A Guide to Grammar, Punctuation and Spelling

Written in conjunction with
High Down Junior School & Mendip Green Primary School (Torie Walton)
Bournville Primary School (Sue Wilsher)
Mead Vale Primary School (Bethan Langley)

Grammar, Punctuation and Spelling Explained

As part of the National Curriculum 2014, the Department for Education has raised the profile of grammar, punctuation and spelling for primary school pupils; the expectation is that children know the grammar, and are able to use it confidently within their writing. ████████████████████████████ ██

This booklet explains what your child will need to be able to do at the end of Year. In order to get there, they will need to build their skills in every other year. This booklet will explain what they learn in each year and will hopefully give you the information you need to support their writing at home.

What is the SPaG test?
The English grammar, punctuation and spelling test assesses your child's English skills in four key areas:
- spelling
- punctuation (through identification and grammatical accuracy)
- vocabulary
- sentence grammar (through identification and grammatical accuracy)

The test consists of two components, which will be presented to pupils as two separate papers:

- **Paper 1** is a collection of short questions. Some may take the form of a table or sentence completion whereas others may ask for error corrections.
  For any written answers, punctuation, use of capitals and letter size must be absolutely clear and correct or marks will not be awarded.

  Example questions

6	Circle the **relative clause** in the sentence below.	
	The blue car that was parked outside the shop was for sale.	1 mark

13	Insert a **comma** in the correct place in the sentence below.	
	Full of enthusiasm the children entered the room at the start of their lesson.	1 mark

- **Paper 2** is a spelling task, which involves 20 short sentences that are read aloud. A single word is missed out of each sentence and your child will need to write this in the space provided.

  3. The children listened carefully as the teacher gave the
  _____.

Age Related Grammar and Punctuation Expectations

Pupils are taught the vocabulary they need to discuss their reading, writing and spoken language in the context of their English lessons. It is important that pupils recognise, learn and can use the correct grammatical terms in English through discussion and practice. This terminology can be a stumbling block even for children who are otherwise good at reading and writing, and make the test questions hard to understand.

The National Curriculum splits the terminology into each year group and it is expected that by the end of Year 6, children should be able to recognise and use all the terminology.

Year 1 – Terminology for Pupils		
Capital letter	CL	Used to begin a sentence and for proper nouns (names of people, places and brands) and titles. It is also used for 'I' and contractions of the word I e.g. I'm, I've
Exclamation mark	!	This is used to mark the end of a sentence which express a strong feeling of emotion. e.g. What a beautiful day! How exciting! Get out!
Full stop	.	This is one way to end a sentence.
Letter	There are 26 letters in the alphabet. These can be lowercase (abc) or upper case (ABC).	
Plural	A plural is 'more than one' e.g. rabbit**s** A plural <u>noun</u> normally has a <u>suffix</u> –s or –es but there are a few nouns that don't follow this rule e.g. mice, sheep. There are other plural rules that the children will need to learn as they progress through the school.	
Punctuation	.,?!	These marks (including full stops, exclamation marks, question marks and comma) are used in sentences to separate sentences and parts within a sentence.
Question mark	?	The mark is used at the end of a question. Questions usually begin with 'Who,' 'What,' 'When,' 'Where,' 'Why,' and 'How.'
Sentence	A sentence is a group of words that creates a unit of meaning. A sentence must have at least one happening (verb) in it and should make sense on its own.	
Singular	Singular means 'only one' e.g. a rabbit	
Word	A unit of grammatical meaning	

Year 2 –Additional Terminology for Pupils

Adjective		An adjective is a 'describing' word. It is used to describe (or tell you more about a noun). e.g. The burglar was wearing a black jacket
Adverb		An adverb tells you more about the verb: it 'adds' to the verb. They tell you how (gently, merrily, well) when (again, lately, recently), where (below, everywhere, there), the action took place, or the frequency (often, repeatedly, daily) of the action Most in English end with the suffix –ly and come from root words that are adjectives, e.g. soft – softly; slow – slowly
Apostrophe	**'**	An apostrophe can be used to show where letters are missing from a word. e.g. is not – isn't (the 'o' is missing) could not – couldn't (the 'o' is missing) An apostrophe can also show possession. With a singular noun, 's is added to the word to show that something belongs to it. e.g. the dog's toy, David's jacket, the school's playground For the purposes of the Year 6 SPaG test, the placement of the apostrophe must be clear and correct. It should be in a clear space between letters. It is important that this is how it is taught from the beginning.

Commas to mark a list	**'**	Commas are used between a list of three or more words to replace the word 'and' for all but the last instance. e.g. The giant had a large head, hairy ears and two big eyes.
		
