



SPAG

## Spelling, Punctuation and Grammar in Year One and Year Two

### By the end of Year 1 most children should know...

- How words can combine to make **sentences**;
- How to join **words** and **clauses** using and ;
- How to sequence **sentences** to form short narratives;
- How to separate **words** with spaces;
- How to use capital letters, full stops, question marks and exclamation marks to demarcate **sentences**.
- How to use capital letters for names and for the personal **pronoun I**
- What **nouns, verbs** and **adjectives** are.

**Words for pupils:** letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.

### By the end of Year 2 most children should understand...

- What **nouns, verbs, adjectives** and **adverbs** are.
- **Subordination** – using...when, if, that, because,.
- **Coordination** – using...or, and , but;
- How to expand **noun phrases** for description and specification; (e.g. the blue butterfly, plain flour, the man in The Moon. )
- How the grammatical patterns in a sentence indicate its function as a **statement, question, exclamation** or **command**.
- How to make the correct choice of **present tense** and **past tense**.
- The use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress; (e.g. she is drumming; he was shouting. )
- The use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**. Commas to separate items in a list;
- The use of apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. (e.g. don't or the girl's name)

**Words for pupils:** noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present)

| Term                             | Definition  | Example  |
|----------------------------------|---|--|
| <b>Sentence</b><br><i>Year 1</i> | A group of words that are put together to mean something- must include a verb             | The sky is blue.<br>Today is Tuesday.<br>Her dressed looked beautiful. |
| <b>Singular</b><br><i>Year 1</i> | Singular forms refer to one thing (noun).   | Cat, church, child or tooth  |
| <b>Plural</b><br><i>Year 1</i>   | Plural forms refer to more than one noun.<br>Plural usually marked by addition of - s, es | Cats, churches, children,<br>teeth, sheep                              |

|                                |  |  |
|--------------------------------|--|--|
|                                | Some nouns are mass nouns and do not change in the plural.   |  |
| <b>Pronoun</b><br>Year 1       | A word in place of a noun. Used to avoid repetition.   | They were on the bus.<br>He sat down quietly.  |
| <b>Suffix</b><br>Year 1 and 2  | A group of letters added to the end of a word to change its grammatical use.   | Call- called<br>Teach- teacher<br>Green- greenish  |
| <b>Prefix</b><br>Year 1        | A group of letters added to the beginning of a word to change its grammatical use.   | Dismiss, Untidy, Inedible  |
| <b>Adverb</b><br>Year 2        | Adverbs give extra meaning to a verb, an adjective or a whole sentence.  | I really enjoyed the party.<br>(adverb + verb)<br>He walked slowly. (verb + adverb)                              |
| <b>Conjunction</b><br>Year 2   | A word that connects together words, sentences, phrases, or clauses. It is sometimes called a connective. <ul style="list-style-type: none"> <li>• <b>Subordination</b> – using...when, if, that, because</li> <li>• <b>Coordination</b> – using...or, and, but</li> </ul> | We went to the park because we like to play on the swings.   |
| <b>Imperative</b><br>Year 2    | To express the action of a subject.  | She sat quietly on the chair.<br>Next, slowly turn the tap.  |
| <b>Present tense</b><br>Year 2 | Writing which expresses events happening now.  | Sarah is skipping and singing a song.  |
| <b>Past tense</b><br>Year 2    | Writing which expresses events that have already occurred.   | Sarah skipped and sang a song.   |
| <b>Noun</b><br>Year 2          | Name of a person, place or thing.<br>There are 4 types of noun:<br>Common – table, cat<br>Proper – John, England<br>Collective – pride, gaggle, flock<br>Abstract – love, bravery  | The cat sat on the table.<br>John lives in England.<br>Lions live together in a pride.<br>Can you feel the love? |
| <b>Adjective</b><br>Year 2     | A word that describes a noun.  | The dog was enormous and very fierce.  |
| <b>Verb</b><br>Year 2          | An action or doing word.<br>Some verbs are irregular –<br>see – saw / seen<br>catch - caught   | She waited patiently.<br>She has been waiting.<br>She ran.   |

### Phonics terminology

| Term          | Definition  |
|---------------|---|
| Digraph       | Two letters making one sound e.g. sh or th                                |
| Split Digraph | Two letter, split, making one sound e.g. a-e in make                      |
| Grapheme      | A letter or a group of letters representing one sound. e.g. 'sh' or 'ear' |
| Phoneme       | Phoneme is another word for sound   |

### Punctuation

|   |
|---|
| Separation of words with spaces   |
| Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences                          |
| Capital letters for names and for the personal pronoun /  |
| Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences                                   |
| Commas to separate items in a list  |
| Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] |