

# SPaG

<b>Station 1: Capital Letters</b>	<p>Use a capital letter at the start of every sentence and at the start of a proper noun (name).</p> <p>e.g. During Liam's first visit to Paris in April, he went on a sightseeing tour to the Eiffel Tower.</p>	
<b>Station 2: Full Stops</b>	<p>Use a full stop at the end of every command or statement sentence.</p> <p>e.g. She laughed at the funny clown. Go and brush your teeth.</p>	
<b>Station 3: Exclamation Marks</b>	<p>Use an exclamation mark for an exclamation sentence beginning with 'how' or 'what';</p> <p>e.g. What a fantastic friend you are! How exciting!</p> <p>Use an exclamation mark to show a shout of surprise, anger or excitement.</p> <p>e.g. Stop it now! Oops! Gosh!</p>	
<b>Station 4: Question Marks</b>	<p>Use a question mark at the end of every question sentence.</p> <p>e.g. Would you likes some juice? How does a tadpole become a frog? Where have you been today?</p>	
<b>Station 5: Apostrophes for Contractions</b>	<p>Use apostrophes in contracted words in informal writing.</p> <p>e.g. I've never been so terrified. You shouldn't do that, you know?</p>	
<b>Station 6: Commas in Lists</b>	<p>Use commas to separate items in a list.</p> <p>e.g. They were all packed for their summer holiday with clothes, hats, sun cream, sandals and beach towels in their suitcase.</p>	

<b>Station 7: Inverted Commas</b>	<p>Use inverted commas to punctuate direct speech correctly.</p> <p>e.g. "Get out your pencils," ordered the teacher, "it's time for our spelling test."</p> <p>The Queen exclaimed, "Off with his head!"</p>	
<b>Station 8: Apostrophes for Possession</b>	<p>Use apostrophes to show when something belongs to someone.</p> <p>(Singular possession)</p> <p>e.g. Sally's shoes were in the hallway.</p> <p>(Plural possession)</p> <p>e.g. The boys' rucksacks were still on the coach.</p>	
<b>Station 9: Commas to Mark Clauses</b>	<p>Use commas to mark fronted adverbials, subordinate clauses and relative clauses.</p> <p>e.g. Before it started to rain again, Ben washed the car.</p> <p>Helsinki, which is Finland's capital city, is a popular tourist destination.</p> <p>Gasping for breath, the athlete crossed the finishing line.</p>	
<b>Station 10: Parenthesis</b>	<p>Use commas, brackets or dashes to mark parenthesis (additional extra information).</p> <p>e.g. My sister (the nicest person in history) gave me a surprise birthday present.</p> <p>The Leaning Tower of Pisa, located in Italy, is one of the most photographed buildings in the World.</p> <p>Most mammals - but not all of them - give birth to live young.</p>	
<b>Station 11: Dashes</b>	<p>Use dashes to emphasise the end of a sentence.</p> <p>e.g. It felt like forever - the longest day in history.</p>	



<b>Station 12: Semi-Colons</b>	<p>Use semi-colons to separate two independent clauses (where a co-ordinating conjunction could have been used).</p> <p>e.g. Jack's eyes slowly opened; there was no one to be seen.</p>	
<b>Station 13: Colons</b>	<p>Use colons to separate two independent clauses (where the second clause illustrates or explains the first clause).</p> <p>e.g. They all knew her secret: she was obsessed with books.</p>	
<b>Station 14: Hyphens</b>	<p>Use hyphens to create hyphenated words and compound adjectives.</p> <p>e.g. anti-climax, a real eye-opener, twenty-four people, open-minded</p>	

<b>Station 1: Nouns</b>	<p>Know that nouns are the names of people, places, objects or animals.</p> <p>There are different types of noun:</p> <p><b>Common Nouns</b> e.g. cat, table, hosepipe, dentist</p> <p><b>Proper Nouns</b> e.g. Norman, Sheffield, Unicef</p> <p><b>Abstract Nouns</b> e.g. bravery, love, fear</p> <p><b>Collective Nouns</b> e.g. <b>herd</b> of elephants, <b>crew</b> of the ship, flock of seagulls</p>	
<b>Station 2: Verbs</b>	<p>Know that verbs are 'doing' words - they show an action.</p> <p>e.g. Max <b>kicked</b> the ball.</p> <p>The tiger <b>was</b> fierce.</p> <p>I <b>am</b> polite and helpful.</p>	

### Station 3: Adjectives

Know that adjectives describe nouns.

**They can come before nouns...**

e.g. The **colourful** parrot squawked.

The **strong** wind blew the trees.