		Beware of comma splicing This is where a comma is incorrectly used instead of a full stop. e.g. The man walked slowly to the station, he was early for the train. The comma here is incorrect. The sentence should be one of the following options:
		  - The man walked slowly to the station. He was early for the train. The 'happenings' (verbs) are split with a full stop.
		  - The man walked slowly to the station because he was early for the train. The 'happenings' (verbs are joined) with a conjunction.
		  - The man walked slowly to the station; he was early for the train. The 'happenings' are split by a semi-colon.

Command		A command is a sentence that gives an order or request. They usually start with a verb. e.g. Play the movie. Leave me alone.
Compound word		A compound word is made up of two root words e.g. whiteboard, blackbird, snowflake, carpark, rainbow
Exclamation		An exclamation is a sentence that expresses a strong feeling or emotion e.g. What a fabulous day! How beautiful she looks! For the purposes of the Year 6 SPaG test, all exclamations must start with 'What' or 'How'.
Noun		A noun is a 'naming' word. It is used to name animals, people, places, things, emotions. Proper nouns (specific places, things or people) always have a capital letter. e.g. Jason, Wednesday, Bristol, High Down Junior School, Super Dry, France Nouns may be classified as **common** (e.g. boy, girl, dog, house, table) **proper** (e.g. Francesca, Portishead, Monday). Collective nouns indicate a group of things (e.g. a **murder** of crows) and abstract nouns are things that cannot actually be seen, heard, smelt, tasted etc (e.g. sleep, power)
Noun phrase		This is a noun that has been modified with extra information e.g. a shiny, new car the cat with the long whiskers…

Question	These sentences usually begin with 'Who,' 'What,' 'When,' 'Where,' 'Why,' or 'How.' They always end with a question mark. e.g. What is for dinner? Other question words include the following: did, does, do how, could, would, will , may, must and many more. By Year 6, children will know that sometimes a question tag is used to change a statement into a question e.g. You know him, don't you?
Statement	These are sentences that state facts. e.g. It is hot.
Suffix	The group of letters added to the end of a root word to create a new word with a new meaning is called the suffix. e.g. shock – shock**ed** – shock**ing** happy – happi**ly** – happ**ier** – happi**est**
Tense **Past and present**	The tense changes by choosing to use the present or past verbs. These normally indicate differences in time between what has already happened and what is happening now. Simple present tense: He studies all day. They run around the playground. It is hot. Simple past tense: He studied all day. They ran around the playground. It was hot.
Verb	A verb creates the 'happening' in a sentence. The vast majority of sentences contain at least one verb. It can describe an action or a process (e.g. dive, chew, heal, thaw) a state of mind or feeling (e.g. worry, think, know, believe) or a state (e.g. to be - , am was will, won't, is)

Year 3 – Additional Terminology for Pupils

Apostrophe	An apostrophe can be used to show omission (where letters are missing from a word). The words created are called contractions.
	e.g. is not – isn't (the 'o' is missing) I have – I've (the 'ha' is missing)
	
	To show possession an apostrophe is placed straight after the owner (noun).
	- For nouns (singular) not ending in s, an 's is added,
	   e.g. the planet's orbit… Winter's icy fingers… the children's playtime
	- For nouns (singular) that end in s, only an apostrophe is added,
	   e.g. Miss Briggs' house
	- For plural nouns , an ' is added after the s,
	   e.g. the dogs' bones (the bones belonging to more than one dog)
	
	For the purposes of the Year 6 SPaG test, the placement of the apostrophe must be clear and correct. It should be in a clear space between letters.

Clause	A clause is a group of words which contains a verb (one happening); it is part of a sentence.	
	Simple Sentence	A simple sentence has one main clause which makes sense on its own. It contains one verb (one happening). e.g. The cyclist sped past the shop.
	Compound Sentence	A compound sentence is made up of at least 2 main clauses (2 happenings). Each clause is a sentence in its own right. The clauses make sense on their own. A coordinating conjunction is used to join the clauses together. e.g. The cyclist sped past the shop **but** he stopped at the traffic lights. Sometimes, words may be omitted from the clause but the meaning is still clear e.g. The cyclist sped past the shop **and** across the railway bridge. If this was kept as 2 separate sentences, it would be 'The cyclist sped past the shop. He sped across the railway bridge'.
	Complex Sentence	In a complex sentence, there is a main clause and a subordinate clause. Each clause contains a verb (a happening) but only the main clause is a sentence in its own right. The subordinate clause often begins with a subordinating conjunction. e.g. The cyclist sped past the shop (main clause) **because** he was late (subordinate clause). The subordinate clause can move around the sentence e.g. **Because** he was late, the cyclist sped past the shop.

