

SPAG WORKSHOP

Miss Ritchie



What is SPAG?

Can you answer any of the questions on your table?

- SPAG stands for Spelling, Punctuation and Grammar.
- Today we will cover some key terminology, some helpful resources and fun activities you can do at home!



What you need to know about spellings:

Each week your children will be given a set list of spellings. We suggest that you practise these spellings for 10 minutes each day, including over the weekend!

You should have all received a spelling guide for parents last term, which included some activities and ideas you could use to practice these spellings at home.

We are going to do our own spelling carousel now!

Let's try some spelling activities:

Spelling carousel:
Our spelling words are...

- Which
- Whether
- Their
- Because
- Went
- Definitely



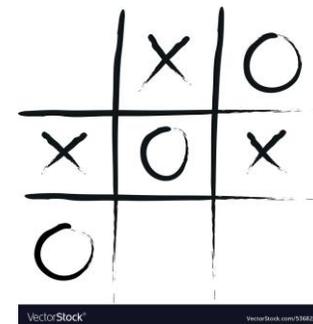
Silly Sentence Directions!

1. Follow the color pattern below to create a silly sentence!

● ● ● ● ● ●

● ● ● ● ● ●

2. Read your silly sentence out loud!
(It's okay to laugh 😊)
3. Write your silly sentence on your recording sheet.



What I need to know about punctuation;

Grammar and Punctuation Years 1 to 6 (Primary Curriculum - Draft) on one sheet. PrimaryTools.co.uk

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils
Regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes)	How words can combine to make sentences	Sequencing sentences to form short narratives	Separation of words with spaces	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark
Suffixes that can be added to verbs (e.g. helping, helped, helper)	How and can join words and join sentences	The consistent use of present tense versus past tense throughout texts	Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	verb, tense (past, present), adjective, noun, suffix, apostrophe, comma
How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)	Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)	Capital letters for names and for the personal pronoun I	word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause
Formation of nouns using suffixes such as -ness, -er	Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)	Introduction to paragraphs as a way to group related material	Capital letters, full stops, question marks and exclamation marks to demarcate sentences	pronoun, possessive pronoun, adverbial
Formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found in the spelling annex.)	Sentences with different forms: statement, question, exclamation, command	Headings and sub-headings to aid presentation	Commas to separate items in a list	relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity
Use of the suffixes -er and -est to form comparisons of adjectives and adverbs	Expressing time and cause using conjunctions (e.g. when, before, after, while, because), adverbs (e.g. then, next, soon, so), or prepositions (e.g. before, after, during, in, because of)	Use of the perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check what he said.)	Apostrophes to mark contracted forms in spelling	active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points
Formation of nouns using a range of prefixes, such as super-, anti-, auto-	Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition	Use of paragraphs to organise ideas around a theme	Introduction to speech marks to punctuate direct speech	
Use of the determiners a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)	Fronted adverbials	Appropriate choice of pronoun or noun across sentences	Use of speech marks to punctuate direct speech	
Word families based on common words	Relative clauses beginning with who, which, where, why, or whose	Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)	Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots)	
The grammatical difference between plural and possessive -s	Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely)	Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)	Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)	
Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)	Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken)	Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision.	Brackets, dashes or commas to indicate parenthesis	
Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify)	Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)	Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text	Use of commas to clarify meaning or avoid ambiguity	
Verb prefixes (e.g. dis-, de-, mis-, over- and re-)	The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech)		Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.	
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)			Punctuation of bullet points to list information	
			How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man eating shark, or recover versus re-cover)	

All terms in bold should be understood with the meanings set out in the glossary.

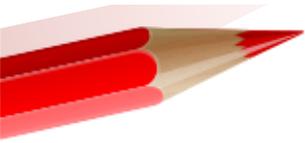
Key:

Year 1	
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	



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<u>Punctuation</u>	
Separation of words with spaces	w le si ex
Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	ve ac ap
Capital letters for names and for the personal pronoun I	w ac sp 's co su
Capital letters, full stops, question marks and exclamation marks to demarcate sentences	pr ac
Commas to separate items in a list	re ne br co
Apostrophes to mark contracted forms in spelling	ac su sy br
Introduction to speech marks to punctuate direct speech	
Use of speech marks to punctuate direct speech	
Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots)	
Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)	
Brackets, dashes or commas to indicate parenthesis	
Use of commas to clarify meaning or avoid ambiguity	
Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.	
Punctuation of bullet points to list information	
How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man eating shark, or recover versus re-cover)	

