



WEST BUCKLAND
PRIMARY SCHOOL
AND NURSERY

West Buckland Primary School and Nursery

Spelling, Punctuation & Grammar (SPaG) Guidance for Parents

As West Buckland Primary School and Nursery we embed the teaching of spelling, punctuation and grammar (SPaG) in our daily English lessons as well as teaching discrete sessions of SPaG. We believe that spelling, punctuation and grammar are an essential part of learning and communication. We believe in the need for children to learn definitions and not just the spelling, to allow them to then use the word in context, understanding its meaning.

Children here receive a stimulating and enriching experience in English, developing the skills necessary to master the English curriculum. Through high-quality teaching, well planned and structured lessons, we ensure that the statutory requirements of the National Curriculum 2014 are met alongside its aims:

- To promote high standards of language and literacy.
- To equip pupils with a strong command of the spoken and written language.
- To develop their love of literature through widespread reading for enjoyment.

Spelling

A new spelling pattern is explicitly taught to the children each week. Children have regular, engaging spelling lessons which aim to enhance their ability. The Twinkl scheme we follow teaches a comprehensive yet accessible progression in the teaching of spelling. Guidance, rather than prescription, is provided on how to teach the strategies, knowledge and skills pupils need to learn.

The focus of the programme is on the teaching of spelling, which embraces knowledge of spelling conventions, patterns and rules; but integral to the teaching is the opportunity to promote the learning of spellings, including statutory words, common exceptions and personal spellings.

Moreover, in Key Stage 2, children are expected to spell the words outlined in the documents below. They will become familiar with these words over the course of their time in Years 3 to 6 and may bring them home to rehearse and learn, using the 'look, say, cover, write, check' approach. Other spelling tasks relate to learning rules, sounds and/or common exception words. Children may be asked to complete specific activities relating to learning a certain rule or perhaps writing words in a context, to aid their understanding of meaning.

100 High Frequency Words

the	his	be	do	into	house
and	but	like	me	back	old
a	that	some	down	from	too
to	with	so	dad	children	by
said	all	not	big	him	day
in	we	then	when	Mr	made
he	can	were	it's	get	time
I	are	go	see	just	I'm
of	up	little	looked	now	if
it	had	as	very	came	help
was	my	no	look	oh	Mrs
you	her	mum	don't	about	called
they	what	one	come	got	here
on	there	them	will	their	off
she	out			people	asked
is	this			your	saw
for	have			put	make
at	went			could	an

twinkl visit [twinkl.com](https://www.twinkl.com)

200 High Frequency Words

across	birds	each	fun	how	looks	next	river	tell	want
after	boat	eat	garden	I'll	lots	night	room	than	wanted
again	book	eggs	gave	I've	magic	one	round	that's	water
air	box	end	giant	inside	man	only	run	there's	way
along	boy	even	girl	its	many	or	sat	these	well
am	can't	ever	going	jumped	may	other	say	thing	we're
animals	car	every	gone	keep	miss	our	school	things	where
another	cat	everyone	good	key	more	over	sea	think	which
any	clothes	eyes	gran	king	morning	park	shouted	thought	white
around	cold	fast	grandad	know	most	place	sleep	three	who
away	coming	feet	great	last	mother	plants	small	through	why
baby	couldn't	fell	green	laughed	mouse	play	snow	told	wind
bad	cried	find	grow	let	much	please	something	took	window
bear	dark	first	hard	let's	must	pulled	soon	top	wish
because	did	fish	has	liked	narrator	queen	still	town	work
bed	didn't	floppy	hat	live	need	rabbit	stop	tree	would
been	different	fly	he's	lived	never	ran	stopped	trees	yes
before	dog	food	head	long	new	really	suddenly	two	
began	door	found	home	looking		red	sun	under	
best	dragon	fox	horse			right	take	us	
better	duck	friends	hot				tea	use	

twinkl www.twinkl.co.uk

New Curriculum Spelling Lists Years 1 and 2

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



visit [twinkl.com](https://www.twinkl.com)