Conjunction
a type of connective
	Conjunctions link 'happenings' within a sentence. There are two types:
	- Coordinating conjunctions which make a compound sentence
	   e.g. and but or
	- Correlative conjunctions, where one introduces the first clause and another introduces the second, e.g. *either . . . or, neither . . . nor, both . . . and, not only . . . but also*
	- Subordinating conjunctions which make a complex sentence,
	   e.g. because, when, while, until, although, as, if, once, rather than, even though

Consonant	A consonant is any letter from the alphabet that is not a vowel.

Contraction	When an apostrophe is used to show omission (missing letters), the new word created is called a contraction.
	e.g. 'can not' becomes the contraction '**can't** (can not – the 'n' and 'o' are missing)
	   'should have' becomes the contraction **should've** (should have – the 'h' and 'a' are missing)
	   'I will' becomes the contraction **I'll** (I will – the 'w' and 'i' are missing)
	
	For the purposes of the Year 6 SPaG test, the placement of the apostrophe must be clear and correct. It should be in a clear space between letters.

Expanded noun phrase	This is a group of words in a sentence that function like a noun. They expand the noun and give the information in a more economic way. e.g. The small, black cat with the yellow eyes… The athletic footballer in the blue strip… A soaring, impressive tree spread its massive limbs into the sky…

Inverted commas
speech marks
quotation marks
	Inverted commas are punctuation marks, used in pairs " " to indicate:
	   - Direct speech – The inverted commas hug the spoken words.
	       e.g. "Who ate all of the biscuits?" asked Mum.
	   - Quotations/quotes (evidence) – The inverted commas hug the spoken words.
	       e.g. The man claimed that he was, "shocked to hear the news."
	
	For the purposes of the Year 6 SAT test, inverted commas MUST NOT hang above any letters or punctuation marks. All spoken words and associated punctuation must be clearly inside the inverted commas. Inverted commas should be small and carefully written.

Prefix	Added to the beginning of a root word, a prefix is used in order to create a new word with a different meaning. The spelling of the root word does not change when the prefix is added. e.g. **im**possible (im- means 'not') **mis**fire (mis- means 'wrongly') **dis**agree (dis- means opposite)
Preposition	Prepositions show the relationship of one thing to another. They tell us where something is or when something happened. e.g. Tom jumped **over** the cat. The monkey is **in** the tree. Other examples of these include the following: up, across, into, past, under, below, above… It is also possible to use a prepositional phrase to show where something is or when the action happened. These can move around the sentence to be fronted or following. e.g. (fronted) At the end of the lane, they found the little cottage. They found the little cottage at the end of the lane. (following) Being able to distinguish prepositions and subordinating conjunctions is a particularly tricky aspect of the Y6 SPAG test; the words after, until, before and since can be used as subordinating conjunctions, or as prepositions in sentences. To get it right every time, remember that if the word introduces a clause (a group of words including a verb – a happening) it's a subordinating conjunction. If it only explains the position or time of something, it's used as a preposition.
Subordinate clause	A clause that does not make sense on its own is a subordinate clause. It relies on the main clause to give it meaning. The subordinating conjunction always starts the subordinate clause and sticks to the rest of the clause, moving around with it. e.g. Sue bought a new dress **when** she went shopping. (following) (fronted)**When** she went shopping, Sue bought a new dress. Here, the subordinate clause 'when she went shopping' would not makes sense without the main clause, 'Sue bought a new dress.'
Vowel	There are 5 vowels in the alphabet: a, e, i, o and u.
Word family	This is a group of words that have a common feature or pattern. They have some of the same combinations of letters in them and a similar sound. e.g. like, bike, Mike

Year 4 – Additional Terminology for Pupils

Adverbial **Fronted adverbial**	An adverbial is a word or phrase that is used like an adverb, to give extra information about a verb or clause. It usually answers one of the following questions: • **When** has something happened? e.g. I will go to the shops in five minutes. • **How often** has something happened? e.g. A bus leaves every 20 minutes. • **Where** has something happened? e.g. The dog curled up on the sofa. • **How** did something happen? e.g. I ate my breakfast like a hungry lion. A prepositional phrase is a type of adverbial. Similes can also be adverbials. A word or phrase at the front of a sentence used like an adverb to modify the verb is a fronted adverbial. It is often followed by a comma. e.g. Like a hungry lion, I ate my breakfast. Words that link across 2 sentences are also adverbials and can be fronted. e.g. However… Therefore… Furthermore… Dogs make great pets. However, some breeds can be dangerous. Dogs make great pets. Some breeds, however, can be dangerous. 'However' is linking the ideas in both sentences.

