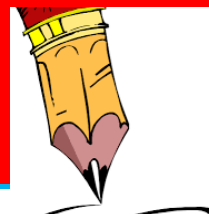


**SPELLING, PUNCTUATION AND  
GRAMMAR GLOSSARY (SPaG or GaPS)**

**(Sept 2022)**

Building  
on  
Foundation 2

# Year 1



FOCUS/VOCAB	DEFINITION	EXAMPLES
<b>WORD STRUCTURE</b>		
<b>adjective</b>	Used to describe (a single characteristic)	Before the Noun: The <u>tall</u> giraffe. After the verb: She played a <u>great</u> game.
<b>noun</b>	Sometimes called 'naming words' because they identify: things, people and places.	Our <u>dog</u> is silly. My big <u>brother</u> is sad.
<b>proper noun</b>	Names given to places and people. Always spelt with a capital letter to start.	We went to <u>London</u> . <u>John</u> was fed up.
<b>verb</b>	Sometimes called 'action' words because many name an action that someone does or has happened to a noun.	He <u>lives</u> in Heswall. Can you <u>jump</u> ? My cat <u>is</u> very good. <u>Watch</u> them <u>dance</u> .
<b>SENTENCE STRUCTURE</b>		
<b>sentence</b>	How words can combine to make sentences.	Do the verb and noun agree? <u>I am, I was, We were, we are.</u>
<b>conjunctions (co-ordinating)</b>	Words can be used to join clauses and sentences. Link words or phrases are co-ordinated if they are linked as an equal pair using: 'and', 'or', but'	My jumper is red and blue. They talked loudly <u>and</u> sat still.
<b>TEXT STRUCTURE</b>		
<b>texts</b>	Sequence sentences to form short narratives, reports, recounts, etc	<i>I walked to the dark woods. In the quiet woods I saw a large tree. At the top of the huge tree with .... and ...</i>
<b>PUNCTUATION</b>		
<b>finger spaces</b>	A clear and equal space between each word.	Finger ___ spaces.
<b>capital letter</b>	Capital letter to start every sentence.	<u>T</u> he pencil is red.
	For names and some personal pronouns (I).	<u>I</u> am called <u>J</u> im.
<b>full stop</b>	Demarcates the end of a sentence (statement or command).	I can walk for miles_.
<b>question mark</b>	To demarcate a question.	What have you done?
<b>exclamation mark</b>	To demarcate an exclamation sentence or in direct speech to identify surprise.	What big teeth you have, Grandma! "Ouch!", I cried.

# Synthetic Phonics

Leading  
to Y2  
spelling

FOCUS/VOCAB	DEFINITION	EXAMPLES
<b>synthetic phonics</b>	Children are taught to read letters or groups of letters by saying the sound(s) they represent—so, they are taught that the letter 'l' sounds like 'llll' when we say it. Children can then start to read words by (synthesising) the sounds together.	
<b>phoneme</b>	It is the smallest unit of sound. There are around 44 phonemes in English (depending upon accents).	<u>t</u> is different from <u>c</u> to identify the difference between <u>tap</u> and <u>cap</u>
<b>grapheme</b>	A letter, or combination of letters, that corresponds to a single <b>phoneme</b> .	The grapheme <u>t</u> in the words <u>ten</u> , <u>bet</u> and <u>ate</u> corresponds to the phoneme <u>t</u> . The grapheme <u>ph</u> in the word <u>dolphin</u> corresponds to the phoneme <u>f</u> .
<b>grapheme-phoneme correspondence (GPC)</b>	The links between letters or combinations of letters (graphemes) and the speech sounds (phonemes) that they represent.	The phoneme <u>s</u> in the word <u>see</u> <u>But</u> It corresponds to the phoneme <u>z</u> in the word <u>easy</u> .
<b>digraph</b>	A grapheme where two letters represent one phoneme.	<u>ea</u> in <u>teach</u> <u>sh</u> in <u>shed</u>
<b>split vowel digraph</b>	A grapheme where two letters (not adjacent) represent one phoneme.	<u>Li</u> <u>ne</u> (long vowel sound i) <u>a</u> <u>t</u> <u>e</u> <u>h</u> <u>o</u> <u>p</u> <u>e</u>
<b>trigraph</b>	A grapheme where three letters represent one phoneme.	<u>h</u> <u>i</u> <u>g</u> <u>h</u> , <u>p</u> <u>u</u> <u>r</u> <u>e</u> , <u>p</u> <u>a</u> <u>t</u> <u>c</u> <u>h</u> , <u>h</u> <u>e</u> <u>d</u> <u>g</u> <u>e</u> .
<b>vowel</b>	A speech sound produced without closure of the vocal tract.	a e i o u
<b>consonant</b>	A speech sound produced by closing or obstructing the vocal tract.	21 letters excluding the vowels
<b>syllables</b>	It sounds like a beat in a word. They have at least one <b>vowel</b> and possibly one or more <b>consonants</b> .	cat—one syllable fairy—two syllables hippopotamus —five syllables.
<b>word</b>	It is a unit of grammar and can be moved around but not easily split. Separated by finger spaces.	go cat            terrible

