

## What does SPAG stand for?

Spelling, Punctuation and Grammar

## How is SPAG taught?

Children have discrete grammar sessions, where they are learning technical vocabulary and punctuation rules and how sentences and texts are constructed. It is also important that they know how to apply this knowledge within their writing, so discussions about the application of grammar are an integral part of English lessons.

At Churchfields we follow the No Nonsense spelling programme which involves weekly spelling lessons focusing on a particular spelling pattern or rule. Children have spelling tests weekly.

## How are children tested?

At the end of Key Stage 2, there is a formal written test. Paper 1 consists of 20 spellings, within the context of a sentence. Paper 2 is short answer questions on grammar.

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Add two **commas** to the sentence below to make it clear that Ana has four favourite things.

Ana's favourite things are camping holidays cycling and swimming.

1 mark

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Rewrite the underlined verb in the sentence below so it is in the **present progressive**.

I taught my sister to skateboard.

↓

1 mark

## What are the expectations?

Children are expected to use correct grammatical terminology. They must be aware that word type depends on the context of a sentence e.g. a word could be a verb or a noun depending on how it is used: "I always fly first class." (fly = verb) "The fly buzzed in the classroom." (fly = noun)

Children are expected to apply grammar and punctuation from previous years consistently and accurately in their writing as they progress throughout the school. We have a system of "non-negotiables" to enable children to self-edit. For example, in Year 2 children learn to use the possessive apostrophe and are therefore expected to apply this in subsequent years.

In their writing at the end of Key Stage children are expected to spell most words correctly (with the help of a dictionary), use a range of punctuation (including semi-colons, brackets and dashes) and select grammatical structures which reflect what the writing requires (e.g. passive verbs for more formal writing, using modal verbs to suggest degrees of possibility).