Commas to mark phrases and clauses	Commas can be used to list and to mark clauses.
	• **Listing:** commas can separate a list of items, adjectives and happenings (verbs) within a sentence.
	  e.g. The dragon's cave was filled with golden coins, precious jewels and fine armour. (listing items)
	  My giant, floppy clown shoes are difficult to walk in. (listing adjectives)
	  The fox jumped over the back gate, scampered down the lane and disappeared into the ancient forest. (listing actions/happenings)
	• **Marking subordinate clauses:** commas are used to separate a fronted subordinate clause from a main clause.
	  e.g. If at first you don't succeed, try again.
	• **Marking introductory or opening phrases:** commas are used to separate a fronted adverbial, a phrase or clause from the rest of the sentence.
	  e.g. After dinner, I am going to visit my friend.
	  However, I do not agree.
	  On Tuesday 9th March, we go on holiday.

Determiner	This specifies a noun as either known or unknown. There are several types of determiner:
	• **articles** (the, and, a)
	  e.g. **The** school (known)
	  A school (unknown)
	• **possessives** (my, your)
	  e.g. **My** Mum (known)
	• **quantifiers** (some, every)
	  e.g. **Some** cheese (unknown)
	There is sometimes confusion about whether to use 'an' or 'a.' The sound of the word's first letter helps us to know which one to choose: if a word begins with a vowel sound, you should use 'an'; if a word begins with a consonant sound, use 'a.'

Pronoun	This type of word takes the place of the noun. We use these so that we do not have to repeat the same nouns over and over. e.g. When Barnaby stroked the cat and listened to **it** purring softly, **he** felt calm and peaceful. Pronouns help build cohesion in writing.
Possessive pronoun	This is a pronoun that shows possession (who owns it). A possessive determiner comes before the noun. A possessive pronoun is used in place of the noun. e.g. **His** foot hurt. That essay is **mine**!

Year 5 – Additional Terminology for Pupils

Brackets	This punctuation mark is used to add additional information or explanation into a sentence. This is sometimes called parenthesis. If the words within the brackets are removed, the sentence should still make sense. Brackets can be used in several ways; • to clarify information e.g. Jamie's bike was red (bright red) with a yellow stripe; • for asides and comments e.g. The bear was pink (I kid you not); • to give extra details e.g. His first book (The Colour Of Magic) was written in 1989.
Cohesion	A text is cohesive if it is clear how the meanings of its parts fit together. There are repeated references to the same thing and logical relations, such as time and cause, between different parts. e.g. **A visit** has been arranged for <u>Year 6</u> to the <u>Mountain Peaks Field Study Centre</u>. **This** is an overnight visit **during which** the pupils will learn to canoe, abseil and cook for themselves. **They** will stay in log cabins **which** are set in beautiful grounds **with** a nature trail surrounding them.
Commas to mark embedded clauses	An embedded clause is a subordinate clause where extra information is given about the subject of the sentence. e.g. The <u>recipe, which we hadn't tried before,</u> is very easy to follow. When the embedded clause is removed, the sentence should make sense on its own. Relative clauses are often embedded.

Dash	A dash looks like a hyphen but is to emphasise a sudden change of thought or to add additional information into a sentence, much like brackets. Like brackets, a pair of dashes can be used for parenthesis within a sentence, or a single dash can be used to add parenthesis at the end of a sentence.
	e.g. She might come to the party – or maybe she'll be doing her homework.
	   Mr O'Donnell – the man who found the wallet – was good enough to hand it to the police.
	   My pet dog – small and clever – won 'Best in Show'.

Modal verb	These are used to change the meaning of other verbs. They show how certain it is, give permission and show if something is possible. The main modal verbs are shall, will, would, should, could, can, may, might, must and ought. All modal verbs can be made negative: wouldn't, can't, mustn't e.g. She <u>might</u> come to the party. They <u>should</u> not go out in the rain. They <u>shouldn't</u> go out in the rain.

Parenthesis	The use of brackets, dashes or commas to mark out additional information within a sentence is called parenthesis.
	When this additional detail is removed, the sentence should still make sense.
	e.g. His first book (The Colour Of Magic) was written in 1989.
	   Jackie – my best friend – baked me a cake for my birthday.
	   Mr Hardy, aged 68, ran his first marathon 5 years ago.

