

# Year 4's Parent Workshop Spelling, Punctuation and Grammar (SPaG)



# Why SPAG?

- . School's English focus
- . Generally confident with maths and spelling
- . Writing starts with grammar knowledge - Coherent
- . Reports WTS/EXP

# Mission statement

At Waverley Junior Academy we want all of our pupils to write with confidence and accuracy for a variety of purposes - whilst developing their own individual flair.

We want our pupils to be able to write with grammatical accuracy and be able to apply spelling patterns correctly using a neat handwriting style.

We aim to expose our pupils to a wide range of vocabulary, in all areas of the curriculum, so that they able to decipher new words and then use them when speaking both informally and formally.

### Purpose and Structure

To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).

To write a range of narratives that are well structured and well-paced. To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.

To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear

Vary sentence structure to aid cohesion by using determiners, pronouns, nouns and adverbs.

### Spelling

To spell all of the Y3 and Y4 statutory spelling words correctly

To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's). To use their spelling knowledge to use a dictionary more efficiently

### Planning, writing & editing

To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.

To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.

To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion

To effectively use headings and subheadings to present information

To use paragraphs to clearly organise information around a theme.

### Use of phrases & clauses

To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.

To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.

To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.

## A Year 4 Writer

### Sentence construction & tense

To always maintain an accurate tense throughout a piece of writing. To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'

To use expanded noun phrases by adding modified adjectives and prepositional phrases (eg The strict maths teacher with curly hair).

### Handwriting

To increase the legibility, consistency and quality of their handwriting [e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.

### Punctuation

To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.

To consistently use apostrophes for singular and plural possession

To recognise and mostly correctly use it's and its.

To accurately use commas after fronted adverbials.

### Terminology

To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.

## Spelling expectations

Over the course of Year 3 and Year 4, children are taught different spelling rules to compliment the lower key stage 2 statutory spelling list.

A selection of the spellings are sent home weekly and tested every Friday.

They are also practiced frequently using a number different strategies to support the children.

The spelling rules taught include a number of different prefixes and suffixes, homophones and possessive apostrophe with plural words.

In your packs, you will find a copy of the Year 3 and 4 statutory spelling list and the rules that are taught.

This looks like...



# Year 3 and 4 Statutory Spellings

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



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## Year 1

- 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

## Year 2

- 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, the girl's name)



### Year 3

- Introduction to inverted commas to punctuate direct speech.

### Year 4

- Use of inverted commas and other punctuation to indicate direct speech. For example, a comma after the reporting clause; end punctuation within inverted commas:

The conductor shouted, “Sit down!”

- Apostrophes to mark plural possession (for example, the girl’s name, the girls’ names)
- Use of commas after fronted adverbials

# Examples of punctuation questions

49

Which **punctuation mark** should be used in the place indicated by the arrow?

“Why did you do that?” he asked Harry was surprised by his classmate’s actions.

Tick one.

exclamation mark

☐

full stop

☐

question mark

☐

comma

☐

Multiple choice

Explanation

35

Explain how the use of **commas** changes the meaning in the two sentences.

Mangoes, which are grown in hot countries, taste delicious.

Mangoes which are grown in hot countries taste delicious.

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30

a) Insert a **comma** in the sentence below to make it clear that **only** Sally and Bob went to the cinema.

After they left Jon Sally and Bob went to the cinema.

b) Insert **commas** in the sentence below to make it clear that **all** three children went to the cinema.

After they left Jon Sally and Bob went to the cinema.

Insert

## Year 4 Punctuation Target

- Punctuating direct speech
- Capital letters for proper nouns.
- Subject/verb agreement - I was, we were
- They're, there, their

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## Year 4 Grammar expectations

In Year 4, your child will use many key features of grammar and punctuation in their writing, as well as being able to use all the grammar and punctuation they learnt earlier in school.

### Year 1

letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

### Year 2

noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

### Year 3

preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

### Year 4:

determiner pronoun, possessive pronoun adverbial



# Examples of grammar questions

4. Read this sentence. What type of word is between? Tick one.

Since I was very young, we have lived between the church and the canal.

- adjective ☐
- preposition ☐
- adverb ☐



Multiple choice

Label each part of the sentences below as **main clause (M)** or **subordinate clause (S)**.

As soon as the cakes have cooled, you can have one.

☐
☐

Find a partner, if you would like to play the next game.

☐
☐

Even though the match has started, you're welcome to join in.

☐
☐

Label



Underline



Read the sentences below. **Underline** each fronted adverbial.

After being visited by her fairy Godmother, Cinderella finally went to the ball.

Even though the music was loud, she heard the bells strike midnight.