**They can come after verbs...**

e.g. The cake looked **delicious**.

The painting was **priceless**.

### Station 4: Adverbs

Know that adverbs describe how, where, when or how often.

**They can modify verbs...**

e.g. The lion growled **fiercely**.

It **often** snows in the winter.

**They can modify adjectives...**

e.g. The sun is **extremely** bright.

Our neighbours are **quite** noisy.

**They can modify other adverbs...**

e.g. Our teacher is **almost** always strict.

The kitten purred **very** softly.

### Station 5: Prepositions

Know that prepositions are used with nouns (or pronouns) to show position, movement or time.

**They can show position...**

e.g. The troll was **under** the bridge.

The bakery is **between** the library and the newsagent.

**They can show movement...**

e.g. Jasmine swam **towards** the wall.

The frog dived **onto** the lily pad.

**They can show time...**

e.g. **Later** that night, she woke up.

I'm playing outside **after** dinner.



### Station 6: Conjunctions

Know that conjunctions are linking words.

**They can be co-ordinating conjunctions (FANBOYS)...**

for and nor  
but or yet  
so

e.g. The children were hot so they bought an ice-lolly.

**They can be subordinating conjunctions...**

after while unless though because  
if although since that before  
whether once when as until  
even though whenever

e.g. The football team sadly lost the game since most of their players were injured.

### Station 7: Determiners

Know that determiners come before a noun or noun phrase to introduce the noun and give the reader important information about it.

**They can be specific determiners...**

e.g. **The** Queen lives in Buckingham Palace.

We put on **our** wellies.

**They can be general determiners...**

e.g. **A** hot dog costs **two** pounds.

I would like **an** egg to make **an** omelette.

## Station 8: Pronouns

Know that pronouns replace a noun that has been previously introduced.

There are different types of pronoun:

### Personal Pronouns

**I you he she it we you they**

e.g. We saw the boy. He was smiling.

### Possessive Pronouns

**mine yours his hers its  
ours theirs**

e.g. This pencil is mine. Where is yours?

### Relative Pronouns

**which who that whom whose**

e.g. The car that was parked outside was on double yellow lines.

## Station 9: Modal Verbs

Know that modal verbs are used to show the level of possibility, indicate ability, show obligation and give permission.

**will would may might  
must ought shall should  
can could**

e.g. It might rain tomorrow.

I can play the piano.

You must go and see the head teacher.

You can't go out because you haven't finished your homework.

## Station 10: Synonyms and Antonyms

**Know that synonyms are words that mean the same.**

sad → heartbroken, glum, upset, melancholy, distraught.

ran → sprinted, sped, dashed, shot, bolted, galloped

**Know that antonyms are words that mean the opposite.**

delicious → vile, unappetising, unpleasant

whispered → shouted, yelled, bellowed

## Station 1: Plurals

**Use these rules to spell plural nouns:**

For most nouns → just add an 's';

e.g. dog → dogs chair → chairs

**If the noun ends in a consonant**

**+ y → change 'y' to 'i' and add 'es';**

e.g. baby → babies lady → ladies

**If the noun ends in a vowel + y → just add an 's';**

e.g. day → days toy → toys

**If the noun ends in ch, sh, z, s, or x → add 'es';**

e.g. tax → taxes church → churches

**If the noun ends in f or fe → change 'f' to 'v' and add 'es';**

e.g. loaf → loaves thief → thieves

**Some nouns have irregular plurals:**

children mice geese  
teeth feet sheep men women



<p><b>Station 2: Word Endings</b> <b>Adding '-ed', '-ing' and '-er'</b></p>	<p>Use <b>'-ed', '-ing' and '-er'</b> to change verbs.</p> <p>For most verbs → <b>just add the word ending</b> e.g. jump → jumped, jumping and jumper</p> <p>If the verb ends in a <b>'e'</b> → <b>drop the 'e'</b> e.g. hike → hiked, hiking and hiker</p> <p>If the verb has <b>one syllable and ends in a consonant</b> → <b>double the last consonant</b> e.g. skip → skipping, skipped, skipper</p> <p>If you're adding <b>'-ed' or '-est'</b> and the verb ends in a <b>'y'</b> → <b>change the 'y' to 'i'</b> e.g. dry → dried, driest but drying</p>	
<p><b>Station 3: Prefixes</b> <b>Adding 'un-'</b></p>	<p>Use the prefix <b>'un-'</b> before a root word to create words with the opposite meaning.</p> <p>e.g. un + fair → unfair un + happy → unhappy un + kind → unkind</p>	
<p><b>Station 4: Compound Words</b></p>	<p>Make compound words, which are made up of two separate, easier words. The two words joined together make a new word with a new meaning.</p> <p>e.g. arm + chair → armchair foot + ball → football book + case → bookcase</p>	
<p><b>Station 5: Suffixes</b> <b>Adding '-ful' and '-less'</b></p>	<p>Use the suffixes <b>'-ful' or '-less'</b> at the end of a noun root word to make an adjective.</p> <p>hope + less → hopeless fear + less → fearless colour + ful → colourful</p> <p>When adding <b>-ly</b>, if the root word ends in a <b>"y"</b> then replace it with an <b>"i"</b>: beauty + ful → beautiful</p>	



