



## SPAG in Year 5

Spelling, Punctuation and Grammar

A guide for parents and Carers

*'Grammar to a writer is  
to a mountaineer a good  
pair of hiking boots or,  
more precisely, to a deep-  
sea diver an oxygen tank.'*

The purpose of this short booklet is to inform you of the new National Curriculum Expectations for the teaching of SPAG for your child's year group.

There is now a stronger emphasis on vocabulary development, grammar, the correct use of punctuation and accurate spelling with the aim that all children leave primary school confident in spelling, punctuation and grammar.

*How will my child benefit from the teaching of SPAG?*

SPAG is specifically taught on a daily basis and then reinforced during literacy lessons enabling the children to apply what they have learnt.

The ability to write and communicate are key life skills. In the long term, your child will be able to use these skills throughout their education and into adult life.

Curriculum Expectation	Examples – how to use and apply
Convert nouns or adjectives into verbs by adding the suffixes 'ate' 'ise' 'ify.'	Noun – place, person or object. Adjective – describing word. Verb – a doing word. <i>Pollen - pollenate</i>
Use the verb prefixes 'dis' 'de' 'mis' 'over.'	A prefix is a group of letters that can be added to the front of root word to change its meaning.
Use relative clauses.	A clause is a group of words that make sense on their own. A relative clause begins with who, which, when, where... and are found in the middle of a sentence. <i>The dog, <b>who was hungry</b>, was barking loudly.</i>
Indicate degrees of possibility through use of adverbs or modal verbs.	Adverbs: perhaps. Modal verbs: might, should. <i>A modal verb expresses possibility.</i>
Use devices to build cohesion between paragraphs.	Use time connectives for example: then, next.
Use adverbials to link ideas across paragraphs.	An adverbial is a word or phrase that tells us when ,where or how. <i>A little while later, he had seen her before.</i>
Use of brackets, dashes and commas.	( ) - ,
Use of commas to clarify meaning.	Let's eat Granny. Let's eat, Granny.

## Spelling in Year 5 and 6

Spell the words on the Year 5 and 6 statutory list (words they have to learn by law).	
Use of homophones.	Words that sound the same but are spelt differently. <i>Except and accept.</i>
Word endings: cious and tious ance and ence able and ible	
The 'i' before e except after c' rule and the words that are exceptions.	Protein, caffeine...
Looking at silent letters in words.	Ballet, high...
Use of hyphens.	

## How can you help at home?

Talk it through with your child;  
 ask them to explain what tools  
 they have used in their writing.

Discuss with them what a

**SPAG Websites to reinforce learning:**

<http://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>

<http://resources.woodlands-junior.kent.sch.uk/interactive/literacy2.htm>

<http://www.theschoolrun.com/13-ways-to-make-grammar-fun-for-children>

**Try out some different grammar activities:**

- How many pieces of punctuation can they find? What is the function of each piece?
- Add more interesting phrases into boring sentences e.g how they could improve 'the cat ran across the road.'
- Word hunter: what type of words or sentences can they spot in their reading books?

**Spellings:**

- Look, cover, write, check.
- Encourage your child to be independent and spell words using the sounds and spellings they already know.
- Play games which incorporate the spellings e.g. hangman, countdown.
- Encourage your child to use a dictionary to check their spellings.