Relative clause	This is a special type of subordinate clause that gives more information about the noun. It often does this by using a relative pronoun such as 'who,' or 'that' to refer back to the noun, though this sometimes can be omitted (especially with the relative pronoun 'that'). It may also be attached to a clause, in which case the pronoun refers back to the whole clause rather than just the noun. In the examples below, this feature is underlined, and both the pronoun and the words it refers to are in bold. e.g. That's the **boy <u>who</u>** <u>lives near school</u>. ('who' refers to the boy) The **prize <u>that</u>** <u>I won</u> was a book. ('that' refers to prize) The **prize** <u>I won</u> was a book. (the pronoun 'that' has been omitted) **Tom broke the game, <u>which</u>** <u>annoyed Ali</u>. ('which' refers to the whole clause) There are two types of relative clause: restrictive (or defining) and non-restrictive (or

non-defining). The difference between them is as follows:

- restrictive provide essential information about the noun to which it refers. It cannot be left out of the sentence without affecting meaning,

    e.g. *I like the paintings that hang in the Tate Modern.*

- non-restrictive provide information that can be left out without affecting the meaning or structure of the sentence,

    e.g. *The coat, which Dan had on yesterday, was made of pure alpaca and cost a bomb.*

Relative pronoun	These are words such as 'that,' 'who,' 'which,' 'where,' 'whose.' They refer back to the noun. Relative pronouns start a relative clause.

Year 6 – Additional Terminology for Pupils	
Active	A sentence written in the active voice starts with the do-er (the subject). The do-er of the action is before the verb. The do-er is the noun that is carrying out the action/happening. e.g. The squirrel ate the acorns. My brother has broken the vase. The school arranged a visit. Frank slammed the door.
Antonym	These are words with the opposite meaning to another word. e.g. big and small rich and poor fast and slow
Bullet points	These are used to list information clearly. Punctuation and use of capital letters should be consistent. Each bullet should start with a lowercase letter, unless it is a full sentence. For each bullet the following structures can be used: **Start with a lowercase letter and end with no punctuation (for single words or phrases).** Our school library has many different sections: • picture books • poetry • non-fiction • fiction **Start with a capital letter and end with a semi-colon.** In class we have read 3 books: • 'Pugs of the Frozen North' by Philip Reeve, illustrated by Sarah Macintyre; • 'Dave Pigeon' by Swapna Haddow, illustrated by Sheena Dempsey; • 'Hercufleas' by Sam Gayton.
Colon	Colons have several uses: to mark the start of a list, to introduce a summary or quote or to complete a statement of fact. • Before a list e.g. I could only find three of the ingredients: sugar, flour and coconut. • Before a summary e.g. To summarise: we found the camp, set up our tent and then the bears attacked! • Before a line of speech e.g. Tom asked: "May I have another cupcake?" • Before a statement of fact, e.g There are three kinds of people: the good, the bad and the ugly. Usually, a full sentence (a complete main clause) sits before the colon. After the colon, there can be individual words, phrases or whole clauses. A colon is followed by a lowercase letter.
Ellipsis	In informal writing, an ellipsis can be used to represent a trailing off of thought e.g. If only she had… Oh, it doesn't matter now. An ellipsis can also indicate hesitation. e.g. I wasn't really… well, what I mean… see, the thing is… I didn't mean it. Ellipses help to create suspense and mystery. e.g. Mr Daily gritted his teeth, gripped the scalpel tightly in his right hand and slowly advanced…
Homonym	Homonyms are a type of homophone. Homonyms have the same pronunciation (sound) and the same spelling but different meanings. e.g. spring (the season) and spring (to jump) book (e.g. a reading book) and book (to schedule) ball (e.g. a bouncy ball) and ball (a grand dance)
Homophone	Homophone means 'one sound'. Homophones are words that have the same pronunciation (sound) but have different meanings and can have different spellings. They often cause confusion with spelling so it is important that children understand what each one means and can select the correct homophone for the context of a given sentence. e.g. there, their, they're (most commonly misspelt homophone) where, wear two, to, too

	which, witch practice, practise

Hyphen	These are used to show interruption (often in dialogue), to show repetition or avoid ambiguity.
	  • To show interruption
	    e.g. "The girl is my-"
	      "Sister," interrupted Miles. "She looks just like you."
	  • To show repetition
	    e.g. "You-you monster!" cried the frightened woman.
	      "St-st-stop!" he stammered.
	  • To avoid ambiguity
	    e.g. Showing the difference between a 'man eating shark' and a 'man-eating shark'

Non-finite Clause	This is a type of subordinate clause. An extra happening can be added into the sentence in several ways, creating a complex sentence:
	  • an 'ing' clause
	    e.g. I read my book, <u>waiting patiently</u> . (following)
	      (fronted) <u>Waiting patiently</u>, I read my book.
	  • an 'ed' clause
	    e.g. Bob hugged his teddy bear, <u>frightened by the storm</u>. (following)
	      (fronted) <u>Frightened by the storm</u>, Bob hugged his teddy bear.
	  • a 'to + verb' clause
	    Sophie baked cakes <u>to raise money for charity</u>. (following)
	    (Fronted) <u>To raise money for charity</u>, Sophie baked cakes.