### Station 6: Suffixes Adding '-ly'

**Use the suffixes '-ly' at the end of an adjective root word to make an adverb.**

loud + ly → loudly

polite + ly → politely

When adding -ly, if the root word ends in a 'y', then replace it with a 'i':

happy + ly → happily

When adding -ly, if the root word ends in an 'e', then remove it:

terrible + ly → terribly

### Station 7: Homophones

**Be careful with homophone words (and near homophones), which are words that sound the same but have a different spelling and meaning.**

Commonly-confused homophones include:

there/their/they're

to/too/two

accept/except

here/hear

missed/mist

weather/whether

### Station 8: Word Families

**Use word families to help you to build spellings from the same root word.**

e.g. Here is the word family for the root word 'sign':



**Station 9: Suffixes**  
Adding '-ise', '-ify' or '-ate'

**Use the suffixes '-ise', '-ify' or '-ate' at the end of a noun or adjective root word to make a verb.**

The usual spelling rules apply:

- If the root word ends in 'y', then change it to an 'i'.
- If the root word ends in an 'e', then remove it.

advert + ise → advertise

glory + ify → glorify

active + ate → activate

**Station 10: Verb Prefixes**

**Use other verb prefixes in your spelling.**

The prefix 're-' refers to the act of doing something again, e.g. re + visit → revisit

The prefix 'dis-' has a reverse/ negative effect on the root, e.g. dis + allow → disallow

The prefix 'de-' means to remove or do the opposite, e.g. de + code → decode

The prefix 'mis-' means wrongly or badly, e.g. mis + behave → misbehave

The prefix 'over-' means too much of something, e.g. over + use → overuse



<p><b>Station 1: Simple Past and Present Tense</b></p>	<p>Use present tense to talk about events that are happening now.</p> <p>The verb usually either remains the same, has an added 's' or 'es' or has 'ing' added.</p> <p>e.g. I <b>love</b> to <b>play</b> football.</p> <p>Lucy <b>wakes</b> up and <b>plays</b> with her dolls.</p> <p>Jimmy is <b>playing</b> with his friend Max.</p> <p>Use past tense to talk about events that have already happened.</p> <p>The verb usually ends in 'ed' but be careful because some past tense verbs are irregular.</p> <p>e.g. Jinnie <b>skipped</b> and <b>laughed</b>.</p> <p>Muzkhan <b>ran</b> and <b>swam</b> during the race.</p>	
<p><b>Station 2: Present Perfect Tense</b></p>	<p>Use present perfect tense for event that began in the past but are still happening now.</p> <p>Use has/have + the past participle.</p> <p>e.g. They <b>have made</b> a chocolate cake.</p> <p>The rocket <b>has launched</b> into space.</p>	
<p><b>Station 3: Past Perfect Tense</b></p>	<p>Use past perfect tense for events that occurred before another action in the past.</p> <p>Use had + the past participle.</p> <p>e.g. The snarling beast <b>had escaped</b> from the cave.</p> <p><b>After he had eaten</b> his dinner, he <b>washed</b> the pots.</p>	
<p><b>Station 4: Present Continuous (Progressive) Tense</b></p>	<p>Use the present continuous tense for events that are happening right now in the present moment.</p> <p>Use is/am/are + present participle.</p> <p>e.g. David Attenborough <b>is exploring</b> the rainforest.</p> <p><b>I am recording</b> a video.</p>	

**Station 5: Past Continuous (Progressive) Tense**

Use the past continuous tense for events that were happening in the past for a certain length of time.

Use **was/were + present participle**.

e.g. She **was weeping** at the tragic film.

The parents **were watching** the sports day events.

**Station 1: Subject/Verb Agreement**

Make sure you are using the correct verb form for the subject you are using.

If you have a singular subject, use a singular form of the verb.

e.g. Hamza **was**/were climbing the tree.

If you have a plural subject, use a plural form of the verb.

e.g. The sunflowers **has**/**have** grown so tall.