Year 3 and 4 Statutory Spellings

accident(ally)

actual(ly)

address

answer

appear

arrive

believe

bicycle

breath

breathe

build

busy/business

calendar

caught

centre

century

certain

circle

complete

consider

continue

decide

describe

different

difficult

disappear

early

earth

eight/eighth

enough

exercise

experience

experiment

extreme

famous

favourite

February

forward(s)

fruit

grammar

group

guard

guide

heard

heart

height

history

imagine

increase

important

interest

island

knowledge

learn

length

library

material

medicine

mention

minute

natural

naughty

notice

occasion(ally)

often

opposite

ordinary

particular

peculiar

perhaps

popular

position

possess(ion)

possible

potatoes

pressure

probably

promise

purpose

quarter

question

recent

regular

reign

remember

sentence

separate

special

straight

strange

strength

suppose

surprise

therefore

though/although

thought

through

various

weight

woman/women



Year 5 and 6 Statutory Spellings

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee
communicate
community
competition
conscience
conscious
controversy
convenience
correspond
criticise
curiosity
definite
desperate
determined
develop
dictionary
disastrous
embarrass

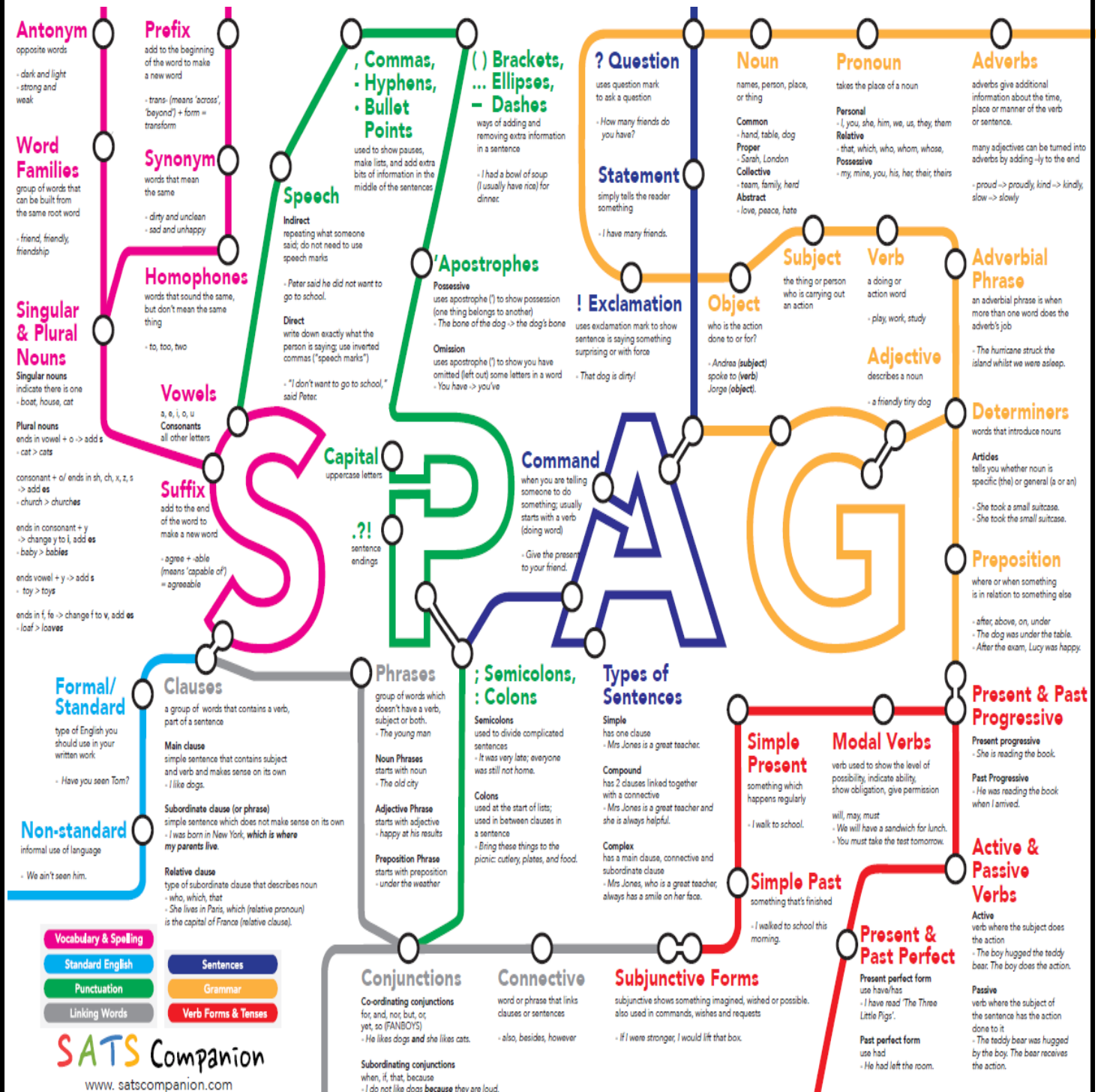
environment
equip
equipped
equipment
especially
exaggerate
excellent
existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance
identity
immediate
immediately
individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous
muscle
necessary
neighbour
nuisance
occupy
occur
opportunity

parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation
queue
recognise
recommend
relevant
restaurant
rhyme
rhythm
sacrifice
secretary
shoulder
signature
sincerely
soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht



Punctuation and Grammar

A crucial part of this learning process is allowing children the opportunity to explore how different elements of SPaG are used in the real world. Therefore, we encourage children to identify where authors have used it and consider why and how it helps them as a reader. The children particularly love reading different types of texts and perhaps identifying where punctuation and grammar have not been used correctly. Terminology is introduced from an early age so that children become confident and successful. To help children make connections we use the 'tube map' below. We encourage the children to read the punctuation when experiencing it for the first time to help understand its use and impact on the writing.



To make the use of Grammar and Punctuation more fun, we use techniques from Alan Peat to support the writing of exciting sentences across Key Stage Two.

Year 2	Sentence Type	Example	Rule
	All the Ws	Would there ever be another opportunity like this one? Who would take over this role now? What if you had all of the money in the world? Why do zebras have stripes?	<ul style="list-style-type: none"> - Your short sentence must start with one of the following W words: - Who? What? When? Where? Why? Would? Was? What if?
	List sentences	It was a dark, long, leafy lane. She had a cold, cruel cackle. It was a cold, wet, miserable Wednesday afternoon. His hair was long, brown and unwashed .	<ul style="list-style-type: none"> - A list sentence must have 3 or 4 adjectives before the noun. Use <i>and</i> between the final 2 adjectives.
	Short	Oh no! Then it happened. He stopped. Everything failed. The door opened. What's wrong?	<ul style="list-style-type: none"> - 1-3 word sentences possibly with an exclamation mark or question mark. <p>Begin to discuss exclamations, questions, statements and commands with the children.</p>
Year 3	Sentence Type	Example	Rule
	BOYS Sentences	He was a friendly man most of the time, but he could become nasty. He could be really friendly or he could be really miserable. It was a beautiful morning for a walk so he set off quite happily.	<ul style="list-style-type: none"> - A B.O.Y.S sentence is a two-part sentence. The first part of the sentence <u>always</u> ends with a comma (,) and the last part <u>always</u> begins with a conjunction.
	As -ly	As the rain came down heavily , the children ran for shelter. As the wind screamed wildly , the lost giant lumbered along the path. As the water heats up quickly , a change of state happens called 'evaporation'.	<ul style="list-style-type: none"> - The first part of the sentence opens with an action description which starts with the word As... and ends with an adverb. - The second part of the sentence is a description of a related, and often consequential, action.

	__ing, __ed.	<p>Walking in the bush, she stopped at the sight of a crocodile facing her.</p> <p>Running near the beach, he halted as the ground gave way.</p> <p>Jumping quickly through the air, she landed on her feet before sprinting away</p>	<ul style="list-style-type: none"> - The sentence must begin with a subordinate clause which begins with a verb ending in 'ing', followed by the location of the action. - Focus on the use of prepositions in the first part of the sentence (subordinate clause) to explain where the action is happening.
	Doubly -ly ending	<p>He swam slowly and falteringly.</p> <p>He rode determinedly and swiftly.</p> <p>He laughed loudly and heartily.</p> <p>He tiptoed quietly and carefully.</p>	<ul style="list-style-type: none"> - The sentence must end in two adverbs which add detail to and describe how the verb within the sentence is being carried out.
Year 4	Sentence Type	Example	Rule
	2A Sentences	<p>He was a tall, awkward man with an old, crumpled jacket.</p> <p>It was an overgrown, messy garden with a leafless, lifeless tree.</p> <p>The huge, green tractor ploughed the wet, muddy field.</p>	<ul style="list-style-type: none"> - A 2Ad sentence has <u>two adjectives</u> before the first noun and <u>two adjectives</u> before the second noun. This sentence creates a clear picture for the reader.
	Emotion, comma	<p>Desperate, she screamed for help.</p> <p>Terrified, he froze instantly on the spot where he stood.</p> <p>Anxious, they began to realise they were lost.</p> <p>Happily, the astronaut stepped safely from the shuttle.</p>	<ul style="list-style-type: none"> - Emotion first followed by the actions that are caused by the emotion. Putting the word first gives more weight to the emotion. - When teaching, provide an A-Z list of emotions the children could use.
	Verb, person	<p>Running, Sarah almost tripped over her own feet.</p> <p>Tiptoeing, he tried to sneak out across the landing without waking anybody up.</p>	<ul style="list-style-type: none"> - A sentence starts with a verb to give it more importance. The verb is always followed by a comma and then a name or a personal pronoun (he, she, they, it) followed by the rest of the sentence.
	If, if, if, then.	<p>If the alarm had gone off, if the bus had been on time, if the road repairs had been finished, then he might have got to school on time. If I hadn't found the watch, if the alarm hadn't gone off, if I hadn't scared those burglars, then I wouldn't be sitting here today.</p>	<ul style="list-style-type: none"> - Summarising a dramatic plot (key plots) at beginning or the end of a story in groups of 3. The emphasis should be on using the comma after each clause. - Each clause always begins with an if or a then and each clause ends with a comma (,) or a full stop (.)

