

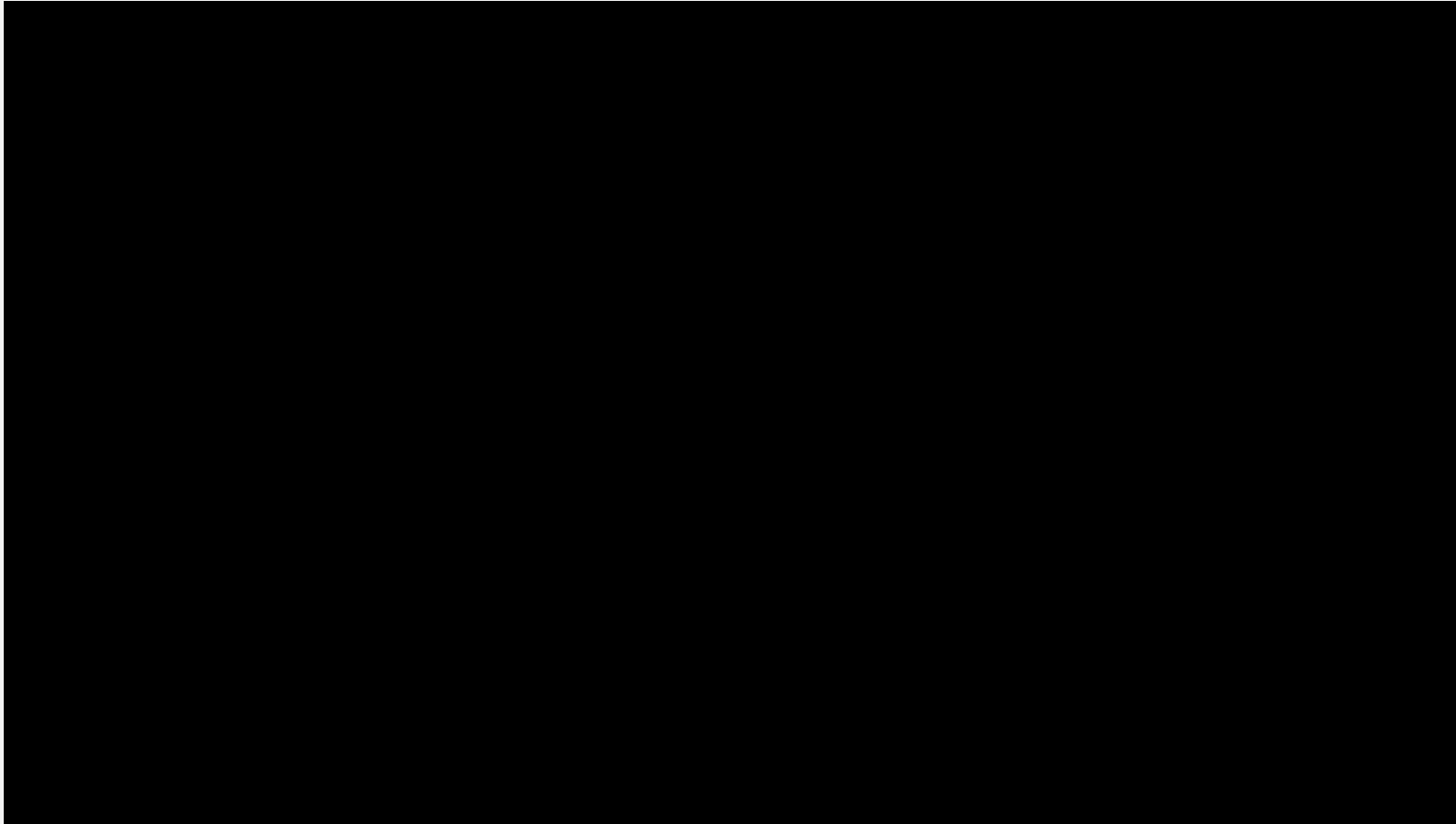
The logo features the text "SPAG" in a bold, dark blue, sans-serif font. The text is centered within a white, scalloped-edged circular shape. This white shape is set against a solid teal background. A thin, dark blue vertical bar is visible along the left edge of the image.

**SPAG**

# WHY?



**OR JUST AS ANNOYING....**



# SERIOUSLY THOUGH!

- **The KS2 Test**
  - In 2014 approx 20% name and identify questions. By 2016 this rises to approx 45%.
  - In 2014 approx 80% grammatical accuracy (making sentences correct). By 2016 this sinks to approx 55%.
  - Focus: function – word classes, features of sentences (including punctuation), complex sentences, standard English, levels of formality.
  - From 2016 includes subjunctive, past progressive, selecting which tense is the most definite, identifying when a word is used as a subordinating conjunction/preposition, & explaining how a comma can change meaning.
- **The optional KSI Test**
  - Sample introduced in 2016 and optional testing started 2017
  - Currently only used by schools to inform TA
- In this session we will look at some approaches/activities to teach SPAG and hopefully keep it fun!

# LET'S GET WARMED UP

It's all in the adverb

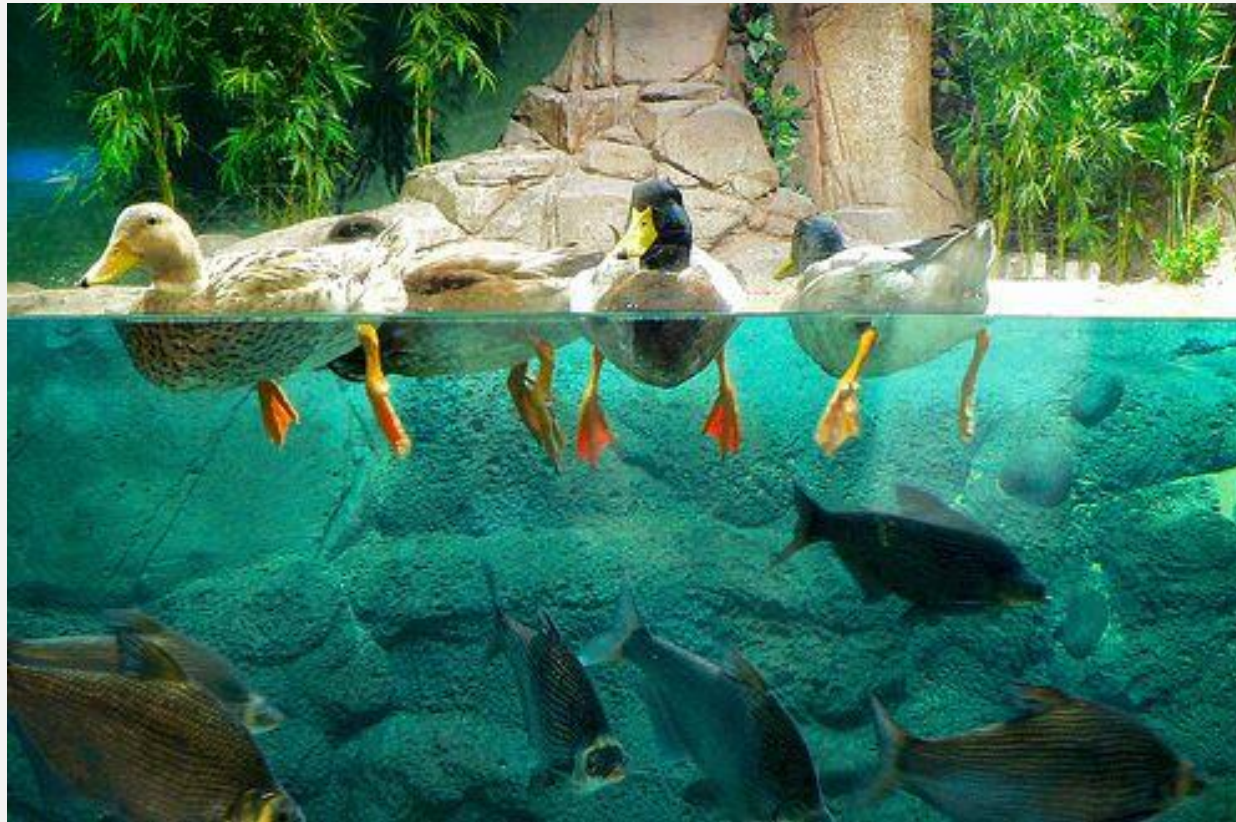
Let's start with a simple sentence that a character might say.