**Station 2: Formal & Informal Language**

Think about the type of writing you are doing. Does it need a formal or an informal tone?

Use formal language and grammar where appropriate:

e.g. Within a letter of protest...

Surely it is obvious that this situation is unacceptable.

Use informal language and grammar where appropriate:

e.g. Within a personal diary entry...

Oh no...how embarrassing! I made myself look like a complete numpty!



### Station 3: Using Standard English

**Always use the correct spelling, grammar and punctuation of Standard English in your writing. Avoid the use of local dialect.**

Don't make these common mistakes:

- I should of left earlier. → I should have left earlier.
- I ain't had no breakfast. → I haven't had any breakfast.
- Carrie don't have nothing. → Carrie doesn't have anything.
- They're the team what won the cup. → They're the team that won the cup.
- Can I lend a pencil? Can I borrow a pencil?

### Station 1: Expanded Noun Phrases

**Use expanded noun phrases to describe the nouns in your sentences.**

e.g. ...a dark, blustery afternoon...  
...the slight, black-coated figure...  
...thick layers of cavernous snow...

### Station 2: Main Clauses

**Use main (independent) clauses to express one idea. They must have a subject and a verb.**

e.g. We ate pizza for dinner.  
Queen Victoria wore black.  
Mrs Drew was very strict.

### Station 3: Subordinate Clauses

**Use subordinate clauses that begin with a subordinating conjunction to create complex sentences.**

**They can go after main clauses:**

e.g. Gary missed the penalty kick as he **slipped in the mud**.

**They can go before main clauses (with an added comma):**

e.g. **As he slipped in the mud**, Gary missed the penalty kick.

#### Station 4: Relative Clauses

Use relative clauses to add additional information about a previously-mentioned noun. They must begin with relative pronouns: who, which, that, whom or whose.

e.g. Spaghetti Bolognese, **which is my favourite meal**, originally comes from Italy.

The lion **that had escaped from the zoo**, needed to be captured quickly.

David Beckham, **who was a famous footballer**, works as a Unicef ambassador.

#### Station 5: Adverbial Phrase

Use adverbial phrases to explain how, where or when something happened. They add more detail to the verb in a sentence.

e.g. ...as soon as they arrived...

...back at the house...

**When they are used at the beginning of a sentence, we often call them fronted adverbials, e.g.**

After a successful career,

With ribbons in her hair,

#### Station 6: Prepositional Phrase

Use prepositional phrases to explain how, where or when something happened. They begin with a preposition and end with a noun or noun phrase.

e.g. under the ocean

near the tree

below the clouds

amongst the daisies



<p><b>Station 1: Statements</b></p>	<p><b>Use statement sentences that tell people something.</b></p> <p><b>They must end with a full stop.</b></p> <p>e.g. Rainbows are made up of seven different colours.</p> <p>They come out when there is rain and sunshine.</p> <p>Some people believe they have a pot of gold at the end.</p>	
<p><b>Station 2: Questions</b></p>	<p><b>Use question sentences that ask people something.</b></p> <p><b>They usually end with a question mark.</b></p> <p>e.g. What would you like for dinner?</p> <p>Do you prefer vanilla or strawberry ice cream?</p> <p>Where do you go to school?</p>	
<p><b>Station 3: Commands</b></p>	<p><b>Use command sentences to tell someone to do something.</b></p> <p><b>They often sound urgent, angry and bossy.</b></p> <p>e.g. Go and tidy your room.</p> <p>Stop that.</p> <p>Phone an ambulance.</p>	
<p><b>Station 4: Exclamations</b></p>	<p><b>Use exclamation sentences to show someone is surprised.</b></p> <p><b>They always start with 'How' or 'What' and must contain a noun and a verb. They usually end with an exclamation mark.</b></p> <p>e.g. What big teeth you have!</p> <p>How surprised I am!</p>	

<p><b>Station 6: Active and Passive</b></p>	<p><b>Use a combination of active and passive sentences in your writing.</b></p> <p><b>In active sentences, the subject of the sentence is performing the verb.</b></p> <p>e.g. The children painted the shed.</p> <p><b>In passive sentences, the subject receives the action, i.e. (subject + was/were + past participle).</b></p> <p>e.g. The shed was painted by the children.</p>	
<p><b>Station 7: Sentences in the Subjunctive Form</b></p>	<p><b>Use sentences with a subjunctive verb form to show an imagined, wished for or impossible scenario.</b></p> <p><b>In the subjunctive, use the verb forms 'I were' and 'they be'.</b></p> <p>e.g. If I were Prime Minister, I would ban school uniform.</p> <p>It is essential that they be told immediately.</p>	