	With a(n) action, more action	<p>With a smile, Greg waved goodbye.</p> <p>With a weary wail, Thor launched his final attack.</p> <p>With a deep breath, Neil Armstrong stepped carefully on to the surface of the moon.</p>	- This two-part sentence starts with a subordinate clause which starts with the phrase ' With a(n)... ' followed by an action and a comma. The main clause then describes more action which occurs simultaneously.
Year 5	Sentence Type	Example	Rule
	3 _ed	<p>Frightened, terrified, exhausted, they ran from the creature.</p> <p>Amused, amazed, excited, he left the circus reluctantly.</p> <p>Confused, troubled, worried, she didn't know what had happened.</p>	- Starts with three adjectives that end in _ed and describe emotions. The _ed words MUST be followed by commas.
	Noun, which/who/where	<p>Cakes, which taste fantastic, are not so good for your health.</p> <p>Snakes, which scare me, are not always poisonous.</p> <p>Tom, who was a little shorter than the others, still made it into the football team.</p>	- Use commas to embed a clause within a sentence, add information that links with the sentence topic and start the clause with <u>which</u> , <u>who</u> or <u>where</u> .
	2 pairs sentences	<p>Exhausted and worried, cold and hungry, they didn't know how much further they had to go. Injured and terrified, numb and fearful, he couldn't believe that this was happening to him. Quickly and quietly, silently and carefully he tiptoed out of the house.</p>	<p>- Begins with two pairs of related adjectives.</p> <p>Each pair is followed by a comma or separated by <i>and</i></p>
	3 bad – (dash) question?	<p>Cold, dark, airlessness – which would kill the spaceman first?</p> <p>Greed, jealousy, hatred – which of these is most evil?</p>	- 3 negatives followed by a dash and then a question which relates to the three adjectives.
	Name – adjective pair – sentences	<p>Little Tim – happy and generous – was always fun to be around.</p> <p>Ben Roberts – weak and nervy – was actually a secret superhero.</p> <p>Glass – fragile and dangerous – must be handled with care.</p>	- This works on a show and tell basis where the name and details form the main clause (tell). The added information within the dashes shows what the character was like. The two must be linked.
	O. (I.)	<p>She told the little girl not to be so naughty. (Inside, however, she was secretly amused by what she had done.)</p> <p>I was delighted (but I felt scared that something was about to go wrong).</p>	<p>- The first sentence tells the reader a character's outward action and the second reveals their true feelings.</p> <p>If the sentence within the brackets is complete, the full stop goes inside the bracket. If it is not complete, the full stop goes outside.</p>