“Do you think it will happen?” He said \_\_\_\_\_.

Decide upon an adverb that might go with the word said (write it on your whiteboard and keep it secret). Be ready to dramatise your sentence, we will try and guess which adverb you chose.

# COLLECTING COLLECTIVE NOUNS

I love a good collective noun!



A paddling of ducks.



**A smack of  
jellyfish.**



# MAKING UP YOUR OWN IS EVEN BETTER



A \_\_\_\_\_ of dirty mugs left in the staffroom.



A \_\_\_\_\_ of secondary school teachers.



A \_\_\_\_\_ of trundle wheels (that no one can ever find.)



# HOW MUCH YOU ALREADY KNOW

Quick self assessment – use the model text and the coloured pens.

- 1) Highlight an example of a noun.
- 2) Highlight an example of a verb.
- 3) Highlight an example of an adverb.
- 4) Highlight an example of an adjective.
- 5) Highlight an example of an pronoun.
- 6) Find the antonym of bright.
- 7) Find the word that is missing a capital letter.
- 8) Underline a word with a suffix.
- 9) Underline a word with a prefix.
- 10) Improve a word by replacing it with a synonym.
- 11) Find an example of reported or indirect speech.
- 12) Find a word that is a homophone and give its alternative meaning.
- 13) Identify an apostrophe for possession.

# HOW MUCH YOU ALREADY KNOW

When Mr. and Mrs. Dursley woke up on the dull, grey tuesday our story starts, there was nothing about the cloudy sky outside to suggest that strange and mysterious things would soon be happening all over the country. Mr. Dursley hummed subconsciously as he picked out his most boring tie for work; Mrs. Dursley gossiped away merrily as she wrestled a screaming Dudley into the high-chair, that he really did not want to be squeezed into. None of them noticed a big, tawny owl flutter past the window. At half-past eight, Mr. Dursley picked up his briefcase, pecked Mrs. Dursley on the cheek, and tried to kiss the unhappy Dudley goodbye but missed, because Dudley was now having a tantrum and throwing his cereal at the walls. Mr Dursley called him a little tyke before leaving the house. He got into his car and maneuvered out of number four's drive.



# HOW DO WE TACKLE THE TRICKY BITS?

- Teaching grammatical skill and knowledge effectively within an English unit
- **Use assessment** to identify grammar skills needed in a unit
- **Ensure your model text** includes these features (if it doesn't you may need to write your own good-quality text)
- **Introduce** grammar through games and activities linked to text type and progress (warming-up)
- **Demonstrate** how to use grammar features in shared writing and investigate in shared reading
- **Application** – expect children to use the features in their own writing
- **Help the children to discuss these features** so that they can lead the discussion
- Use **feedback** to check on how effectively it was used and what you need to teach
- Build in **progression** across the years

# GET ACTIVE WHENEVER YOU CAN

- **Building confidence with the trickier bits.** Discussion of function is the key to confidence with the naming of parts
- Use the “**investigate and define**” approach to enable the children to have the confidence to explain to someone else the function of the different word classes or the nature of various grammar features.
- Group work – sorting and defining.
- Active and Passive.
- Subordinate clause and main clause.
- Statements and exclamations.

Discuss the examples as a team – place them where you think they should go – define **the function** or the **purpose**.

Visit each team’s work station – do you agree? Should anything move?

# ONE MINUTE MYSTERIES – INVESTIGATE AND DEFINE FROM THE GIVEN TEXT.

Timothy the tortoise, who was about 160 years old, died at his home near Exeter in November 2005. Timothy, whose early life was spent at sea, was thought to be the oldest resident in Britain at the time. He was found by a British naval officer - Captain John Courtenay Everard- on a Portuguese ship in 1854. Everard, who was a relative of the Earl of Devon, adopted Timothy and he became the mascot on a succession of British ships for nearly forty years. In 1892, he went to live at Powderham Castle, which is the historic home of the Earls of Devon, and in 1935 he was given a permanent home in the castle's rose garden. Throughout his long life, Timothy showed a keen instinct for survival. For example, during the second world war, he felt the vibrations from the bombs, that the Germans were dropping on Exeter, consequently he made his own air-raid shelter under some steps. Timothy was also a very healthy tortoise, who never needed to see a vet until the last year of his life. At the time of his death, Timothy was owned by Lady Gabrielle Courtenay, who was the aunt of the current Earl of Devon. Lady Devon also lives at Powderham, where Timothy was given a family funeral and was buried in the grounds of the castle.



# RELATIVE CLAUSES

- Relative clauses give extra information about the subject of a sentence and always begin with a relative pronoun-who, whose, which, that, when, where
- Use the examples from the given text to help you define the function.

**Just dropped in (embedded)!**

Practise some examples of your own:



The man guzzled his dinner hungrily.

The man, **who had not eaten all day**, guzzled his dinner hungrily.

- Keep them fun or this is boring – Who can write the most ridiculous? The most sinister? Who can include a simile? Who can include alliteration?

# PREPOSITIONS

For this warm up you can only start your sentences with prepositions.



Under  
Beyond  
Above  
Below  
Beneath  
In  
Within  
Behind  
Up  
On



Out in the sea stood an ancient rock.

At the very bottom was a doorway.

In front of the doorway was a rickety ladder leading into the sea.

Next to the craggy rocks was a small rowing boat.

At the very summit was an ornate castle standing proudly.

Far above the waves below stood the castle turrets.