Plus  
content  
from Y1

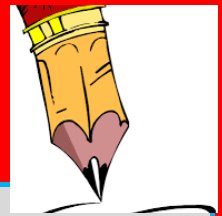
# Year 2



FOCUS/VOCAB	DEFINITION	EXAMPLES
<b>WORD STRUCTURE</b>		
<b>adverb</b>	A <b>word</b> used to modify a <b>verb</b> , an <b>adjective</b> , another <b>adverb</b> or even a whole <b>clause</b> .	I walked <u>quickly</u> . The match was <u>really</u> exciting. (verbs) <u>Hopefully</u> , it won't rain. Whole clause)
<b>comparatives</b>	An <b>adjective</b> or <b>adverb</b> used to compare two objects.	My pencil is <u>hotter</u> than his. Who is <u>noisier</u> than me?
<b>compound (words)</b>	Two <b>words</b> combined to create another with a different meaning.	<u>Playground</u> , <u>football</u> , <u>blow-dry</u> , <u>one-eyed</u> , <u>daydream</u> , etc
<b>nouns</b>	Singular (one): Plural (two or more)	<u>dog</u> , <u>church</u> , <u>baby</u> . <u>dogs</u> , <u>churches</u> , <u>babies</u> .
<b>nouns</b>	Formation of <b>nouns</b> using <b>suffixes</b> such as -ness, -er.	<u>runner</u> <u>darkness</u> <u>walker</u> <u>loneliness</u>
<b>prefix</b>	Added to the beginning of a word to create a new <b>word</b> .	<u>un</u> read <u>dis</u> covered <u>r</u> eread
<b>root words</b>	Words can be broken into <b>suffixes</b> , <b>prefixes</b> and <b>root words</b> , which can stand alone.	hottest—the root word is <u>hot</u> . played—the root word is <u>play</u> .
<b>superlative</b>	An <b>adjective</b> or <b>adverb</b> which identifies the greatest characteristic of two objects.	Jane is the <u>tallest</u> girl in the class. Who has the <u>prettiest</u> hair?
<b>suffix</b>	Added to the end of a <b>word</b> to create a new word (adjectives).	successful    hopeless    excitement
<b>synonym</b>	Two <b>words</b> with the same meaning.	talk — speak     big — large
<b>word class</b>	Every <b>word</b> belongs to a word class which summarises the way in which it can be used in grammar.	The major word classes are: <u>noun</u> , <u>verb</u> , <u>adjective</u> , <u>adverb</u> , <u>preposition</u> , <u>determiner</u> , <u>pronoun</u> , <u>conjunction</u> .
<b>SENTENCE STRUCTURE</b>		
<b>conjunctions</b>	A subordinating conjunction links (when, because, if, that).	Everyone watches <u>when</u> Kyle does backflips. Joe cant practise kicking <u>because</u> he's injured.
<b>(expanded noun phrases)</b>	A <b>phrase</b> with the <b>noun</b> modified by one or two <b>adjectives</b> .	

Plus  
content  
from Y1

# Year 2



## SENTENCE STRUCTURE (continued)

<b>fronted adverbial</b>	A word or phrase at the start of a sentence that is used, like and <b>adverb</b> , to modify a <b>verb</b> or <b>clause</b> .	<u>In five minutes</u> , the bus will leave. <u>After lunch</u> , we are doing science.
<b>four sentence form</b>	To be able to identify, create and punctuate each <b>sentence</b> type. <b>Exclamation:</b> Must begin with either 'What' or 'How' and contains a verb.	Statement: That is a hard, blue pencil. Command: Stop it now. Question: What shall we do? Exclamation: What lovely teeth she has!
<b>phrase</b>	A group of <b>words</b> that are grammatically connected (so that they stay together) and expand a single word.	<u>...a lovely, cold drink.</u> (expanded noun phrase)
<b>verb tense</b>	Recognising and maintaining simple <b>past</b> , <b>present</b> , future tense and <b>past continuous/progressive</b> .	past: I walked to the car. past continuous: I was walking to the car. present: I am walking to the car. future: I will walk to the car.

