

# Spelling, Punctuation and Grammar

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Often referred to as SPaG!

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**S** – Spelling

**P** – Punctuation

**a** – and

**G** – Grammar

Grammar, punctuation and spelling are key areas in the teaching of English.

# The National Curriculum

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The National Curriculum for English (from September 2014) placed a greater emphasis on vocabulary development, grammar, punctuation and spelling.

Pupils are expected to recognise and use the grammatical terminology appropriate to their year group.

Year 6 pupils are tested on their SPAG knowledge as part of the national SATs tests.

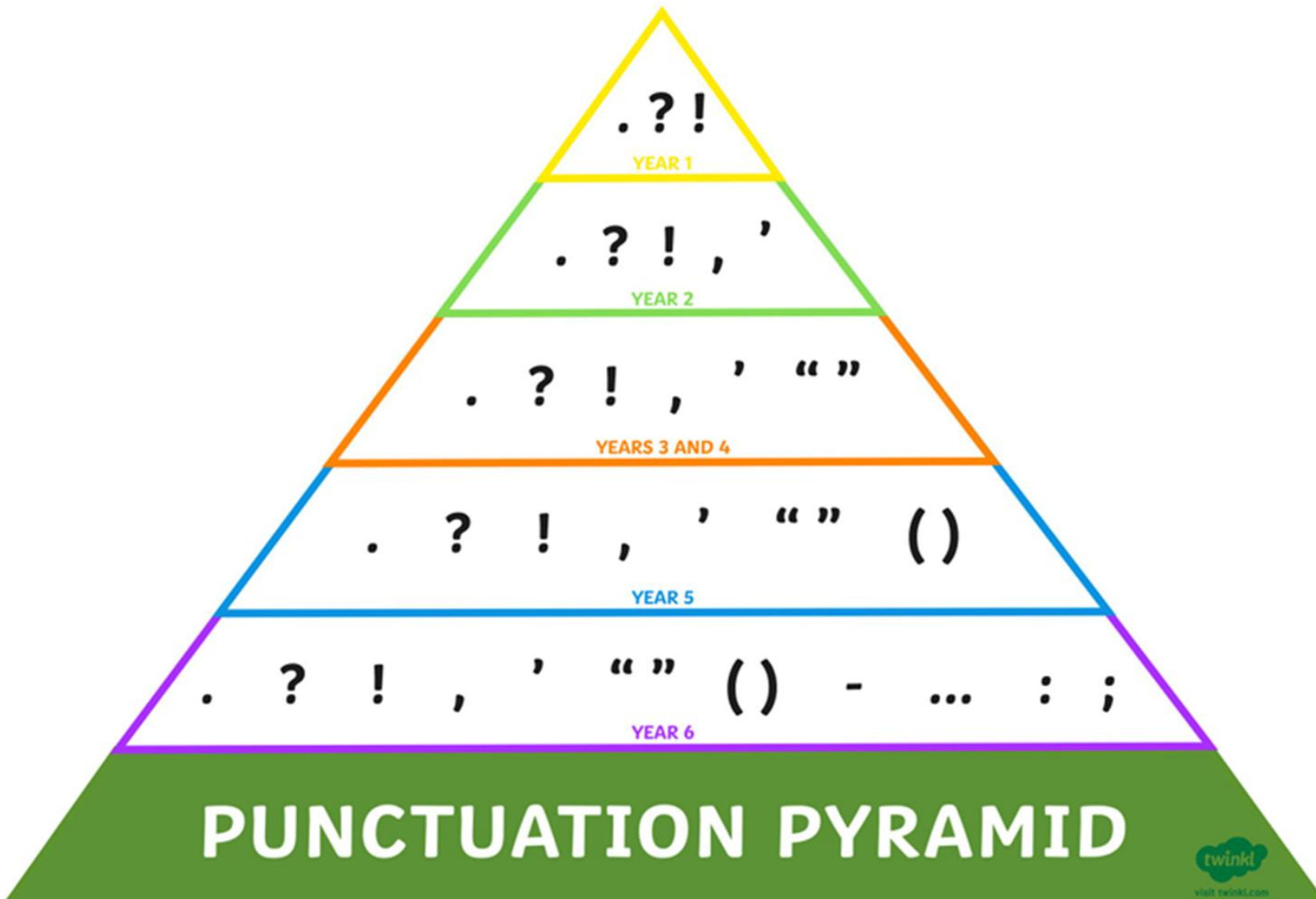
# SPAG test

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## Test Format in Year 6

The test is administered on paper with the spelling component administered orally by a test administrator. The total testing time is approximately 1 hour.

Component	Description of component	Timing
Component 1	Grammar, Punctuation and Vocabulary	45 mins
Component 2	Spelling	Around 15 mins (not strictly timed)



# Punctuation

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Children need to understand the purpose and use of each punctuation mark. By the end of year 6, children should be confidently selecting advanced punctuation for meaning.

# Punctuation test examples

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Circle the word in the passage that contains an **apostrophe** for **possession**.

It's five o'clock. Let's leave early and we'll be able to go to Emma's house first.

1 mark

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**2**

Put a **colon** in the correct place in the sentence.

I have three horses an elderly mare (called Ruby),  
and two younger horses, Lucas and Sylvie.

1 mark

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

Using public transport such as buses and trains can reduce  
pollution.

1 mark

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

Frank would like to go to Cornwall next summer he might also  
visit France in the spring.

1 mark

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Which sentence is punctuated correctly?

Tick **one**.

Our parents always say “work hard and do your best.”

Our parents always say, “work hard and do your best.”

Our parents always say, “Work hard and do your best.”

