



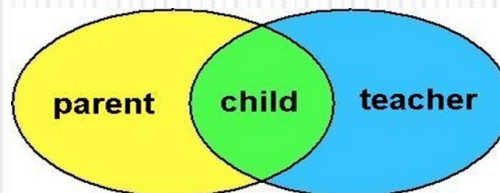
AVANTI HOUSE

EXCELLENCE · VIRTUE · DEVOTION



Welcome to the Key Stage 1 Phonics & SPAG Parent Workshop

Wednesday 11th November 2020



What is SPAG?

Spelling, Punctuation and Grammar

**When we study Grammar, we study the rules about
how words change their form and combine with other
words to make sentences.**

The curriculum

- ✧ The revised National Curriculum for English places a much stronger emphasis on **vocabulary development, grammar, punctuation and spelling**.
- ✧ Expectations have been **raised in each year group** with many aspects having to be taught at least a year earlier than in the previous curriculum.
- ✧ Pupils are expected to recognise and use the **grammatical terminology** appropriate to their year group.

How is Avanti House teaching SPAG?

- As much as possible, it will be incorporated into English lessons and other subjects where relevant
- There will also be discrete lessons to teach specific terms and concepts
- Revised throughout the academic year as the younger children need regular reinforcement
- Practised within guided reading sessions and phonic sessions as well to consolidate learning.

Spellings - Phonics: Year 1 Focus

- ☞ Huge emphasis – fundamental basis of reading and writing – phonics is a body of knowledge which enables pupils to read and spell words.
- ☞ The learning continues from Nursery/Reception
- ☞ Phonics taught discretely
- ☞ Involves learning the phonemes – units of sounds such as ai, igh, ea, ow
- ☞ Decoding for reading words and sentences
- ☞ Home Reading – use of Bug Club (or own books) to enhance pleasure of reading regularly and practise these decoding skills is vital and reading **10-15 minutes a day is essential!**
- ☞ Using the phonics knowledge to spell words when writing
- ☞ Tricky Words / Common Exception Words are not decodable
- ☞ Information has already been given out this academic year. See link on our website: <https://avanti.org.uk/avantihouse-primary/phonics/>.

Spelling, Punctuation and Grammar: Year 1

- ✎ To leave spaces between words
- ✎ Recognise capital letters and full stops when reading and name them correctly
- ✎ Begin to use the term **sentence**
- ✎ Know that a line of writing is not necessarily a sentence
- ✎ To use **full stops** correctly to demarcate sentences
- ✎ To use a **capital letter** for the personal pronoun and the start of a sentence
- ✎ To join words and join sentences using '**and**' (conjunctions)
- ✎ Recognise full stops and capital letters when reading and understand how they affect the way a passage is read
- ✎ To recognise other common uses of capitalisation e.g. for personal titles, headings, book titles, days of the week
- ✎ To add **question marks** to questions
- ✎ To use **exclamation marks**

Spelling

Plural noun suffixes

- ⌘ Adding **s** and **es** to words (plurals of nouns and third person singular of verbs) e.g. **dog, dogs; wish, wishes**

Suffixes

- ⌘ Adding the endings (**ing, ed and er**) to verbs, e.g. **helping, helped, helper**
- ⌘ Adding (**er and est**) to adjectives where no change is needed e.g. **greater and greatest.**

Prefixes

- ⌘ How the prefix **un**, changes the meaning of a verb or adjective. e.g. **unkind, unhappy, untie**

Spelling, Punctuation and Grammar: Year 2

- ⌘ To use **capital letters, full stops, question marks and exclamation marks** to demarcate sentences, including in the use of proper nouns.
- ⌘ To **identify nouns** within sentences.
- ⌘ To use **nouns** accurately within sentences.
- ⌘ To know and use **proper nouns**.
- ⌘ To be able to use **expanded nouns phrases** for description and specification
- ⌘ To use **subordination** within sentences (when, if, that, because) and **co-ordination** (or, and, but) for description and specification.
- ⌘ To know what an **adjective** is.
- ⌘ To **identify adjectives** within sentences.
- ⌘ To use **adjectives** accurately within sentences.