## TEXT STRUCTURE

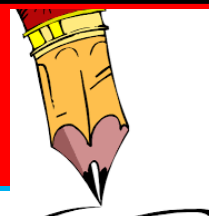
<b>continuous form of verbs</b>	To recognise and use the continuous form of <b>verbs</b> in the past and present tense to mark actions in progress.	<u>She is drumming.</u> (present continuous). <u>He was eating.</u> (past continuous).
<b>verb tense</b>	To maintain <b>tense</b> through a piece of text.	E.g. dairy entries—past tense chronological report—present tense

## PUNCTUATION

<b>apostrophe</b>	Use for possession (identifying the owner of an object) and contraction (identifying the missing letters).	Possession: Jack's pencil. Contraction: can't, won't, I'm, they've.
<b>commas</b>	To separate items in a list.	I need a pen, pencil, ruler and rubber.
<b>speech marks</b>	To demarcate direct speech.	"How can I help?" asked the shop keeper.
<b>A . ! ?</b>	Use capital letters, full stops, exclamation and questions marks consistently and accurately	

Plus  
content  
from Y1-2

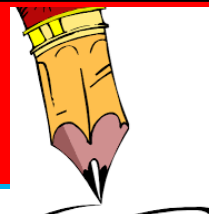
# Year 3



FOCUS/VOCAB	DEFINITION	EXAMPLES
<b>WORD STRUCTURE</b>		
<b>adverbials</b>	Build on Y2 objectives ( <b>adverb</b> ).	Usha finished her work <b>this evening</b> . Paul finished <b>when the teacher got cross</b> .
<b>determiners</b>	It specifies a noun and is placed before the noun and adjectives, etc.  Articles: the, a or an	<b>The</b> large, white cat... ... <b>a</b> juicy apple. ... <b>an</b> enormous elephant. When do we use a or an?
<b>etymology</b>	The history or origins of a word. Many words in English have come from Greek, Latin or French.	<b>mutton</b> —from the French <b>mouton</b> , meaning sheep. <b>verb</b> —from Latin <b>verbum</b> meaning word.
<b>morphology</b>	A word's internal make-up in terms of <b>root words</b> and <b>suffixes</b> or <b>prefixes</b> or other changes	dogs = <b>dog + s</b> unhelpfulness = <b>un + help + ful</b>
<b>nouns</b>	Formation of new <b>nouns</b> using pre-fixes.	automobile = <b>auto + mobile</b> antiseptic = <b>anti + septic</b>
<b>preposition</b>	Links a following <b>noun, pronoun</b> or <b>noun phrase</b> .  Often describes locations, di-rections or time.	She'll be back <b>from</b> Australia <b>in</b> two weeks. I haven't seen my dog since this morning. Say hello to Christy.
<b>subject</b>	Is a noun, pronoun or noun phrase that names the 'do-er' or 'be-er'.	<b>William's mother</b> went out. The <b>children</b> will study the animals. <b>I</b> will study the animals.
<b>word family</b>	Words in a word family are related by form and meaning.	e.g. solve, solution, solver, dissolve, insoluble.  teach—teacher

Plus  
content  
from Y1-2

# Year 3

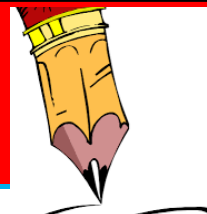


FOCUS/VOCAB	DEFINITION	EXAMPLES
<b>SENTENCE STRUCTURE</b>		
<b>clause</b>	A special type of <b>phrase</b> that contains a <b>verb</b> .	It was raining. It was raining but we were indoors.
<b>cohesion</b>	To select pronouns and nouns within and across sentences to aid cohesion and avoid repetition.	She waved to her mother. (a noun phrase) She waved to her mother (preposition phrase) She waved to her mother. (a clause)
<b>phrase</b>	A group of words that are grammatically connected so that they stay together and expand a single word.	
<b>expressing time</b>	Conjunctions: Adverbs: Prepositions:	when, before, after, while, so, because. then, next, soon, therefore. before, after, during, in, because, of.
<b>subordinate clause</b>	A clause which is the subordinate to some other part of the same sentences. Clauses can be complete sentences.	That's the street <u>where Ben lives</u> . He watched her <u>as she disappeared</u> . <u>What you said</u> was very nice.
<b>TEXT STRUCTURE</b>		
<b>paragraphs</b>	Use paragraphs to organise ideas around a theme.	
<b>present perfect forms of verb</b>	Generally calls to attention to the consequences of a prior event.	She <u>has downloaded</u> some songs. (present perfect; now she has some songs) I <u>had eaten</u> lunch when you came (past perfect; I wasn't hungry when you came)
<b>headings and sub-heading</b>	Identify and use to aid presentation.	
<b>PUNCTUATION</b>		
<b>Inverted commas</b>	Demarcate direct speech with inverted commas or speech marks.	John asked, " <u>What was that?</u> " <u>"Be patient!"</u> I was told.