Noun Types	**Common Noun** These are things that we can see, touch, smell and hear. It is the general name or label for something. e.g. map, dog, sky, table, person	**Proper Noun** These refer to the specific thing, person or place by name. They always have a capital letter. e.g. Bristol, Buckingham Palace, Sponge Bob Square Pants, The Eiffel Tower
	Collective Noun This is a noun that refers to a group of people, animals or things. e.g. <u>flock</u> of sheep, <u>crowd</u> of people	**Abstract Noun** These refer to an idea, state or quality. Children find it easiest to identify abstract nouns that are emotions. e.g. disgust, happiness, sadness, fear, peace, courage

Object	This is usually a noun, pronoun or noun phrase that comes straight after the <u>verb</u> and shows what the verb is acting upon. e.g. The children will <u>study</u> **the animals**.

Passive	The subject and the object change places. The subject (the doer) moves so that it is after the verb.
	ACTIVE
	e.g. The **school (do-er)** arranged a **visit**.
	   The **rain (do-er)** drenched the **boy.**
	PASSIVE
	e.g. The **visit** was arranged by the **school (do-er).**
	   The **boy** was drenched by the **rain (do-er).**
	If the 'do-er' is omitted the sentence is also passive. Leaving the 'by' part off, can add suspense and intrigue.
	e.g. The door was slammed.

Question Tag	A question tag can be added to change a statement into a question. e.g. That is his bag, <u>isn't it?</u> The question tag is marked with a comma. In Year 6, children will be asked to identify the part of the sentence that makes it a question. They will need to be able to identify the question tag.

Semi-colon	A semi-colon is used in place of a coordinating conjunction (e.g. and, but, so) or to join 2 very closely linked sentences. It shows thoughts on either side of it are balanced and connected. It can also separate words or items within a list. **To link two separate sentences that are closely related** e.g. The children came home today; they had been away for a week. **In a list** e.g. Star Trek created by Gene Roddenberry; Babylon 5 by JMS; Buffy by Joss Whedon and Farscape from the Henson Company.
Subject	This is usually a noun, pronoun or noun phrase that names the 'do-er' or 'be-er' in the sentence. It usually comes before the verb in the sentence. e.g. The **children** will study the animals.
Subjunctive mood	The use of subjunctives is relatively rare and can be rather complicated. We have focused on the most common types: forming subjunctives with **were** and **had**. Here the subjunctive is used to indicate conditions that aren't true. It can also appear in commands, wishes, and requests. **Using subjunctives with 'were'** e.g. If I were the President, I would make everyone wear a silly hat on Mondays. I am not the President; this is something that is not true. The verb **were** is in the subjunctive mood and shows that this part of the sentence is untrue (a lie). e.g. If Roger **were** an honorable spy, he would not reveal the secret hidden in his sock. The subjunctive (**were**) tells us that Roger is not an honorable spy (this is the lie), and he's going to blab the secret. The subjunctive were can also show wishes e.g. I wish I **were** invisible… Here the subjunctive is showing a desire, something that I want to be true but it is not. **Basically, in subjunctive sentences, 'were' is usually all you need** **Creating subjunctives with 'had'** Subjunctives also pop up from time to time with the verb **had**. For past tense sentences, **had** belongs in the part of the sentence that is untrue (the lie). The lie part of the sentence may begin with if, or the if may be understood. Subjunctive **had** with the word if: e.g. If Lola **had known** about the crocodile, she would have swum faster. Subjunctive **had** without the word if: e.g. **Had** Lola **known** about the crocodile, she would have swum faster. The subjunctive (**had**) tells us that Lola knew nothing about the crocodile.
Synonyms	These are words that have a similar meaning another word. We use synonyms to make our writing more interesting and precise. e.g. **Bad** - awful, terrible, horrible **Happy** - content, joyful, pleased

Tenses
Children will be encouraged to use a range of these tense types in their writing throughout the junior school but will not be expected to identify the different types until Year 6.