Our parents always say “Work hard and do your best.”

a) Insert a **comma** in the sentence below to make it clear that **only** Sally and Bob went to the cinema.

After they left Jon Sally and Bob went to the cinema.

1 mark

b) Insert **commas** in the sentence below to make it clear that **all** three children went to the cinema.

After they left Jon Sally and Bob went to the cinema.

1 mark

Year 1: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<p>Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p><b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the <b>prefix un–</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>]</p>
<b>Sentence</b>	<p>How <b>words</b> can combine to make <b>sentences</b></p> <p>Joining <b>words</b> and joining <b>clauses</b> using <i>and</i></p>
<b>Text</b>	Sequencing <b>sentences</b> to form short narratives
<b>Punctuation</b>	<p>Separation of <b>words</b> with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Capital letters for names and for the personal <b>pronoun I</b></p>
<b>Terminology for pupils</b>	<p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>

Grammar expectations in each year group.

Year 1

# Year 2

Year 2: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<p>Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness</i>, <i>-er</i> and by <b>compounding</b> [for example, <i>whiteboard</i>, <i>superman</i>]</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful</i>, <i>-less</i></p> <p>Use of the <b>suffixes</b> <i>-er</i>, <i>-est</i> and <i>-ly</i></p>
<b>Sentence</b>	<p><b>Subordination</b> (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and <b>co-ordination</b> (using <i>or</i>, <i>and</i>, <i>but</i>)</p> <p><b>Expanded noun phrases</b> [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>]</p> <p><b>sentence types</b> - <u>statement</u>, question, exclamation or command</p>
<b>Text</b>	<p>Consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</p> <p>Use of the <b>progressive form of verbs</b> in the <b>present</b> and <b>past tense</b> [for example, <i>she is drumming</i>, <i>he was shouting</i>]</p>
<b>Punctuation</b>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Commas to separate items in a list</p> <p><b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>
<b>Terminology for pupils</b>	<p>noun, noun phrase</p> <p>statement, question, exclamation, command, compound, suffix adjective, adverb, verb tense (past, present)</p> <p>apostrophe, comma</p>