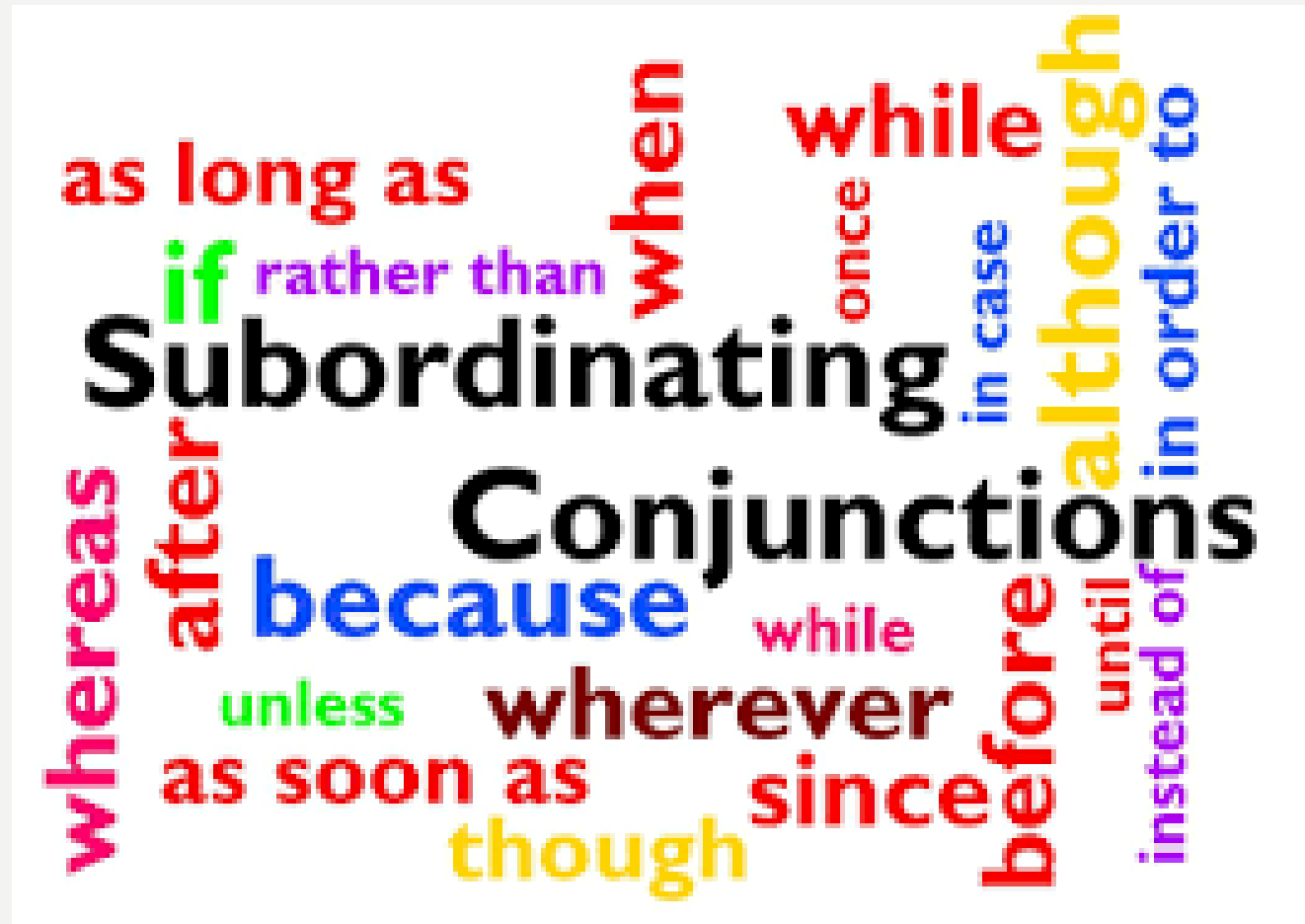
# POOR MR GIBB – EPIC SPAG FAIL

- Is it a preposition or a subordinating conjunction?
- Well that really depends upon its use in the sentence doesn't it. Obviously he wasn't listening properly.



# SUBORDINATING CONJUNCTIONS

Have to introduce a subordinate clause (a clause that doesn't make sense by itself)



# WHAT CAUGHT HIM OUT?

I need to go before you in the line.

Before brushing her teeth, she washed her face.



# WHAT DO ALL SENTENCES NEED?

- Write the shortest sentence you possibly can.

# **MAIN CLAUSE – SUBORDINATE CLAUSE – HOW DO YOU TELL?**

**When Michael disappeared, he was only 12 years old.**

**Because the island was so small, he didn't get rescued straight away.**

**Things had been difficult since his father lost his job at the factory.**

**Michael survived because he was looked after by Kensuke.**

# CLAUSE STRUCTURES

I like bananas and I like grapes.

main  
clause

Coordinating  
conjunction

main  
clause

Compound sentence

After she picks me up, Mum is taking me to buy shoes.

subordinate  
clause

comma

main  
clause

Complex sentence

I first met her in Paris where I lived as a small child.