## Year 4 Grammar target

# Identifying clauses

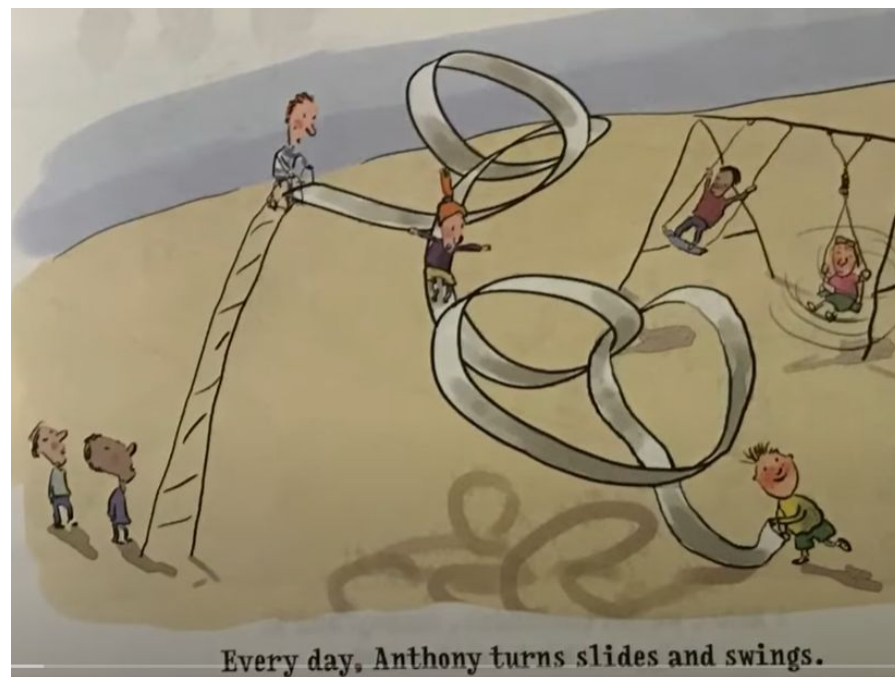
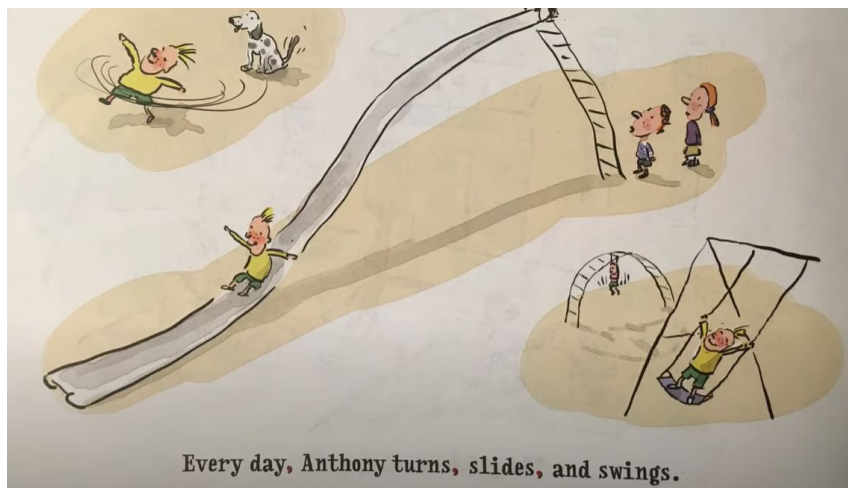
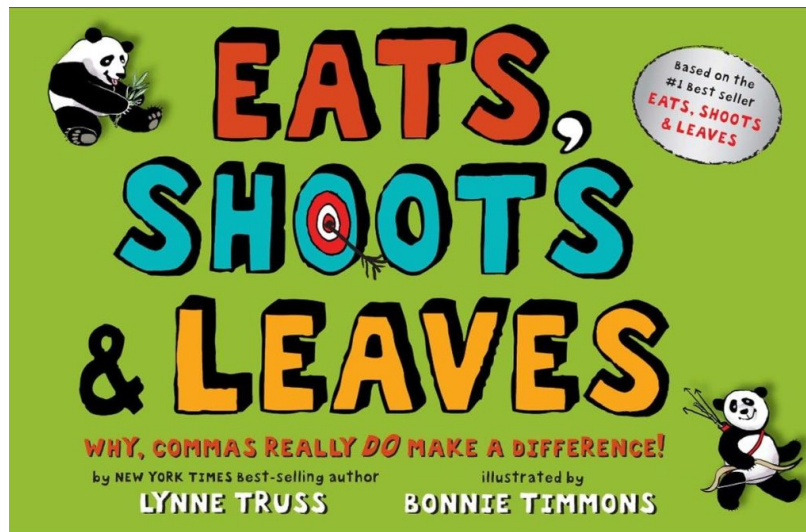
# Our recommended resources