Plus  
content  
from Y1-3

# Year 4

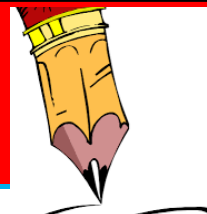


FOCUS/VOCAB	DEFINITION	EXAMPLES
<b>WORD STRUCTURE</b>		
<b>adverbial</b>	A <b>word</b> or <b>phrase</b> that is used like an adverb to modify a <b>verb</b> or <b>clause</b> .	<b>For eight years</b> , I waited for a rescue ship. (how long) Rover liked to sleep, <b>on his master's bed</b> . (where)
<b>determiners</b>	It specifies a <b>noun</b> and is placed before any <b>adjectives</b> . Articles: the, a or an Demonstrates: this, those, that. Possessives: my, your Quantifiers: some clever	<b>That</b> pupil... <b>Julia's</b> parents... ... <b>some</b> big boys.
<b>homonym</b>	Two different <b>words</b> are homonyms if they both look exactly the same when written and sound exactly the same.	Has he <b>left</b> yet? Yes, he left through the door on the <b>left</b> .
<b>modal verbs</b>	Used to change the meaning of other verbs. They can express meaning such as certainty, ability or obligation (will, would, can, could, may, might, shall, should, must and ought).	I <b>can</b> do this SPaG by myself. This <b>may</b> be too scary for you! I <b>should</b> understand these terms.
<b>nouns</b>	Formation of nouns using prefixes (e.g. super-, auto, anti-)	Formation of nouns using prefixes (e.g. super-, auto, anti-).
<b>possessive pronoun</b>	Reference pronouns.	<b>His</b> mother is stood there. <b>Their</b> pencils.
<b>plural and possessive</b>	To identify the grammatical difference between plural and possessive.	
<b>verb inflections</b>	Select Standard English forms for <b>verb</b> inflection instead of local spoken forms.	e.g. <b>We were</b> instead of we was. <b>I did</b> instead of I done.
<b>SENTENCE STRUCTURE</b>		
<b>noun phrases</b>	Expanding noun phrases using modifying <b>adjectives</b> , <b>nouns</b> and <b>preposition phrases</b> .	<b>Almost all healthy foxes in this area</b> can jump. All the others words help to modify the noun 'foxes'.
<b>fronted or fronting (adverbial)</b>	A <b>word</b> or <b>phrase</b> that normally comes after the <b>verb</b> that may be moved before the <b>verb</b> .	<b>Before we begin</b> , make sure you've got a pencil. <b>The day after tomorrow</b> , I'm on holiday.



Plus  
content  
from Y1-3

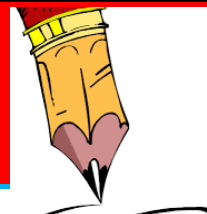
# Year 4



FOCUS/VOCAB	DEFINITION	EXAMPLES
<b>SENTENCE STRUCTURE (continued)</b>		
<b>preposition phrase</b>	A phrase with a preposition followed by a <b>noun</b> , <b>pronoun</b> or <b>noun phrase</b> .	He was <u>in bed</u> . I met them <u>after the party</u> .
<b>TEXT STRUCTURE</b>		
<b>paragraphs</b>	Use paragraphs to organise ideas around a theme.	
<b>cohesion</b>	To select <b>pronouns</b> and <b>nouns</b> within and across <b>sentences</b> to aid	
<b>PUNCTUATION</b>		
<b>apostrophe</b>	To mark singular and plural possession.	The boy's football.
<b>commas</b>	To mark the end of <b>fronted adverbials</b> .	Early yesterday, I walked...
<b>ellipsis</b>	A series of dots (typically three) that indicates an intentional omission of a word, sentence, or whole section from a text without alteration.	Jack waved to Mark and ... watched her drive away.
<b>inverted commas</b>	Use inverted commas and associated punctuation to indicate direct speech.	The girl shouted, " <u>Sit down!</u> "