Spelling, Punctuation and Grammar: Year 2

- ⌘ Learn how to use sentences with different forms; **statement, question, exclamation or command.**
- ⌘ To use correct choice and **consistent use of present and past tense** throughout writing.
- ⌘ To use the **progressive form of verbs** in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting).
- ⌘ To know what a **verb** is
- ⌘ To **identify verbs** within sentences
- ⌘ To **use verbs accurately** within sentences
- ⌘ To write sentences with **subject-verb** agreements
- ⌘ To correct sentences with subject-verb agreements that are incorrect
- ⌘ To **use apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns.
- ⌘ To use **commas** to separate items in a list
- ⌘ Selecting **correct punctuation to end a sentence** (!...?.)

Spelling

Suffixes

- ∞ Formation of nouns using suffixes such as **-ness, -er.**
 - ∞ Formation of adjectives using suffixes such as **-ful, -less, -ment**
 - ∞ Use of the suffix **-er and -est**
 - ∞ Use of the adverb **-ly**
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- ∞ Visit the SPAG tab on <https://avanti.org.uk/avantihouse-primary/year-2/> for specific information to support you help our children – there are some links as well if you click on certain words.

Common exception words

Some words are exceptions and do not follow the normal rules of phonics. These are called common exception words. Also, previously known about 'tricky words'.

The government have give these words, which the children are expected to know how to read and spell independently.

Year 1 Common Exception Words

the	is	no	one
a	his	go	once
do	has	so	ask
to	I	by	friend
today	you	my	school
of	your	here	put
said	they	there	push
says	be	where	pull
are	he	love	full
were	me	come	house
was	she	some	our
	we		

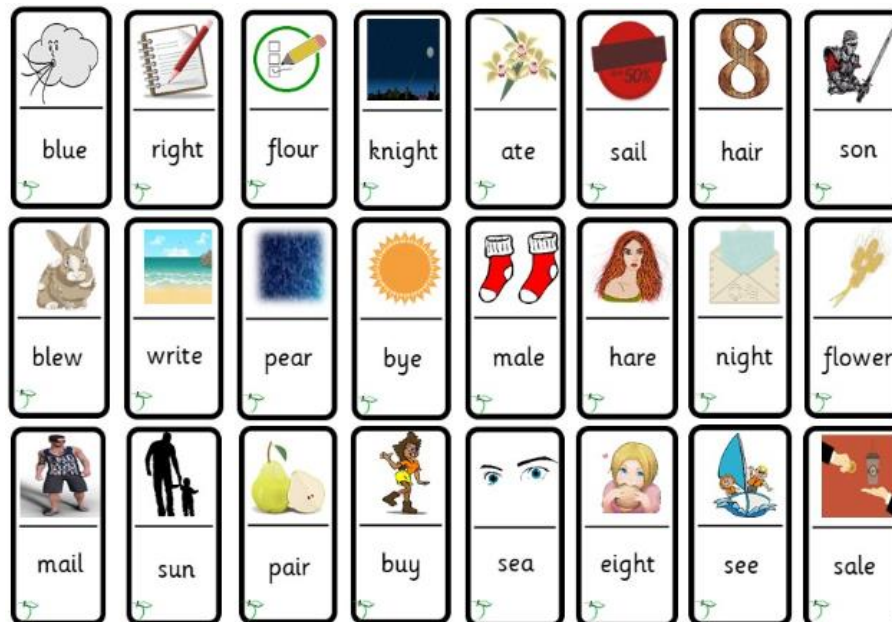
Year 2 Common Exception Words

door	child	cold	pretty	grass	improve	whole	half
floor	children	gold	beautiful	pass	sure	any	money
poor	wild	hold	after	plant	sugar	many	Mr
because	climb	told	fast	path	eye	clothes	Mrs
find	most	every	last	bath	could	busy	parents
kind	only	great	past	hour	should	people	Christmas
mind	both	break	father	move	would	water	everybody
behind	old	steak	class	prove	who	again	even

Homophones and near Homophones

It is important to know the difference in the meaning between homophones and how to use them in the correct context.

☞ For example - there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight



Contractions and possessive apostrophe

In contractions, the apostrophe shows where a letter or letters would have been if the word was written in full.

☞ For example - can't, didn't, hasn't, couldn't, it's, I'll

Possessive apostrophe for singular nouns – apostrophe which shows possession or belonging.