# Games

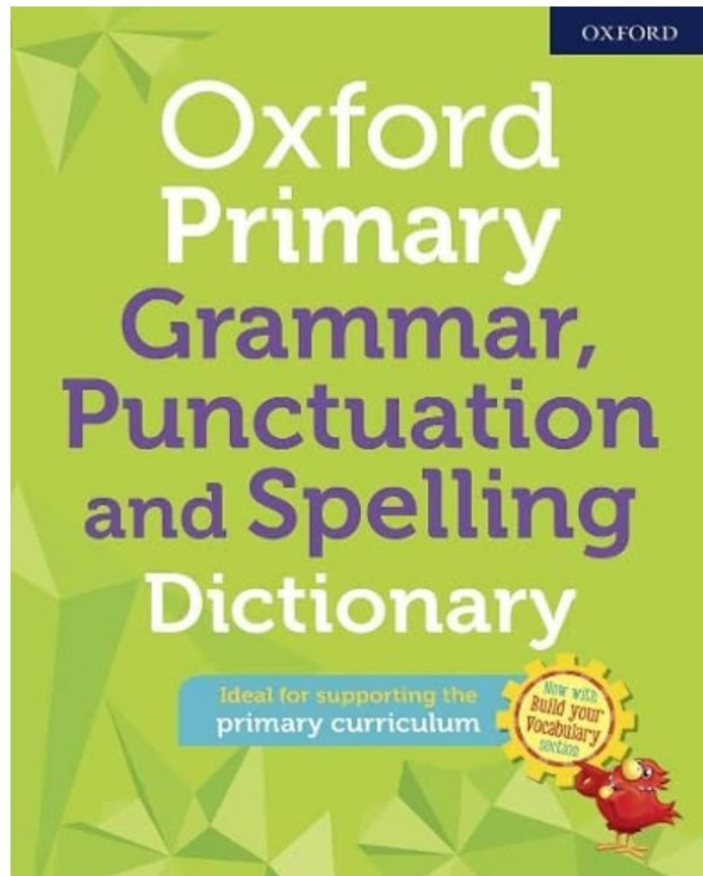
Sentence of the day: word class / improve

Missing punctuation?

<https://home.oxfordowl.co.uk/english/primary-grammar/grammar-year-4-age-8-9/>



Understanding the importance of commas.



This book is really useful for supporting children and adults to understand the terminology used in English lessons.



## KS2 Year 4 English & Maths Essentials Bundle (3 books)

Save an extra 15% on the school price

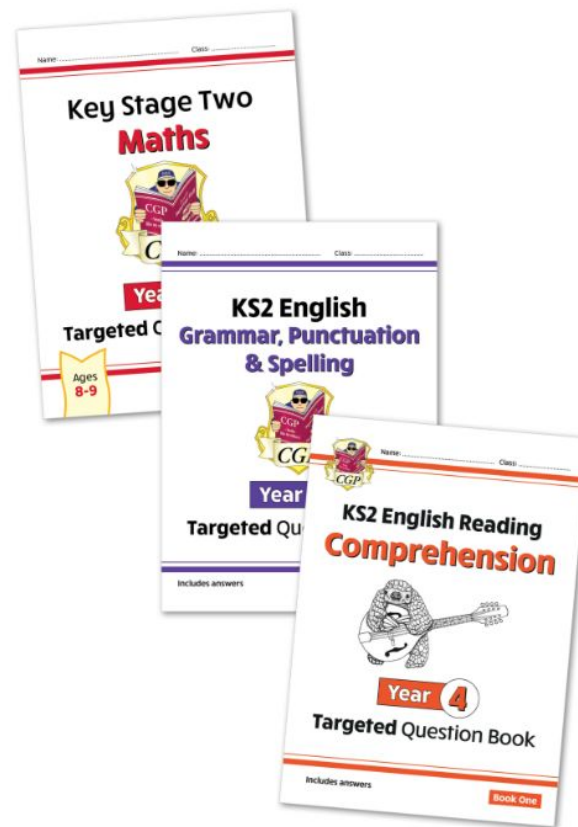
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# Websites