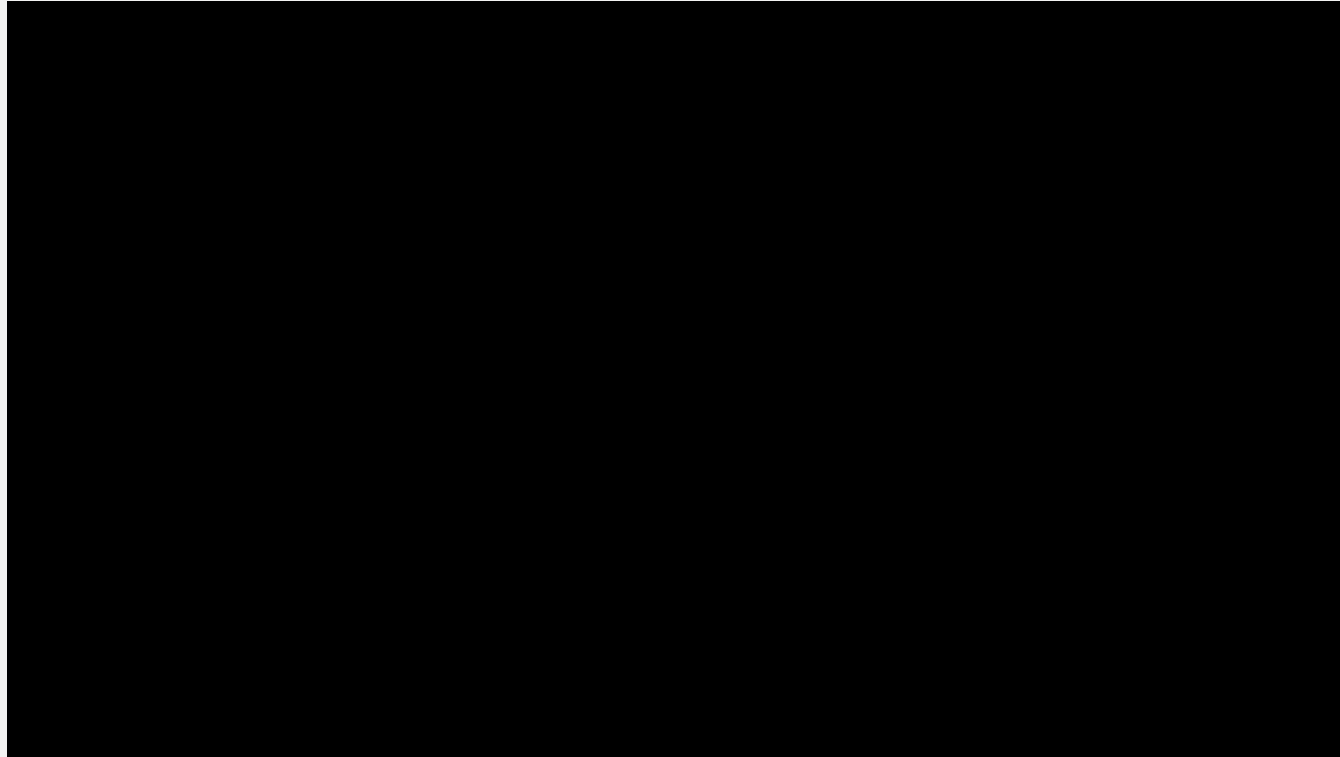
main  
clause

Subordinating  
conjunction

subordinate  
clause

Complex sentence

# THE SUBJUNCTIVE MOOD



Spot the mistake. Justin Bieber needs to learn his SPAG!

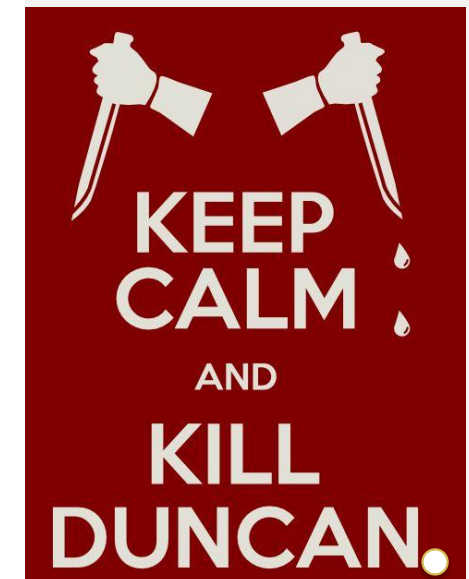
# AGONY AUNTS

- Giving advice to a character you are studying using the subjunctive mood. Use in drama, hot seating, conscience alley etc

## Macbeth



If I were you I'd



# MODAL VERBS

- Modal verbs indicate the likelihood of something happening.
- Are always followed by a verb.
  
- He should be doing his homework.
- She can go to the party.
- We might be finished by lunchtime.



# ODD ONE OUT – INVESTIGATE AND DEFINE FROM THE TEXT.

Underline the words (modal verbs in this instance) you want the children to look at and discuss which word class has been selected. Which is the odd one out and why?

**Gem knew in that instant she should never have come here. It wasn't just the deep sense of foreboding that now ran through her body that gave her this impression, more the actual scene that now presented itself before her eyes. Where the door should have been was now just a blank space in the brickwork. It might have sealed itself shut, she tried to convince herself but then again it couldn't have done that without some kind of magical assistance. There would be no way back now – that much was certain. She must go on, she didn't have the skills before to defeat the beast, however with the silver sword in her hands she felt braver than ever before. "I can do this. I will do this." She said.**

# PRONOUNS



Alexander the Great was a wise and successful commander.  
Alexander the Great was always fair to his soldiers because  
Alexander the Great ensured the soldiers were paid well and  
treated fairly.

Without pronouns we sound rather repetitive.

# NOUN PHRASES – WHAT'S IN A NAME?

Noun phrases must contain a noun and act as the subject or object of the sentence.

Think of them as replacing a name with a phrase to add description. So replace **‘Matilda’** with a noun phrase that describes her such as **‘The little girl in the blue dress.’**

The little girl in the blue dress stayed in the library all day.



# **IDENTIFY THE LONGEST NOUN PHRASE IN THE FOLLOWING SENTENCE:**

That book about the Romans was interesting.

Tip: replace it with a pronoun.

# ADVERBIAL PHRASES

- Can you identify the verb? In each sentence – quick highlight.
- What are we being told about the verb? (Where, when, why or how?)
- That's the adverbial phrase!

Romeo *sang* sweet ballads to Juliet underneath her balcony.

# ADVERBIAL PHRASES-CAN BE MOVED WITHIN A SENTENCE.

We *met* *by the train station*.

He *stood* and *waited* *under the clock*.

The rabbit *hopped* *as fast as it could*.

She *danced* *all night long*.

He *ate* his breakfast *before the sun came up*.

# FRONTED ADVERBIALS

- Chop the sentence up to separate the adverbial phrase.
- Place it at the front of the sentence.
- How does it sound now?
- What do we need to do?

Adverbial phrases

| We met by the train station.

He stood and waited under the clock.

The rabbit hopped as fast as it could.

She danced all night long.

He ate his breakfast before the sun came up.



# **SIMPLE PAST & PRESENT /PAST & PRESENT PERFECT/ PAST & PRESENT PROGRESSIVE**

Too much info! – See handout.

# DETERMINERS



Determiners precede and determine the noun.

Eg The wise king. A wise king. Three wise kings.

Many swans were swimming. Those swans were swimming.

Four apples fell from the tree. That apple fell from the tree.

They determine how many, whose, specific or general noun you are referring to.

# STRETCHING A SENTENCE

Play to consolidate terminology you have revised.

Write a simple sentence.

Determiner – noun – verb – full stop.

Pass it on.

- Add an adjective to describe the noun.
- Pass it on.
- Add an adverb to describe the verb.
- Pass it on.
- Add a subordinating conjunction ( because, although, even though, after, when etc)
- Pass it on.
- Add a noun phrase.
- Pass it on.
- Complete the sentence.
- Pass it back.

# COFFEE BREAK



We will punctuate  
after the break!

# SEMI COLONS FOR EXPANDED LISTS

Making interesting lists generate some fun ideas

5 things found in a wizard's pocket:

Inside Dumbledore's pocket was **a toad**, **a jar of cream**, **a handkerchief**, **a wand** **and a notebook**. (a simple list with items separated by commas)

Inside Dumbledore's pocket, was **a large, warty-looking toad**; **a jar of anti-wrinkle cream, which was only to be used on dry skin**; **a silk handkerchief, which was rather dirty and screwed up**; **one long, knobbly wand from Olivander's**; **and a notebook, which was written full of spells**. (an expanded list, with items separated by semi-colons-note the semi-colon before the 'and')

# 5 THINGS FOUND IN THE QUEEN'S HANDBAG.

- 5 things found up a witch's sleeve
- 5 things found in a gorgon's lair
- 5 things found.....