### Year 3: Detail of content to be introduced (statutory requirement)

<b>Word</b>	Formation of <b>nouns</b> using a range of <b>prefixes</b> Use <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> <b>Word families</b> based on common words, [for example, <i>solve, solution, solver, dissolve, insoluble</i> ]
<b>Sentence</b>	Using <b>conjunctions</b> [for example, <i>when, before, after, while, so, because</i> ], <b>adverbs</b> [for example, <i>then, next, soon, therefore</i> ], or <b>prepositions</b> [for example, <i>before, after, during, in,</i> ]
<b>Text</b>	Introduction to paragraphs <u>as a way to group related material</u> Headings and sub-headings to aid presentation Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i> ]
<b>Punctuation</b>	Introduction to inverted commas to <b>punctuate</b> direct speech
<b>Terminology for pupils</b>	preposition, conjunction word family, prefix clause,   subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

# Year 3

# Year 4

Year 4: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	The difference between <b>plural</b> and <b>possessive –s</b> Standard English forms [for example, <i>we were</i> instead of <i>we <u>was</u></i> , or <i>I did</i> instead of <i>I done</i> ]
<b>Sentence</b>	Noun phrases expanded (e.g. <i>the teacher expanded <u>to</u>: the strict maths teacher with curly hair</i> ) <b>Fronted adverbials</b> [for example, <i><u>Later that day</u>, I heard the bad news.</i> ]
<b>Text</b>	Use of paragraphs to organise ideas around a theme Appropriate choice of <b>pronoun</b> or <b>noun</b> to avoid repetition
<b>Punctuation</b>	Use of inverted commas and other <b>punctuation</b> to indicate direct speech. <b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name</i> , <i>the girls' names</i> ] Use of commas after <b>fronted adverbials</b>
<b>Terminology for pupils</b>	determiner pronoun, possessive pronoun adverbial

# Year 5

Year 5: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, <i>-ate</i> ; <i>-ise</i> ; <i>-ify</i> ] <b>Verb prefixes</b> [for example, <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i> ]
<b>Sentence</b>	<b>Relative clauses</b> beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , <u>Indicating</u> degrees of possibility using <b>adverbs</b> [for example, <i>perhaps</i> , <i>surely</i> ] or <b>modal verbs</b> [for example, <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i> ]
<b>Text</b>	Devices to build <b>cohesion</b> within a paragraph [for example, <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i> ] Linking ideas across paragraphs using <b>adverbials</b> of time, place and number or tense choices
<b>Punctuation</b>	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
<b>Terminology for pupils</b>	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

# Year 6

Year 6: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	The difference between informal and formal speech and writing Synonyms and antonyms
<b>Sentence</b>	Use of the <b>passive</b> to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i><u>The</u> window in the greenhouse was broken (by me)</i> ].  The difference between structures typical of informal speech and formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't <u>he?</u></i> or the use of <b>subjunctive</b> forms such as <i>If <u>I were</u></i> or <i><u>Were they</u> to come</i> in some very formal writing and speech]
<b>Text</b>	Linking ideas across paragraphs using <b>cohesive devices</b> : repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand</i> , <i>in contrast</i> , or <i>as a consequence</i> ], and <b>ellipsis</b>  Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
<b>Punctuation</b>	Use of the semi-colon, colon and dash to mark the boundary between <b>independent clauses</b> [for example, <i><u>It's</u> raining; I'm fed up</i> ]  Use of the colon to introduce a list and use of semi-colons within lists  <b>Punctuation</b> of bullet points to list information  How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i> ]
<b>Terminology for pupils</b>	subject, object active, passive synonym, antonym  ellipsis, hyphen, colon, semi-colon, bullet points

# Word classes

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The small white dog jumped quickly over the rusty fence.

# Noun

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The small white **dog** jumped quickly over the rusty **fence**.

# Adjective

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The small white dog jumped quickly over the rusty fence.

# Verb

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The small white **dog** **jumped** quickly over the rusty **fence**.

# Adverb

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The small white dog jumped quickly over the rusty fence.

# Preposition

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The small white dog jumped quickly over the rusty fence.

