
old  
cold

## Year 2

gold  
hold  
told  
every  
great  
break  
steak  
pretty  
beautiful  
after  
fast  
last  
past  
father  
class  
grass  
pass

plant  
path  
bath  
hour  
move  
prove  
improve  
sure  
sugar  
eye  
could  
should  
would  
who  
whole  
any  
many

clothes  
busy  
people  
water  
again  
half  
money  
Mr  
Mrs  
parents  
Christmas  
everybody  
even

## Year 2 Spelling

-dge, -ge and g	<i>badge, edge, change, village, giraffe, giant, magic</i>
/s/ spelt c	<i>ice, cell, fancy</i>
/n/ spelt kn	<i>knock, knee, knight</i>
/r/ spelt wr	<i>write, wrong, wrap</i>
/u/ spelt o	<i>mother, Monday, other</i>
/o/ spelt a after w and qu	<i>want, watch, quantity</i>
homophones	<i>bear/bare, to/two/too, night/knight</i>

# Grammar

## What do they need to know and when?

Year 1: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	Regular plural noun suffixes <i>-s</i> or <i>-es</i> [for example, <i>dog, dogs; wish, wishes</i> ], including the effects of these suffixes on the meaning of the noun  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> )  How the prefix <i>un-</i> changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i> ]
<b>Sentence</b>	How words can combine to make sentences Joining words and joining clauses using <i>and</i>
<b>Text</b>	Sequencing sentences to form short narratives
<b>Punctuation</b>	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun <i>I</i>
<b>Terminology for pupils</b>	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Year 2: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	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> (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) 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
<b>Sentence</b>	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
<b>Text</b>	Correct choice and consistent use of present tense and past tense throughout writing 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> ]
<b>Punctuation</b>	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i> ]
<b>Terminology for pupils</b>	noun, noun phrase statement, question, exclamation, command, compound, adjective, verb, suffix adverb tense (past, present) apostrophe, comma

# Prefixes and Suffixes

## Year 1

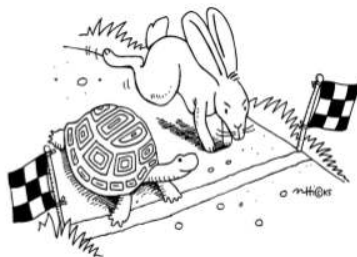
- The prefix *un-*.  
*I tied the ribbon. I untied the ribbon.*
- Regular plural noun suffixes *-s* or *-es*  
*dog - dogs*  
*wish - wishes*
- Suffixes  
*help, helping, helped, helper*

## Year 2

- Use of suffixes *-er, -est* and *-ly*  
*large, larger, largest*  
*slow, slower, slowest, slowly*

5 Add a **suffix** to the word fast to complete the sentence below.

The hare knew that he could run fast \_\_\_\_\_ than the tortoise.



## The 4 types of sentence

- Statement
- Question
- Exclamation
- Command

A. Did you go to the park?

B. What a wonderful day we had at the park!

C. Go to the park!

D. We went to the park yesterday and played on the swings.

## Punctuation

- Capital letter
- Full stop
- Exclamation mark
- Question mark
- Comma
- Apostrophe

- 6 Add a **full stop** or a **question mark** to complete each sentence below.

There is a pony in the field

Are we going swimming

Have you seen my hat and gloves

- 8 Add **two** full stops in the correct places below.

Jamie walks to school with his mum Alex joins them

## Apostrophes for contraction

do not - don't

I will - I'll

## Apostrophes for possession

The girl's pencil.



14 Which sentence uses an **apostrophe** correctly?

Tick **one**.

Lucy's bag is green and has lots of pockets.

Lucys' bag is green and has lots of pockets.

Lucys bag is green and has lot's of pockets.

Lucys bag is green and has lots of pocket's.

## Word Classes

- Nouns e.g. *table, Kirkby Overblow, Jack*
- Adjectives e.g. *big, red, loud, beautiful*
- Verbs e.g. *jump, sprint, write, feel*
- Adverbs e.g. *peacefully, carefully, nicely*

- 3 Why does the underlined word start with a **capital letter** in the sentence below?

Dad cleaned the kitchen and Joe helped.

\_\_\_\_\_

- 10 Write one **adverb** to complete the sentence below.

We cut out the shapes \_\_\_\_\_.

- 13 Circle all the **verbs** in the sentence below.

Anna washed the grapes and shared them with her friends.

## Conjunctions

Year 1	Year 2
and	and or but when if that because

1 Tick the correct word to complete the sentence below.

Sasha was running to school \_\_\_\_\_ she was late.

Tick **one**.

if

or

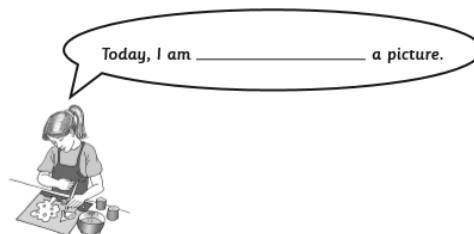
that

because

## Past and Present Tense

- Present e.g. *Tom plays football.*
- Past e.g. *Lucy shouted.*
- Present Progressive e.g. *Tom is playing football.*
- Past Progressive e.g. *Lucy was shouting.*

- 15 Write **one** verb to complete what each child is saying.



- 18 Which sentence is written in the **present tense**?

Tick **one**.

Mum took Ella breakfast in bed.

Mum makes Ella a hot drink.

Mum gave Ella a book.

Mum told Ella a story.