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Key:

Year 1	
Year 2	
Year 3	
Year 4	
Year 5	
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Let's try some punctuation games and activities:

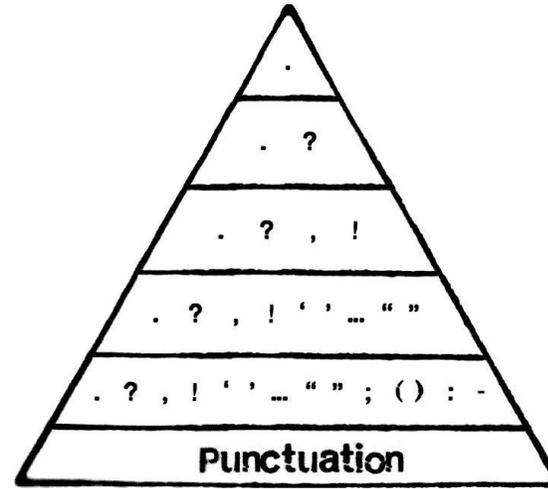
- Pick your punctuation
- Bingo
- Online games

Punctuation

Period ● My name's Beth and I was 18 in July.	Question Mark ? Where are you from?	Quotation Marks " " " " "I work in Italy", said Jimmy.	Exclamation Mark ! Sit down!
Comma , She is your sister, isn't she?	Hyphen - My eight-year-old boy loves reading.	Apostrophe ' They're going to the movies tonight.	
Colon : You have two choices: finish the work today or lose the contract.	Parentheses () The two brothers (Richard and Sean) were learning how to play guitar.	Semicolon ; My daughter is a teacher; my son is a doctor.	

Helpful resources:

- Punctuation Triangle
- Glossary of terms
- Punctuation games
<https://www.topmarks.co.uk/english-games/7-11-years/punctuation>
- Bitesize BBC



What I need to know about Grammar.

We teach SPAG in short sessions, this may be at the beginning of a writing lesson or during. It could be its own short lesson.

We then ensure the children then apply this in their writing and that they understand the key vocabulary.

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Terminology for Pupils	
word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark	Year 1
verb, tense (past, present), adjective, noun, suffix, apostrophe, comma	Year 2
word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause	Year 3
pronoun, possessive pronoun, adverbial	Year 4
relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity	Year 5
active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points	Year 6

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Key:

Year 1	
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	


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A quick test- think, pair, share.

Do you know what it means?

- Relative clause
- Parenthesis
- Active/passive voice
- Expanded noun phrase
- Adverbial
- Conjunction

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Do you know what it means?

- Relative clause

a clause that is attached to an antecedent by a relative pronoun such as who, which, or that.

- Parenthesis

A typical parenthesis is a word, phrase, or clause inserted into a sentence as an explanation or afterthought.

E.G. Andrew Jacklin (last year's losing finalist) is expected to win this heat.

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Do you know what it means?

- Active/passive voice

Active voice- The man must have eaten five hamburgers.

Passive voice- Five hamburgers must have been eaten by the man.

- Expanded noun phrase

Where you add description to a noun in a sentence.

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Do you know what it means?

- Adverbial

An adverbial is an adverb, adverbial phrase or adverbial clause which gives us additional information about e.g. the time, place, or manner of the action which is described in the rest of the sentence.

*E.G. We have been **living here in this house** for over twenty years.*

- Conjunction

A word used to connect clauses or sentences or to coordinate words in the same clause (e.g. and, but, if).

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Key:

Year 1	Yellow
Year 2	Light Yellow
Year 3	Orange
Year 4	Blue
Year 5	Cyan
Year 6	Green


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Helpful resources/ideas:

- Glossary of terms

- Games

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

- Find the grammar in your children's reading books. Hunt together for modal verbs, semi colon, adverbs etc.

Things to Remember!

SPAG can be fun and engaging!

It is vital for your child's development and understanding of the complex English language.

The more practise the better!!



Never give up!!



Thank You!

Miss Ritchie



Any Questions?