# SEMI COLONS FOR INDEPENDENT CLAUSES

- Each clause has to stand alone and make sense by itself.
- The second clause must be related to the first.
- Replace a coordinating conjunction-  
FANBOYS – for, and, nor, but, or, yet, so



I love reading books; my brother loves going to see films.

Some children used the free time in class to talk with their friends; others worked quietly.

# COLONS FOR INDEPENDENT CLAUSES

- Yes colons introduce speech or a list – the NC requires children also use them for independent clauses.
- **The Colon of Explanation**
  - Use when you want to call attention to the second clause which must be closely related to the first.
  - Colons point forward to an explanation or elaboration of what has come before. (they are a bit like the = sign of English)

# COLONS TO LINK INDEPENDENT CLAUSES

We finally found out the truth about 56 Croxley Street: it was inhabited by the beast.

The vampire was deadly: one bite was enough to kill you.

The wind was ferocious: it tore at the sails and battered the windows.

# COLONS TO INTRODUCE A LIST

- **The clause before the colon should be independent.**
- Which of these sentences have used the colon correctly?
  1. The shopping list had several items on it: milk, bread and jam.
  2. To make a cup of tea, you will require: teabags, hot water, milk and sugar.
  3. Before starting your artwork, you will need: a pencil, paper and paint materials.
  4. Inside his lunchbox there were several items of food: sandwiches, crisps and an apple.
  5. For my husbands day off, he needs to: mow the lawn, walk the dog, iron the clothes, make the dinner, bake a cake and wash the car.
  6. There are three things every repairman must have: a screwdriver, a hammer, and a saw.

# HYPHENS

We Need Hyphens

because working  
twenty four-hour shifts  
is not the same as working  
twenty-four hour shifts or  
twenty-four-hour shifts.

Children need to be taught how to use hyphens to avoid ambiguity such as the given example.

For compound word:

round-about

mother-in-law

ice-cream etc

To connect words, which would not normally be said together such that they form adjectives before a noun.

Eg. Twelve-year-old boy

Cold-hearted woman

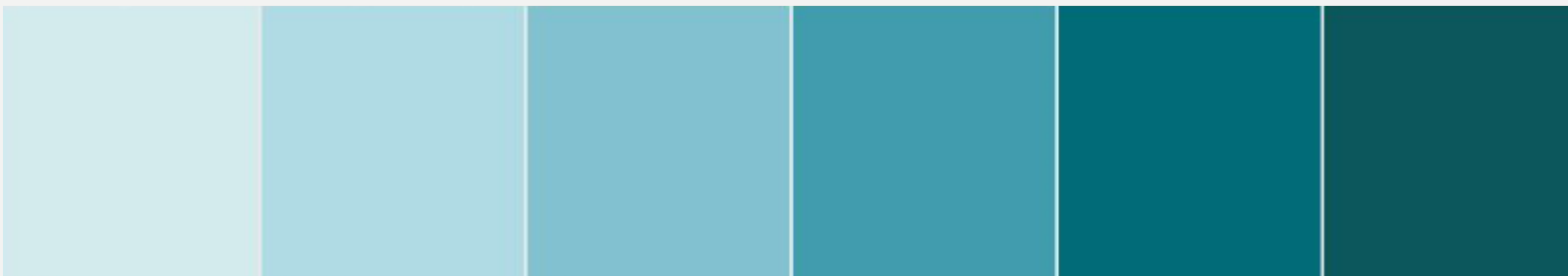
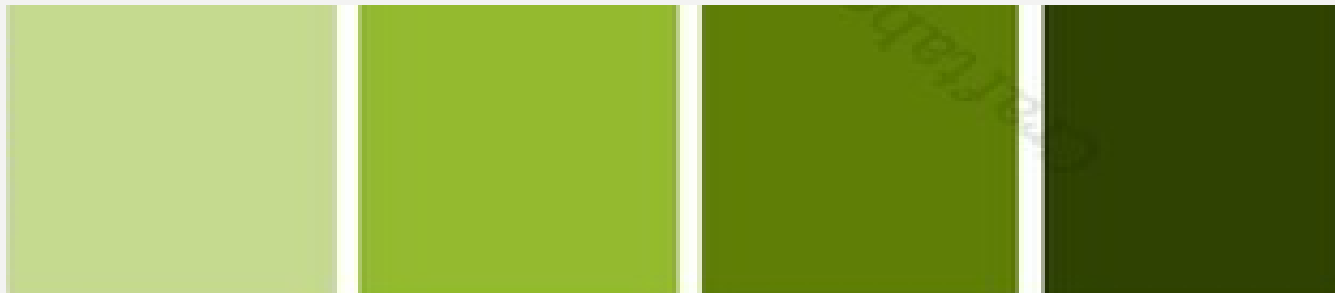
Remote-controlled television

# CREATE YOUR OWN ADJECTIVES



Bulging-abscess purple  
Deep-bruise magenta

# **YOUR TURN TO CHOOSE A COLOUR AND COME UP WITH A HYPHENATED ADJECTIVE TO DESCRIBE IT**





# APOSTROPHIES

Knowing the difference between omission and possession.

- An example of **omission** is "I'm" - which is an abbreviation of "I am".
- Do you know what these words are then called?
- When would we use these words in writing?
- An example of **possession** is "Sarah's car", where the car belongs to Sarah, therefore an apostrophe is required to make the proper noun possessive.

# BRACKETS, DASHES AND COMMAS

- Write and punctuate a sentence with an embedded clause.

# DASHES

- The only thing Tony could do - if he could do anything at all - was to sit and wait for the test results to come in the mail.
- In this sentence, dashes are used because it seems informal and the clause inside the dashes needs some emphasis. The emphasis is added in order to show that Tony could do nothing in this situation. It is like an aside directed to the reader.

# ASSESS YOUR SKILLS AGAINST THE SATS PAPER 2018

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

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

1 mark

Tick **one** box in each row to show whether the sentence is a **question**, a **statement** or a **command**.

Sentence	Question	Statement	Command
In autumn, many trees lose their leaves			
Look at the trees carefully			
Scientists are studying how trees can live for thousands of years			
How can you tell a tree's age			

1 mark

Which sentence is grammatically correct?

Tick **one**.

Tomorrow we went shopping at the sales.

☐

In three weeks' time, I will be on holiday.

☐

Next weekend, we had gone to the river to fish.

☐

Last summer, we swim at the beach and collect seashells.

☐

---

1 mark

Draw a line to match each **prefix** to a word to make **four** different words.

Use each prefix only once.

### Prefix

im

in

en

mis

### Word

correct

mature

fortune

able

---

1 mark



Tick one box in each row to show whether the **commas** are used correctly in the sentence.

Sentence	Commas used correctly	Commas used incorrectly
The blackbird, which nests in sheltered places, lays several eggs at a time.		
Her hobbies include walking, gardening, sewing and reading.		
My bag filled, with chocolates and sweets fell onto the floor.		
My case is heavy because I have shoes, clothes, books, and a gift, for my friend in it.		

Which sentence is written in **Standard English**?

Tick **one**.

Two sports teams come to our school yesterday.