☞ For example - Megan's, Ravi's, the girl's, the child's, the man's

Reading Skills

We teach reading through the reading skills dogs. These dogs support **Vocabulary, Inference, Prediction, Sequencing and Retrieval** – the five skills needed to develop good reading and comprehension.



KS1 Focused Reading Skills Comprehension Pack Guidance (Steps 1 - 3)

All of the reading skills questions relate to the five different KS1 reading content domains. Each question has its own canine helper displayed to remind pupils what to do to answer it:

Vocabulary Questions with Vocabulary Victor

Vocabulary Victor will help you to look at how authors and poets have chosen to use certain words and phrases.



Retrieval Questions with Rex Retriever

Rex Retriever will help you to go into a text and retrieve the facts.



Sequence Questions with Sequencing Suki

Sequencing Suki likes everything in order! She will help you sequence the events in a text.



Inference Questions with Inference Iggy

Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening.



Prediction Questions with Predicting Pip

Predicting Pip tries to see the future and she will help you work out what might happen next.



Victor Vocabulary might ask...

What does this word/sentence tell you about _____?

Can you find a word/sentence that backs up what you have just said about _____?

Why did the author use the word _____ to describe _____?

How does this word/description make you feel?

Can you think of another way of saying _____?

Which words has the author used to make you feel happy/angry/worried/frightened/nervous?

Why is this word written in bold/italics/capital letters?

What effect has the author created by repeating the word/phrase _____?

Can you give me another sentence with the word _____ in it?

Can you read around this word to work out what it means?



How/where can we find out the meaning of this word?

Can you find any noun phrases used to describe _____?

Can you find any adjectives used to describe _____?

Can you find any adverbs to describe how _____ was done?

Can you explain _____ in your own words?

Rex Retriever might ask...

Where/when is the story set?

Who is/are the main character(s) in the story?

Is there a good/bad character? Who is it? How can you tell?

Is there a dilemma in this story? What is it?

How is the dilemma resolved?

How does the story end?

What do you think is happening here?

Which is your favourite/worst/funniest/scariest part of the story? Why?

Which information did you find the most interesting? Why?

Who is telling us the story?



What happened when _____?

Why is this story/poem/non-fiction text/section/chapter called _____?

Can you think of a different title for this story/poem/non-fiction text/section/chapter?

What do you remember about _____?

What happened to make _____?

What sticks most in your mind about _____?

What moment do you remember most from _____?

Sequencing Suki might ask...

How/where does the story start?

Who do you meet first?

What is the first/second/last step in these instructions?

What did you find out first?



Put these sentences in the order they happened...

Make a table/map/poster/flow chart to show the order things happened in.

Use 20 words to sum up this story or non-fiction text.

What happened next/in the middle/at the end of _____?

Write a sentence/draw a picture to show what happened at the beginning/middle/end.

Do you have to read this _____ in the order it has been written? What happens if you don't?

Inference Iggy might ask...

What do you think _____ is saying/thinking/feeling at this point? Why?

What do you think the author meant when _____?

Why does the author use the word _____ here?

What effect did the author want to create by _____?

How do you think the author feels about _____? Find the words or sentences to back this up.

What do you think the word _____ means? Why do you think that?

Can you explain why _____?

Why do you think _____?

Where do you think _____?

Can we work out how _____ feels about _____?

Does this tell us anything about _____?

How did you feel when _____?

Which bit made you feel _____?

Can you describe how you felt when _____? Why?

Why do you think he/she _____?



Is there anything you've just read which reminds you of something that has happened to you, or someone you know? Why? How?

What can we guess about where/when this is taking place?

What would _____ say if _____?

Predicting Pip might ask...

What do you think will happen next?

Where do you think _____ will go next?

What do you think _____ will say/do next?

What do you think this book/section/ chapter will be about?

What features might you expect to see in this sort of text?

How do you think this will end?

Can you think of any other stories that start like this? How do they end? Do you think this will end the same way?

What sentence or phrase do you think will come next?

Draw what you think is going to happen next.

What do you think the next step will be?

Write three questions you would like to find the answer to in this text.

What could happen when _____?

What might _____ do if _____?