		Bravely I looked behind me (but I was deeply worried).	
Year 6	Sentence Type	Example	Rule
	De:De Sentence	The vampire is a dreadful creature: It kills by sucking all the blood from its victims. Snails are slow: They take hours to cross the shortest of distances. I was exhausted: I hadn't slept for more than two days.	<ul style="list-style-type: none"> - Two independent clauses (they make sense on their own) are separated by a colon (:) o The first clause is descriptive o The second adds further detail
	Some; others	Some people like football; others hate it. Some days are full of enjoyment; others are long and boring. Some dogs were running around happily; others looked tired.	<ul style="list-style-type: none"> - Some; others sentences begin with the word <i>some</i> and have a semi-colon to replace the word <i>but</i>. - There is <u>no</u> capital letter after the semicolon.
	Imagine 3 examples:	Imagine a place where the sun always, shines, where wars never happen, where no-one ever dies: in the Andromeda 5 system, there is such a planet	<p>Sentence begins with</p> <ul style="list-style-type: none"> - The word imagine - Then describes three parts of something - The first two parts are separated by commas - The third ends with a colon
	The more, the more	The more it rained, the more depressed he became. The more the crowd cheered, the more he looked forward to the race. The more upset she was, the more she cried.	<ul style="list-style-type: none"> - This sentence type is particularly useful when developing a character trait in a story. The first more should be followed by an emotive word and the second more should be followed by a related action.
	'Irony' sentences	Our 'luxury' hotel turned out to be a farm building. With dawn breaking, the 'beautiful view' which the brochure described, revealed itself to be a scrap-yard and a rubbish tip. The 'trip of our dreams' was, in fact, our worst nightmare.	<ul style="list-style-type: none"> - An irony sentence deliberately overstates how good or bad something is and this is placed in 'inverted commas'. The overstated word is then shown to be false through the remainder of the sentence which reveals the truth.
	Emotion – consequence	Davis was angry – he threw his toy at the wall. The professor was inconsolable – he wept for days on end. King Henry was furious – he ordered the execution of his wife.	<ul style="list-style-type: none"> - This two part sentence starts with a description of a character's emotion followed by a dash (-) and a description of a consequence of that feeling.

	Tell: show 3 examples; sentences	He was feeling relaxed: shoes off; shirt undone; lying on the sofa. The commander was tense: sweat dripping; eyes narrowed; staring out on the battlefield. It was a sleepy town: shops shuttered; cats lazing in the shade; dogs snoozing in the sun.	<ul style="list-style-type: none"> - This is a two part sentence. The first part tells the reader a broad-ranging fact/opinion. - This is followed by a colon which demonstrates that a list of examples will follow. - After the colon the list of 3 examples follows. As this is a phrase list, semicolons are used between the details rather than commas.
	When; when; when, then sentences.	When tumultuous thunder shakes the ground; when blinding lightning tears the sky; when storm clouds block every ray of hopeful light, then you know the Kraken is approaching. When you look at the remains of Tutankhamen; when you examine the damage to his skull; when you look at the motives of his advisors, then it is clear that the young Pharaoh's death should be treated as suspicious.	<ul style="list-style-type: none"> - The sentence type ends with a statement e.g. <i>the haunting begins</i>.
Across KS2	Sentence Type	Example	Rule
	Description, which + simile sentences	Greg had huge nostrils, which made him look like a hippo . Doctor Swogflop bathed only once a year, which meant he was as smelly as a skunk's bottom most of the time. The valleys have crooked ravines, which curve around like the blade of a scimitar .	<ul style="list-style-type: none"> - The sentence is introduced by a description which is followed by a comma (,) and then the word 'which' followed by a simile, further describing the description.
	This is that sentence	His eyes were dark tunnels. The lake was a mirror. The explorers knew they were standing on the shoulders of giants.	<ul style="list-style-type: none"> - This sentence is an example of a metaphor: a figure of speech that describes a subject by stating that it is, by way of a point of comparison, the same as another otherwise unrelated object.

Sound! Cause	Splat! The water balloon burst as it hit the wall. Bang! The lift exploded as it reached the ground floor, covering the hallway in thick smoke. Whump! Another sandstone block fell into place. The pyramid was beginning to take shape.	<ul style="list-style-type: none"> - This sentence open with an attentiongrabbing onomatopoeic word and then unfolds with the explanation of what caused the sound.
The question is:	Jack disappeared. The question is: where did he go? Theron had betrayed his king. The question is: could he still be trusted? Tutankhamen was the youngest Pharaoh ever. The question is: how did he die?	<ul style="list-style-type: none"> - The first sentence is a short description of an action or statement of fact. - The second sentence begins with the phrase <i>The question is:</i> (colon) followed by an intriguing question which draws the reader into the text.
Action as if	The boy cried and screamed as if that would change his mother's mind. William stared intently at the clock as if it would make the hands turn faster. Pilate washed his hands as if ridding himself of all responsibilities.	<ul style="list-style-type: none"> - This sentence opens with a description of an action which is usually quite intense in nature. - This is followed by the words 'as if' then a description of the character's intent.