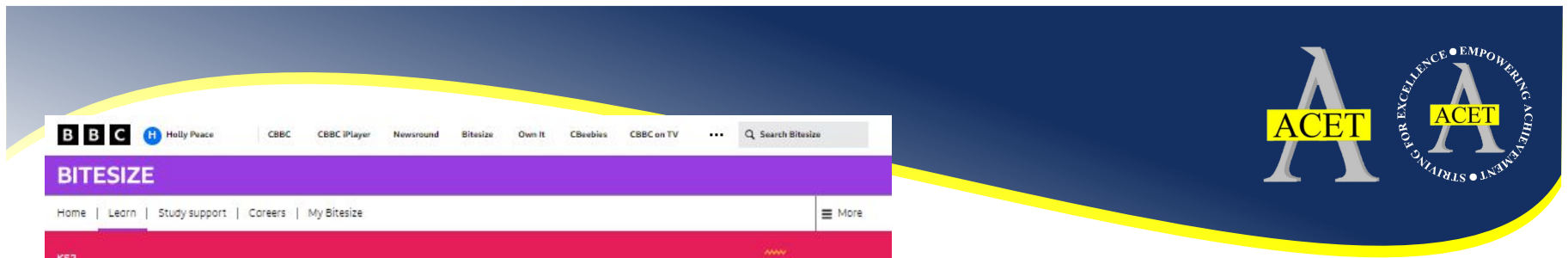
## Free Primary SPaG Online 10-Minute Tests - Years 1 to 5

For Primary SPaG practice on the move, look no further than CGP's 10-Minute Tests for Years 1 to 5! All the answers are explained at the end of each test, so it's easy to spot any areas that need a little extra work.

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- Year 2
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- Year 4
- Year 5

<https://www.cgpbooks.co.uk/resources/cgp-s-free-online-10-minute-tests/free-primary-spag-online-10-minute-tests-years-1-t>



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KS2


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17 Guides



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2 Guides



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3 Guides

<https://www.bbc.co.uk/bitesize/subjects/zv48q6f>

## Pick from 15 Objectives

Commas for lists

golden eagle  
jaguar  
rat

1 of 15

Conjunctions (when, if,  
because, although)

painted wolf  
ring-tailed lemur  
hummingbird

2 of 15

Demarcating Sentences

cotton-top tamarin  
harvest mouse  
black bear

3 of 15

Dictionary Skills

hippopotamus  
Weddell seal  
coconut crab

4 of 15

Direct Speech

bee-eater  
Adélie penguin  
hermit crab

5 of 15

Exciting Sentence Openers

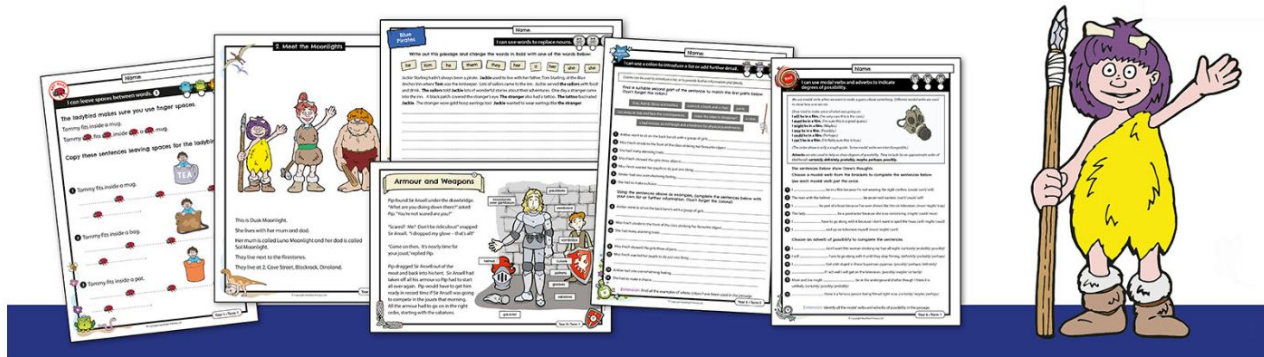
feral pig  
tusk fish  
proboscis monkey

6 of 15

<https://www.naturalcurriculum.co.uk/grammar/year-4-grammar-lessons/>

# FREE DOWNLOADS

## English Grammar & Punctuation



<https://headstartprimary.com/free-grammar-punctuation-resources/>



## Spellingframe

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Choose a spelling rule then choose to either practise the spelling or take a test with those words. All words are read aloud (make sure your sound is turned up) and provided within a sentence for context.

### High Frequency Words

Year 1

Year 2

Year 3 and 4

Year 5 and 6

Topic Words

<https://spellingframe.co.uk/>

# Writing inspiration - useful sites:

<https://app.pobble.com/lessons/prompt>

<https://www.literacyshed.com/>