Simple Present Simple Past	**Simple present tense** The simple present tense use the present tense form of the verb and shows the action is happening now. e.g. My brother jumps on the bed. **Simple past tense** The simple past tense uses the past tense form of the verb and shows the action happened in the past. e.g. My brother jumped on the bed. Often the suffix 'ed' is used to change a verb into the past tense. However, this is not always the case e.g. 'fly' becomes 'flew' and 'sleep' becomes 'slept'
Present Progressive Past Progressive	**Present progressive tense (sometimes called Present continuous)** This is used to show an action that continues for a period of time in the present. The 'ing' form of the verb is used along with 'is'/'am'/'are'

	e.g. My brother <u>is jumping</u> on the bed. **Past progressive tense (sometimes called Past continuous)** This is used to show an action that continues for a period of time in the past. The 'ing' form of the verb is used along with 'was'/'were' e.g. My brother <u>was jumping</u> on the bed.
Present Perfect **Past Perfect**	The 'perfect' tenses (present perfect, past perfect and future perfect) are usually used to talk about actions that are completed by the present or a particular point in the past or future **Present perfect tense** To form the present perfect tense we use the present form of the verb 'to have' (e.g. 'have'/'has') and the past form of the main verb, which often uses the 'ed' suffix . e.g. I have walked… They have walked… He has walked… We use the present perfect tense to: **Talk about our experiences in a way that does not refer to when they happened**: e.g. I have never been abroad. **Talk about an action which started in the past and is continuous up until now**: e.g. I have been a doctor for ten years. **Talk about something that has happened in the past but has a result in the present**: e.g. I have lost my passport. (The result in the present is that I don't have my passport). **Past perfect tense** To form the past perfect tense we use the past form of the verb 'to have' ('had') and the past from of the main verb, which often uses an 'ed' suffix. e.g. I had walked… They had walked… He had walked… We use the past perfect tense to talk about an event that was completed in the past before something else happened: e.g. I had just finished cooking the meal when my guests arrived. I didn't want to watch the film, as I had already seen it.

Notes for the Year 6 Spelling, Punctuation and Grammar Test

For the purposes of the Year 6 SAT test, children need to be able to identify the differences between the following grammatical features, identifying them within a sentence or providing examples:

Word level
- prefix and suffix
- synonym and antonym
- noun, adjective, verb and adverb (some words, e.g. orange, can be more than one word class so children must be able to identify what role it has in the given sentence)
- preposition and conjunction (e.g. after – can be both so they must work out what job it is doing in a given sentence)

Sentence level
- phrase and clause
- main clause and subordinate clause
- subordinate clauses that are fronted, embedded and following
- coordinating conjunction and subordinating conjunction
- apostrophe for omission and apostrophe for possession
- past, present and future tense
- simple past/present tense, progressive past/present tense and perfect past/present tense

The marking of the SPaG test is rigorous and strict. It is very easy to lose marks due to basic, careless errors, which are not related to a lack of understanding.

Common errors occur in the following areas:
- letter size (especially 's' and 'w')
- letter formation (this is even more important in the spelling test)
- missing or extra capital letters
- missing punctuation at the end of a sentence e.g. full stops, question marks and exclamation marks
- careless placement of inverted commas and apostrophes

Age Related Spelling Expectations

Once pupils have learnt more than one way of spelling particular sounds, e.g. ai, ay, eigh, choosing the right letter or letters depends on them either having made a conscious effort to learn the words or having absorbed them less consciously through their reading. To be working at age related expectation, *your child should enter Year 3* being able to spell all of the **'High Frequency Words'** below and the **next 200 key words**. Some children, who find spelling particularly difficult, will continue to work on these words.

High Frequency Words

a	an	as	at	if	in
is	it	of	off	on	can
dad	had	back	and	get	big
him	his	not	got	up	mum
but	the	to	I	no	go
into					

will	that	this	then	them	with
see	for	now	down	look	too
he	she	we	me	be	was
you	they	all	are	my	her

went	It's	from	children	just	help
said	have	like	so	do	some
come	were	there	little	one	when
out	what				

don't	old	I'm	by	time	house
about	your	day	made	came	make

here	saw	very	put	oh	their
people	Mr	Mrs	looked	called	asked
could					

water	away	good	want	over
how	did	man	going	where
would	or	took	school	think
home	who	didn't	ran	know
bear	can't	again	cat	long
things	new	after	wanted	eat
everyone	our	two	has	yes
play	take	thought	dog	well
find	more	I'll	round	tree
magic	shouted	us	other	food
fox	through	way	been	stop
must	red	door	right	sea
these	began	boy	animals	never
next	first	work	lots	need
that's	baby	fish	gave	mouse
something	bed	may	still	found
live	say	soon	night	narrator
small	car	couldn't	three	head
king	town	I've	around	every
garden	fast	only	many	laughed
let's	much	suddenly	told	another
great	why	cried	keep	room
last	jumped	because	even	am
before	gran	clothes	tell	key
fun	place	mother	sat	boat
window	sleep	feet	morning	queen
each	book	its	green	different
let	girl	which	inside	run
any	under	hat	snow	air
trees	bad	tea	top	eyes
fell	friends	box	dark	granddad
there's	looking	end	than	best
better	hot	sun	across	gone
hard	floppy	really	wind	wish
eggs	once	please	thing	stopped
ever	miss	most	cold	park
lived	birds	duck	horse	rabbit
white	coming	he's	river	liked
giant	looks	use	along	plants
dragon	pulled	we're	fly	grow

National Curriculum Spelling Lists

The word-lists for years 3 and 4 and years 5 and 6 are a mixture of words pupils frequently use in their writing and those which they often misspell.