☐

My friend was tidying the classroom.

☐

Today the children done their school play.

☐

The teachers was going to send a letter next week.

☐

---

1 mark

Tick the sentence that uses a **dash** correctly.

Tick **one**.

I find baking tricky – there are too many things to go wrong.

☐

I find baking tricky there are too many things – to go wrong.

☐

I find baking – tricky there are too many things to go wrong.

☐

I find baking tricky there are – too many things to go wrong.

☐

---

1 mark

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

There are two places that I have always wanted to visit the Arctic and Antarctica.

1 mark

Which sentence is punctuated correctly?

Tick **one**.

Lately, the days have been growing noticeably longer and, warmer.

☐

Lately the days, have been growing noticeably longer and warmer.

☐

Lately the days, have been growing noticeably longer, and warmer.

☐

Lately, the days have been growing noticeably longer and warmer.

☐

1 mark

Circle the most **formal** option in each box below to complete the invitation.

We would like to invite you to a

catch-up  
celebration  
get-together

to mark this

fab  
really cool  
momentous

occasion.

It will

start up  
commence  
kick off

at 5pm.

---

1 mark

Circle the four **prepositions** in the sentence below.

On a mountain bike, you can cycle across rocky ground, along muddy paths and over harsh terrain.

1 mark

Explain how the position of the **apostrophe** changes the meaning of the second sentence.

1. What are your brother's favourite toys?
2. What are your brothers' favourite toys?

---

---

1 mark

Which **two** sentences use punctuation to show **parenthesis**?

Tick **two**.

There are some books – including story books – in the cupboard.

☐

To make space, we moved the chairs, tables and the boxes of games.

☐

Our classroom, at the end of the corridor, has a red door.

☐

On Tuesday, we will be selling cakes for charity.

☐

---

1 mark

What is the grammatical term for the underlined words in the sentence below?

My prize was a fluffy green pencil case with a gold zip.

---

1 mark

Underline the **adverbial** in the sentence below.

On Wednesday, Felix has a dental appointment.

1 mark



Circle the four **verbs** in the passage below.

There were hundreds of gulls circling in the sky.

They gathered near the dock, searching for scraps.

1 mark

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

I taught my sister to skateboard.

↓

1 mark

# COFFEE BREAK



# TEACHING SPELLING

Other materials you will see in schools and use to support teaching of spelling. Can be online- some are archived.

The National Strategies  
Primary

The national curriculum:

English – Appendix 1: Spelling

## English Appendix 1: Spelling

Most people read words more accurately than they spell them. The younger pupils are, the truer this is.

By the end of year 1, pupils should be able to read a large number of different words containing the GPCs that they have learnt, whether or not they have seen these words before. Spelling, however, is a very different matter. Once pupils have learnt more than one way of spelling particular sounds, choosing the right letter or letters depends on their either having made a conscious effort to learn the words or having absorbed them less consciously through their reading. Younger pupils have not had enough time to learn or absorb the accurate spelling of all the words that they may want to write.

This appendix provides examples of words embodying each pattern which is taught. Many of the words listed as 'example words' for years 1 and 2, including almost all those listed as 'exception words', are used frequently in pupils' writing, and therefore it is worth pupils learning the correct spelling. The 'exception words' contain GPCs which have not yet been taught as widely applicable, but this may be because they are applicable in very few age-appropriate words rather than because they are rare in English words in general.

The word-lists for years 3 and 4 and years 5 and 6 are statutory. The lists are a mixture of words pupils frequently use in their writing and those which they often misspell. Some of the listed words may be thought of as quite challenging, but the 100 words in each list can easily be taught within the four years of key stage 2 alongside other words that teachers consider appropriate.

The rules and guidance are intended to support the teaching of spelling. Phonic knowledge should continue to underpin spelling after key stage 1; teachers should still draw pupils' attention to GPCs that do and do not fit in with what has been taught so far. Increasingly, however, pupils also need to understand the role of morphology and etymology. Although particular GPCs in root words simply have to be learnt, teachers can help pupils to understand relationships between meaning and spelling where these are relevant. For example, understanding the relationship between *medical* and *medicine* may help pupils to spell the /s/ sound in *medicine* with the letter 'c'. Pupils can also be helped to spell words with prefixes and suffixes correctly if they understand some general principles for adding them. Teachers should be familiar with what pupils have been taught about spelling in earlier years, such as which rules pupils have been taught for adding prefixes and suffixes.

In this spelling appendix, the left-hand column is statutory; the middle and right-hand columns are non-statutory guidance.

The International Phonetic Alphabet (IPA) is used to represent sounds (phonemes). A table showing the IPA is provided in this document.

## Letters and Sounds:

Principles and Practice of High Quality Phonics

Phase One Teaching Programme



The National Strategies  
Primary

department for  
children, schools and families

Ref: 00113-00080K7 EN



## Support for Spelling



department for  
children, schools and families

# NO-NONSENSE SPELLING



You may have come across other resources in your schools like this one.

Unfortunately there is no magic wand for the teaching of spelling.

# Just to put spelling in English into context

## Reading is complicated ...

Reading is not a natural process – it has to be taught and the English language is particularly tricky ...

Spanish – 29 different combinations of letters to make 21 different sounds for speaking, reading, and writing.

English has:

- 26 different letters
- 44 different speech sounds (dialect dependent)

BUT...



## Why is spelling such an issue in English?

The challenge that our language brings, however, is not in the number of speech sounds we use but in the different combinations of letters we use to represent these sounds.

We have over **150** common ways of representing those sounds and over **400** possible ways, some of which only occur in a few words.

