

# Supporting your child with spelling, punctuation and grammar



# What is SPAG?

▶ **SPELLING**

- **PUNCTUATION**

AND

- **GRAMMAR**

# SPELLING

## Complex Speed Sounds

### Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

### Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				<u>a</u> -e	y	<u>i</u> -e	<u>o</u> -e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
<u>u</u> -e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

# SPELLING

Some sounds have more than one spelling and so children are taught that there are different spelling patterns:

For example the igh sound can be represented with

- igh,
- ie,
- i-e.
- y

They will also learn that the same graphemes (letters) can make different sounds (phonemes)

For example the ow sound can be read/said as

- ow (cow, now, how)
- ow (blow, snow, flow)

# SPELLING

Children will learn to recognise words that are not easily decodable – these are called ‘red’ words at school.

For example they, want, was, were.

Year 1 and 2 Common Exception Words						
Year 1			Year 2			
the	they	one	door	gold	plant	clothes
a	be	once	floor	hold	path	busy
do	he	ask	poor	told	bath	people
to	me	friend	because	every	hour	water
today	she	school	find	great	move	again
of	we	put	kind	break	prove	half
said	no	push	mind	steak	improve	money
says	go	pull	behind	pretty	sure	Mr
are	so	full	child	beautiful	sugar	Mrs
were	by	house	children	after	eye	parents
was	my	our	wild	fast	could	Christmas
is	here		climb	last	should	everybody
his	there		most	past	would	even
has	where		only	father	who	
I	love		both	class	whole	
you	come		old	grass	any	
your	some		cold	pass	many	

# SPELLING

The following prefixes and suffixes are taught:

- un – e.g. unhappy, unkind, untie
- ful - e.g. playful, helpful
- ness - e.g. sadness
- less – e.g. endless, hopeless
- ly – e.g. sadly, badly
- ment – e.g. enjoyment,
- ed - played
- er – later
- est – latest
- y – runny
- ing – playing
- The children begin to identify when the spelling of the word changes after these endings are added: for example – run, running, runny (where the consonant is doubled at the end and hike, hiking, hiked (where the e is lost)

## Homophones

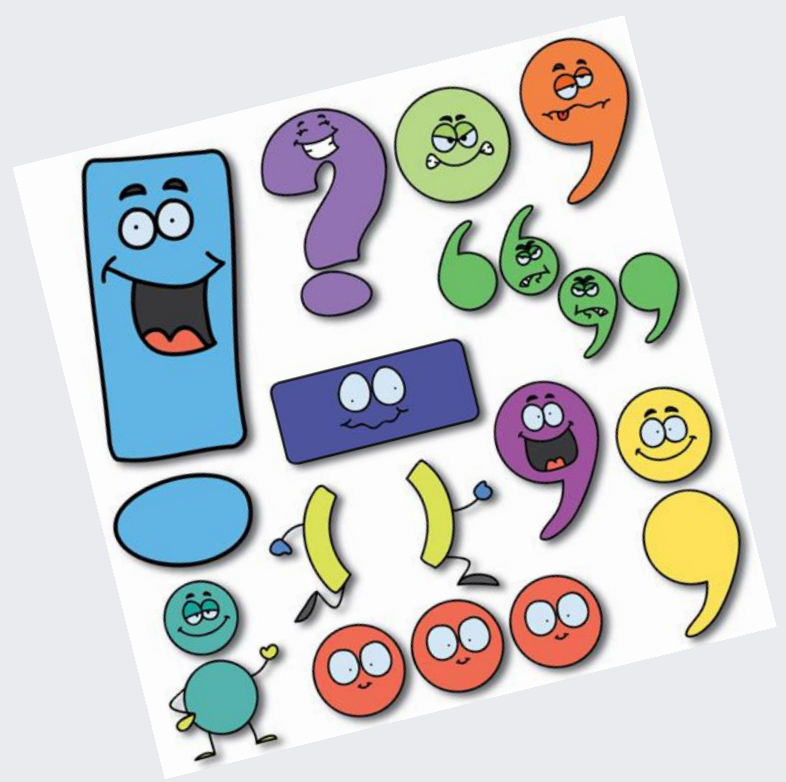
Words that sound that same but are spelt differently and have different meanings.

Eg sea and see

# PUNCTUATION

## CAPITAL LETTERS

- . Full stops
- ! Exclamation Marks
- ? Question Marks
- , Commas
- " Speech marks
- ' apostrophes



Children are taught to recognise the different types of punctuation in their reading and their writing.

They are taught the difference between the possessive apostrophe ( i.e. something belongs to someone – Megan’s book, the boy’s ball) and the contractive apostrophe (when two words are shortened and made into one word – should have – should’ve, we are – we’re, it is – it’s, have not – haven’t etc. )

# Sentence types



## Exclamations

Exclamations are sentences said with anger, amusement, shock or urgency.



## Questions

Questions are sentences that ask you something. They usually end with a



## Statements

Statements are sentences which tell you something. They end with a full stop.

A rainbow has 7 colours.  
They are beautiful to look at.



## Commands

Commands are sentences that tell you to do something. They are often urgent or angry and can be very short.

Help me!  
Go away!  
Stop it!

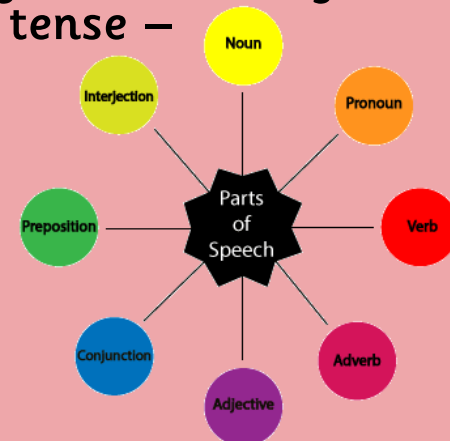




# GRAMMAR

The function of words in spoken and written sentences

- ▶ Adjective – a word that gives more information about a noun – a describing word or power word – blue, happy, tiny, beautiful.
- ▶ Adverb – a word that gives more information about a verb – noisily, quickly,
- ▶ Noun – a word that names a person or a thing – dog, table,
- ▶ Proper noun – a word that names a particular person, place or thing - Claire, London, Friday.
- ▶ Verb – a word that names an action - sit, eat, think, laugh, go, - children also need to be aware of the past tense of verbs including was and went.
- ▶ Pronouns – a word that replaces a noun – he, she, his, her, it, etc.
- ▶ Past, present tense – children are encouraged to identify whether they are reading or writing something in the past or present tense – go/went, play/played, have/had.



How can you help at home?

▶ READ

▶ READ

▶ READ



# What else?



- ▶ Boggle
- ▶ Rhyming lotto
- ▶ Orchard games – Slug in a Jug/Rhyme Robbers etc.
- ▶ Play interactive games on the Web– Alphablocks on Cbeebies and BBC bitesize
- ▶ Magnetic letters
- ▶ Be the teacher– let your child correct your writing
- ▶ Do something physical at the same time as spelling out words– eg bounce a ball, clapping, skipping
- ▶ ‘Take a picture’
- ▶ Look, Cover, Write, Check