Some of the listed words may be thought of as quite challenging, but the 100 words in each list are split up and integrated amongst spelling rules, patterns and topic words throughout the four years of Key Stage 2.

Year 3 and 4

To be working at age related expectation, your child should be able to spell these words by the end of Year 4.

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/
circle	heard	perhaps	although
complete	heart	popular	thought
consider	height	position	through
continue	history	possess(ion)	various
decide	imagine	possible	weight
describe	increase	potatoes	woman/
different	important	pressure	women
difficult	interest	probably	
disappear	island	promise	

Year 5 and 6

To be working at age related expectation, your child should be able to spell these words by the end of Year 6.

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain bruise
category
cemetery
committee
communicate
community
competition
conscience
conscious
controversy
convenience
correspond

criticise (critic + ise)
curiosity
definite
desperate
determined
develop
dictionary
disastrous
embarrass
environment
equip (–ped, –ment)
especially
exaggerate
excellent
existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance

identity
immediate(ly)
individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous
muscle
necessary
neighbour
nuisance
occupy
occur
opportunity
parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation
queue

recognise
recommend
relevant
restaurant
rhyme
rhythm
sacrifice
secretary
shoulder
signature
sincere(ly)
soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht

Spelling, Punctuation and Grammar Games

Spelling Games

Odd One Out: Choose a selection of spellings which the child needs to work on. Each person writes three versions of each spelling (1 correct & 2 incorrect). Take it in turns to choose the correct spelling from all three and gain one point for every word that you spell correctly.

Word Jumble: Use actual scrabble pieces, magnetic fridge letters or write the letters from some words that the child needs work on onto small pieces of card. Mix the letters up and then give a word to your child to spell. They need to rearrange the letters to spell the word correctly. Can they spell the word correctly in a given sentence? This helps check that they understand the meaning in context.

Punctuation Games

Bag of Punctuation: Write some different punctuation marks on small cards or paper and place in a bag. Repeat for nouns and verbs. Choose one card from each bag and write as many different sentences in 2mins.

Punctuation Swap: Write some short sentences that end in a full stop on blank pieces of paper. Place these in an envelope. Choose one sentence at a time and take it in turns with a partner to change the punctuation to form a similar sentence, e.g. 'The man squeezed into his luxury vehicle.'
     'Did I just see the man squeeze into his luxury vehicle*?'*
The winner is the last person to be able to change the punctuation.

Grammar Games

Pairs: Use the irregular word bank below to make two different piles of cards. One pile of verbs in the present tense and one in the past. Arrange face down and turn one over at a time from each pile. Form a sentence verbally for each verb until you match the verbs accurately, e.g. catch with caught. The person with the most verbs at the end wins. Irregular verbs: is, was, catch, caught, drive, drove, eat, ate, fall, fell, fly, flew, go, went, give, gave, hold, held, keep, kept, leave, left, sleep, slept.
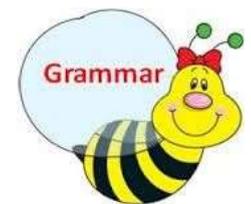
Consequences: You and your child take it in turns to write a pre-determined type of word down on a strip of paper that is then folded to hide the word that has been written, and passed on. The order of the words could be:

1. A determiner, e.g. a
2. An adjective, e.g. scary
3. A noun, e.g. monster
4. An adverb, e.g. quickly
5. A verb, e.g. chased

6. A noun, e.g. bird
7. Preposition, e.g. across
9. Adjective, e.g. soggy
10. Noun, e.g. field

Unravel the paper to reveal parts of a wacky sentence which you can then edit so that it is grammatically accurate, e.g. placing determiners (a/the) into the sentence correctly.

Useful Resources and Websites

Test Examples

https://www.sats-papers.co.uk/sats-papers-ks2

Interactive Games and Resources

http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/

http://www.iboard.co.uk/skill-builders/grammar/years/9-11

http://www.tesspag.com/

http://www.primaryhomeworkhelp.co.uk/literacy/index.htm

http://www.stmichaelscemidd.rochdale.sch.uk/classes/year-6/spag-games

http://www.arcademics.com/

BOGGLE   HANGMAN   SCRABBLE