What do you guess could _____?



Assessment Changes 2016

- ✎ In line with the new curriculum and raised expectations, there will be new national curriculum tests for grammar, punctuation and spellings in Years 2 introduced in 2016.
- ✎ For your child to do well in the SPaG tests, they don't just have to be good at writing; they also need a technical understanding of how the English language works, including the correct grammatical terminology.

Sample Questions

Tick **two** sentences that are correct.

The children is waiting for the rain to stop.

Holly is waiting for another turn on the swings.

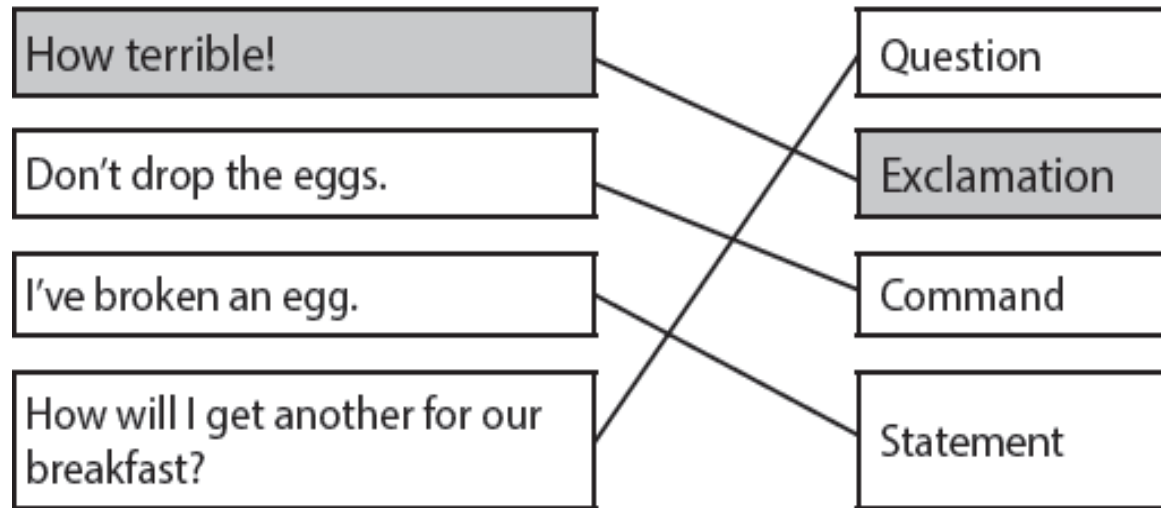
I am waiting until lunchtime.

He are waiting for the bus every day.

Tick **two**.

Draw lines to match each sentence with its correct type.

The first one has been done for you.



Award **1 mark** for all three matched correctly.

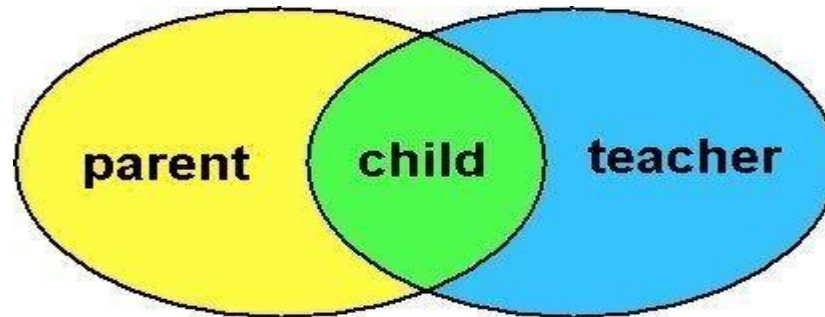
How can you help at home

- ✎ Read with and to your child – all sorts of text including non-fiction and poetry, allowing the children to skim and scan the text as you read.
- ✎ Extend their vocabulary by discussing new vocabulary and their meanings.
- ✎ Practise spelling homework and revisit it several weeks later.
- ✎ Reinforce handwriting.
- ✎ Encourage your child to write for pleasure (in sentences).

Lots of information on the website for parents in this key stage including videos and questions to ask your children when reading.

Another link you will find useful is: <https://avanti.org.uk/avantihouse-primary/reading/>.

Thank you for attending.



Hare Krishna.