**phoneme**

smallest unit of sound in a word

**grapheme**

a letter or sequence of letters that represents a phoneme

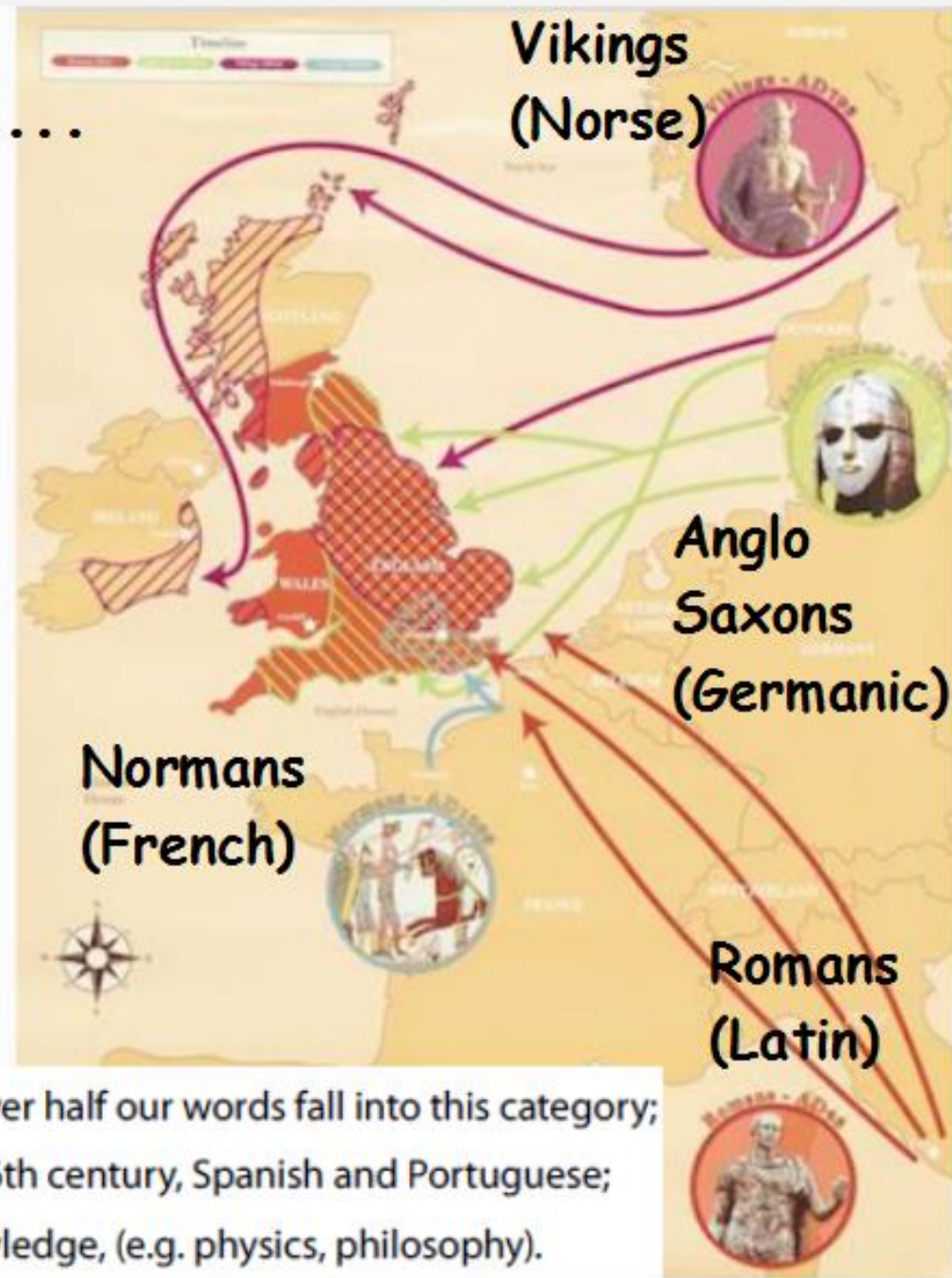
No wonder learning to spell in English is so tricky but it is not impossible!

## A quick bit of history....

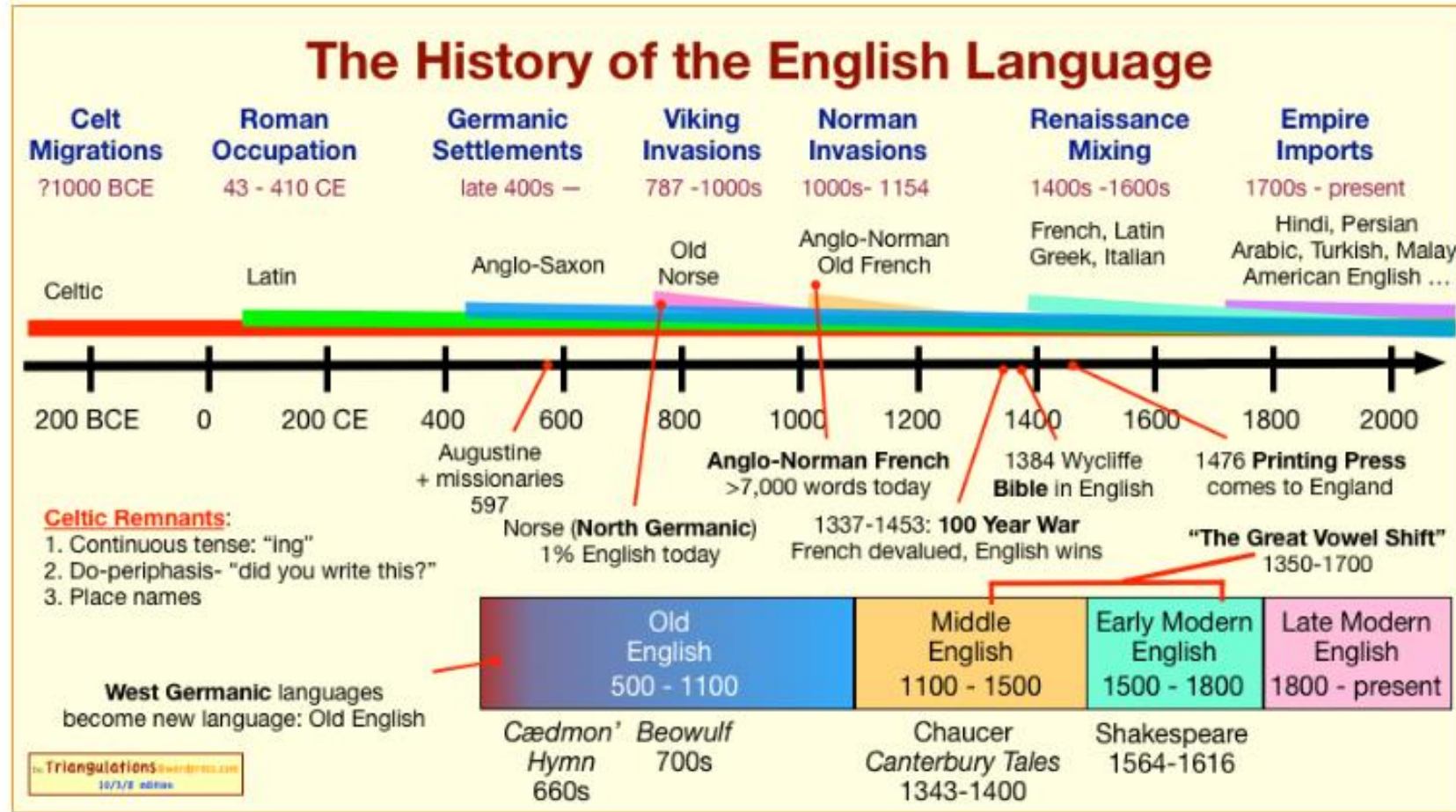
The reason for our weird and wonderful language comes from the many invaders and settlers to England.

The three main historical sources for our spelling patterns:

- Germanic – from the Anglo Saxons, over half our words fall into this category;
- Romance – Latin, French and, in the 16th century, Spanish and Portuguese;
- Greek – the language of areas of knowledge, (e.g. physics, philosophy).







- The English language has absorbed thousands of words from all over the world through trade and commerce.
- The implications of this may seem daunting, but 85% of the English spelling system is predictable.
- The key to creating confident spellers is teaching spelling systematically and explicitly and helping pupils recognise which strategies they can use to improve their own spelling.