# Determiner

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The small white dog jumped quickly over the rusty fence.

# What are determiners?

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Discussion of function is the key to confidence with the naming of parts

1. I saw **his** dog eat **six** sandwiches.
2. I saw **your** dog eat **several** sandwiches.
3. **That** dog ate **those** sandwiches.
4. **Some** dogs like eating a **few** sandwiches.
5. I like **this** dog better than **that** one.

Identify the word types in this sentence

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The girl kicked the ball confidently into the back of the net.

# Identify the word types in this sentence

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The girl kicked the ball confidently into the back of the net.

determiner

adverb

noun

preposition

verb

# Conjunctions

<b>COORDINATING CONJUNCTIONS</b>						
<b>for</b>	<b>and</b>	<b>nor</b>	<b>but</b>	<b>or</b>	<b>yet</b>	<b>so</b>
<b>F</b>	<b>A</b>	<b>N</b>	<b>B</b>	<b>O</b>	<b>Y</b>	<b>S</b>

It was raining outside...

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# SUBORDINATING CONJUNCTIONS

after  
although  
as  
as if  
as long as  
as much as  
as soon as  
as though

because  
before  
even if  
even though  
how  
if  
in as much as  
in order that

lest  
now that  
provided  
since  
so that  
than  
that  
though

till  
unless  
until  
when  
whenever  
where  
wherever  
while

# I was enjoying my lunch...

---

because...

as...

although...

before...

despite...

after...

# Fronted Adverbials

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Tell you how, when or where something happens.

They are 'fronted' if they go at the front of the sentence.

**Cautiously**, he crept into the cave.

**On the other side of the river**, she could see a strange bird which appeared to be staring at her.

**As the early morning sun made its way between the curtains**, she finally fell asleep.

# Modal Verbs

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Should

Could

Might

Will

May

Must

# Sentence Types

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Statements = I like cake.

Commands= Get me some cake.

Questions= Do you like cake?

Exclamations= What a yummy cake!

# Active and Passive

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The **dog** chewed the **bone**.

The **bone** was chewed **by** the **dog**.

Bert ate a banana.

# Grammar test examples

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

He walked through the doorway and sat behind the desk.

1 mark

Circle the **conjunction** in each sentence below.

The children had not read the book, yet they knew the story off by heart.

Keep your hat on until the rain has stopped.

1 mark

Rearrange the words in the statement below to make it a **question**.  
Use only the given words.  
Remember to punctuate your sentence correctly.

Statement: They are listening to music.

Question: \_\_\_\_\_

1 mark

Tick the option which shows how the underlined words in the sentence below are used.

The insect-eating Venus flytrap is a carnivorous plant.

Tick **one**.

as a main clause

as a fronted adverbial

as a subordinate clause

as a noun phrase

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1 mark

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.		

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1 mark

a) Write an explanation of the word **antonym**.

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1 mark

b) Write one word that is an **antonym** of fierce.

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1 mark

# How are we supporting pupils

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Grammar objectives for each week for each year group

Weekly objectives taught separately

Grammar embedded into the writing process

Phonics assessment in year 3 and interventions

Termly assessments for SPaG

# How can you help?

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Practise spellings with your child (definitions too)

Encourage children to use standard English in speech and writing

Encourage correct punctuation and grammar

Read

# Useful websites

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The National Curriculum Grammar Appendix

[https://assets.publishing.service.gov.uk/media/5a7d913aed915d3fb959486f/English\\_Appendix\\_2 - Vocabulary grammar and punctuation.pdf](https://assets.publishing.service.gov.uk/media/5a7d913aed915d3fb959486f/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)

BBC bitesize KS2 English

<https://www.bbc.co.uk/bitesize/subjects/zv48q6f>

Oak National Academy

<https://www.thenational.academy/teachers/programmes/english-primary-ks2/units?category=grammar>

Topmarks.co.uk/English games

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

Crickweb.co.uk/ks2literacy

<http://www.crickweb.co.uk/ks2literacy.html>