



SPaG workshop

February, 2020



How?

- Clear SPAG focused slot – distinct from English
- 5 x a week sessions
- Mental Maths style: teaching an area
interactive whiteboard work
test style question
skills needed succeed

reinforcing

Teaching the SPaG session....



- Choose an element from the year group's SPaG curriculum
- Explain the terms & demo on the board for pupils, using top tip to help them to remember
- Interactive whiteboard session, applying the SPaG element in sentences/choosing the correct version etc
- Applying it then to test-style questions to consolidate learning
- Can all take place in one session if simple or run into two/more if more complicated

Example



- SPaG topic: Active/Passive verb (needs previous understanding of subject & object in a sentence)
- Top Tip :Active: **subject** verb **object**
Passive: **object** verb **subject** (often has 'by ' in it)
- Teacher explains and demos both styles
The dog ate **the bone**.
The bone was eaten by **the dog**.
- Interactive element – picking out whether a sentence is active passive using top tips to see
- Test style questions (identifying/changing an active sentence into passive & vice versa) with teacher giving advice on how to approach this (test skills)
- Chance for them to try in pairs/independently



Tick one box in each row to show whether the sentence is written in the **active voice** or the **passive voice**.

Sentence	Active	Passive
Otters live in clean rivers.		
Fish are eaten by otters.		
Usually, otters are playful creatures.		

Rewrite the sentence below in its passive form.

The visitor gave a speech.

Remember to punctuate your answer correctly.

1 mark

49

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

I taught my sister to skateboard.

I'm teaching

7

Insert a **pair of commas** in the correct place in the sentence below.

My father who works at the museum gave my class a guided tour.

34

Insert one **hyphen** and one **comma** in the correct places in the sentence below.

My grandmother is a ballroom dancing champion, poet and singer.

1

Insert a **comma** in the correct place in the sentence below.

Although he was the youngest, Tom was one of the tallest.



NB – Expect means children should have to be able to do this as a minimum and needs to be checked at the start of the year.	Proportion of time	Year 3	Year 4	Year 5
Punctuation	High – 25% of curriculum	<p>Commas in lists Speech marks, (inverted commas) around direct speech secure Apostrophe for possession singular words and some understanding with plural words, (understanding of difference with s for plural) Fully secure capital letter use including for proper nouns</p> <p>Expect Question marks Exclamation marks</p> <p><i>Using correctly/ explaining rules for above in simple terms</i></p>	<p>Secure all aspects of speech punctuation as priority</p> <p>Introduce brackets Bullet points</p> <p>Ellipsis</p> <p>Revisit Commas in lists and after fronted adverbials Apostrophe for possession singular words and now plural words</p> <p>Expect Question marks Exclamation marks Fully secure capital letter use including for proper nouns Understanding of difference with s for possession and to pluralise</p> <p><i>Using correctly/ explaining rules for above</i></p>	<p>Colon Semi colon Dashes, commas and brackets for parenthesis</p> <p>Colon Semi colon Dashes, commas to mark the boundary of independent clauses (Eg- It's raining; I'm fed up)</p> <p>Colon to introduce a list, semi colon in lists</p> <p>Commas – to mark clauses (clarify/ avoid ambiguity) and understanding how they can change meanings of sentences</p> <p>Bullet points to list information</p> <p>Revisit Full speech punctuation Apostrophe for possession - plural</p>

Spellings



- Fortnightly investigatory spelling curriculum Y3-6
- Statutory/common exception words

Why the focus?

As we improve on SPaG, spelling is a key area (20/70).



Spelling investigations:

- Investigation = spelling *patterns, their rules & exceptions* rather than discrete spellings
- The aim is to give children skills that they can use based on their knowledge & understanding of how spellings work, in order to successfully spell an unknown word.



Eg. 'shun' sound:

- NEVER made by 'shun' except in the word shun/shunned/shunning....
- The actual **true suffixes** are -ion or -ian . The clues about whether to put t, s, ss or c before comes from the last letter(s) of the root word:
- -tion is the most common spelling. It is used if the root word ends in t (invent) or te (hesitate)
- -ssion is used if the root word ends in -ss or -mit (omit- omission/ possess – possession)
- -sion is used if the root word ends in d or se (comprehend – comprehension/ tense - tension)

- **Exceptions:** attend – attention, intend – intention, nation
- -cian is used if the root word ends in c or cs (music- musician, politics - politician)

Process



Using the spelling framework, it follows a 2 week cycle:

Week 1: introduce the investigation / test previous pattern (seen and unseen words)

Week 2: explore the words found in homework investigation



Method of teaching:

- Really interactive (like SPaG)
- Intro the sound & the patterns that make it (with their rules)
- Get the children to explore words that use the sound
- Try out the spellings using the rules



Method of homework

- Not how many words they can find – a continuation of the investigation
- Try out first... look to check later
- Can be only a few words – it's about applying the rule