# **SO WE NEED TO CONTINUE TO ENSURE THAT OUR TEACHING OF SPELLING CONTINUES TO INCLUDE FIVE MAIN COMPONENTS:**

- understanding the principles underpinning word construction (phonemic, morphemic and etymological);
- recognising how (and how far) these principles apply to each word, in order to learn to spell words;
- practising and assessing spelling;
- applying spelling strategies and proofreading;
- building pupils' self-images as spellers.

# WHAT SHOULD THE TEACHING OF SPELLING LOOK LIKE IN YOUR CLASSROOM?

- Spelling should be taught discreetly.
- Sessions should be fun, engaging and use a range of activities.
- Children need to be regularly reminded of previously-taught rules and patterns to store them in their long-term memories.
- Children will need opportunities to practice and apply spellings in class.
- Children's spellings must be marked regularly and children being reminded to return to edit and take these personal spellings home to practice.
- Spellings will need to be assessed. How and when may be dictated by your school.
- All children must continue to make progress. SEN?

# SPELLING ACTIVITIES

- **Perform contraction surgery**
- When children struggle to recognise where the apostrophe goes when spelling contracted words. Assuming they can probably spell "did", "would", "should", "could" and "not" correctly. Then get pupils to take part in contraction surgery and physically perform the role of the apostrophe.
- Take two words which can be contracted — "should not", for example — and write them on a strip of paper. Use scissors to cut out the letter to be omitted (in this case, the letter "o" in "not"). Next, use masking tape to connect "shouldn" to the separated "t". Finally, draw an apostrophe over the tape joining the two parts of the word together.
- They start to see what is happening.

# SPELLING ACTIVITY '*SHUN*

## (SPELLING ACTIVITIES NEED TO GET THE CHILDREN REASONING)

- physician
  - extension
  - collision
  - subtraction
  - magician
  - reaction
  - competition
  - transfusion
  - station
  - confusion
  - vacation
  - electrician
  - motion
- ▶ politician
  - ▶ infusion
  - ▶ fraction
  - ▶ corrosion
  - ▶ attention
  - ▶ explosion
  - ▶ direction
  - ▶ optician
  - ▶ education
  - ▶ exclusion
  - ▶ fiction
  - ▶ correction
  - ▶ decision
- ▶ Your first task is to sort these words into groups based on their suffix endings.
  - ▶ Now can you see if these words have anything in common?
  - ▶ Can you identify the roots of these words?
  - ▶ Can anything help you work out why each spelling is different?

# Addressing common misconceptions in class:

Which spelling is correct? Can you reason and explain why?

**dissappeared**

**disappeared**

**disapeared**

**dissappeared**

Addressing common misconceptions in your class:

Is is double s? and/or double p?

Which spelling is correct? Can you reason and explain why?

**dissappeared**

**disappeared**

**disapeared**

**dissappeared**

Addressing common misconceptions in your class:

Is is double s? and/or double p?

**dis**

prefix 'dis'  
never changes

**appear**

root word has double p  
because short vowel 'a'  
sound (could break up  
into 'app' and 'ear')

**ed**

suffix 'ed'  
always the  
same for past  
tense verbs.

## Top Ten ways to learn a spelling

1

Break it into sounds eg



2

Break it into syllables eg



3

Break it into root words and affixes eg



4

Use a mnemonic eg



**NECESSARY**

one collar  
two sleeves

5

Use your knowledge of word roots eg



**MUSIC  
MUSICAL  
MUSICIAN**

6

Use word families eg



**WOULD  
SHOULD  
COULD**

7

See words within words eg

a friend to the end  
a rat in separate



8

Use spelling rules eg



9

By sight - learn the shape of the word eg



Look, Cover, Remember, Write, Check

10

By movement - get used to writing the word with your finger, a pen, in the air.. eg



# CHILDREN WITH SEN

- An archived document now but still a useful diagnostic tool will have been used to assess needs in KS2.
- CLLD – stands for **communication, language and literacy development**

## CLLD Phonics at Key Stage 2

### Introduction

Some children at Key Stage 2 may be experiencing difficulty in reading and/or writing because they have missed or misunderstood a crucial phase of systematic phonics teaching.

In their day-to-day learning some children may:

- experience difficulties with blending for reading and segmenting for spelling
- show confusion with certain graphemes and related phonemes
- have difficulty segmenting longer words containing adjacent consonants
- demonstrate a general insecurity with long vowel phonemes. For example, children generally know the most common representation of a phoneme, for example /a/ as in train, but require more explanation and practice about the alternative spellings for any particular phoneme.

These materials are designed to guide teachers, and suitably trained teaching assistants (TAs), in supporting children who may have poorly developed phonic knowledge, skills and understanding. For some children, the missing piece of the jigsaw may be specific items of knowledge that require only a few weeks of short, focused sessions. However, other children may not have crucial concepts such as blending and segmenting in place. Some may have a combination of the two and will require a term or more of consolidation. It is crucial, therefore, that the children's current knowledge is accurately assessed and the gaps identified so that support can be precisely targeted.

In each unit there are a number of suggested activities for each stage of the teaching sequence. These are intended as examples: teachers and TAs will readily be able to supply alternatives, selecting and devising activities which are most appropriate to the needs of the children. These materials do not constitute a full programme, but are designed to be able to be adapted and used as necessary, based on the systematic phonics programme in use in the school and the identified needs of the children. The ultimate aim of these materials, as with all intervention strategies, is to help children to become fluent, confident readers and writers as soon as possible.

These materials are based on Letters and Sounds: Principles and Practice of High Quality Phonics (Ref: 00281-0007FUR-EN) which can be accessed online at [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies). However, the principles and the approach could be adapted to any high-quality systematic phonics programme.

### The process

#### Step 1

**Assess current knowledge from a bank of assessment materials (see Appendix 1)**

- Grapheme-phoneme correspondence
- Non-word reading task



Children with specific spelling difficulties:  
Spend time looking at a child's spelling errors and identifying key areas of learning needs.

lovly  
marvelous  
tomorrow  
realy  
journy  
wont  
seperate  
vegetation  
habbitat  
naturaly

adress  
could'nt  
lonly  
pennys  
sincerly  
brusht  
storys

Not all issues will be  
based in phonics.

# CONSIDERING SEN PROVISION:

TAs can deliver structured, evidence-based interventions to individuals or small groups and will need time to prepare and record teaching.

- If interventions do happen, ensure that they take place when there is no new learning in class otherwise these children will slip further behind.

Ensure intervention groups are reviewed-are the groups operating well? Is the intervention effective? Must be measurable.

- Clear and regular communication between CT and TA to ensure can support children in class and in their independent writing?

# WHERE TO LOOK FOR FURTHER SELF STUDY?

- CGP booklets aimed at the year 6 pupils.
- Moderation guidance released by the dfe for clarification.
- Glossary of terms published by the DFE -  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/244216/English\\_Glossary.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/244216/English_Glossary.pdf)