Plus  
content  
from Y1-4

# Year 5



FOCUS/VOCAB	DEFINITION	EXAMPLES
<b>WORD STRUCTURE</b>		
nouns and adjectives	Converting <b>nouns</b> and <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> .	-ate     fortunate -ise -ify     modify
modal verb	Used to change the meaning of other verbs. They can express meanings such as certainty, ability, or obligation (will, should, can, could, may, might, shall, should, must and ought).	I <b>can</b> do this SPaG by myself. This <b>may</b> be too scary for you! I <b>should</b> understand these terms.
parenthesis	Is a <b>word, phrase or clause</b> inserted into a sentence as an explanation or after thought. When a parenthesis is removed, the surrounding text is still grammatically sound.	John ( <b>a year 2 child</b> ) is expected to win. Claire, <b>by comparison</b> , is a lovely child. They cooked the chicken— <b>the size of an elephant</b> —for several hours.
relative pronoun	Used to connect a clause or phrase to a noun or pronoun. The most common being: who, whom, which, whoever.	Reference <b>relative clauses</b> .
verb prefixes	To identify the meaning of <b>prefixes</b> (added to verbs).	Dis— (disagreed), de- (destabilise), mis-, over-, and re-
<b>SENTENCE STRUCTURE</b>		
relative clause	A special <b>subordinate clause</b> that modifies a noun.	That's the boy <b>who lives near school</b> . The prize <b>that I won</b> was a book. The prize <b>I won</b> was a book) relative pronoun omitted).
possibility	Indicates degrees of possibility using: <b>adverbials</b> of time (perhaps, later). modal verbs (might, should, will, must)	
<b>progressive (continuous)</b>	The progressive form of the <b>verb</b> describes events in progress. (he was or is singing)  The progressive can also be combined with the perfect (e.g. he has been singing)	<b>Michael is singing</b> in the store room (present progressive)  Mandy <b>was making</b> a quilt. (past progressive)  Jane <b>had been practising</b> for an hour. (past perfect progressive).  Isla <b>has been practising</b> for an hour. (present perfect progressive).

Plus  
content  
from Y1-4

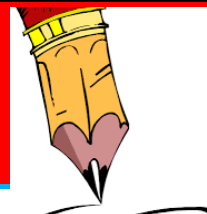
# Year 5



FOCUS/VOCAB	DEFINITION	EXAMPLES
<b>TEXT STRUCTURE</b>		
cohesion	Devises to build cohesion or links between and across sentences (then, after, that, this, firstly)	...which we focused upon until 12.30pm (lunchtime). After lunch, ...
Links across paragraphs	Adverbials of time (e.g. later) Place (e.g. nearby) Number (e.g. secondly) Tense choices.	<b>Later that day</b> , she walked to the shops. <b>Nearby</b> , John was plotting. He <b>had</b> never seen her before.
register	Texts use different registers or levels of formality. They are varieties of language identified by differences of grammar and vocabulary.	I regret to inform you that Mr J Smith has died. (formal letter) Have you heard that the Joe has died? (casual speech) Joe falls down and dies, centre stage. (stage direction—playscript)
<b>PUNCTUATION</b>		
brackets	Indicate <b>parenthesis</b> .	John (a year 2 child) is expected to win.
commas		Clarie, by comparison, is a lovely child.
dashes		Claire—by comparison—is a lovely child.
commas	To clarify meaning or avoid ambiguity.	Jake <sub>2</sub> the son of John <sub>2</sub> was a great adventurer.

Plus  
content  
from Y1-5

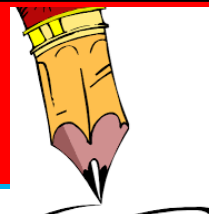
# Year 6



FOCUS/VOCAB	DEFINITION	EXAMPLES
<b>WORD STRUCTURE</b>		
<b>auxiliary verb</b>	Auxiliary verbs are: be, have, do and the <b>modal verbs</b> . They can be used to make questions and negative statements.	They <b>are</b> winning the match. ( the verb to 'be' used in the progressive) Have you finished your picture? No, I <b>don't</b> know him, (the verb to 'do' used to make a negative)
<b>complement</b>	Adds more information about the <b>subject</b> or the <b>object</b> .	She is <b>our teacher</b> . <b>They</b> seem very competent. Learning makes me <b>happy</b> .
<b>Register—informal and formal speech</b>	Identify the difference between vocabulary typical of informal speech the vocabulary appropriate for formal speech.	find out—discover ask for—request go in—enter
<b>subjunctive</b>	The special form of a verb. These tend to be used in rather formal styles.	If Richard <b>were</b> the Prime Minister, things would be far better.
<b>SENTENCE STRUCTURE</b>		
<b>active and passive sentences</b>	Affects the presentation of information.	<b>Active:</b> The <b>school arranged</b> a visit. <b>Passive:</b> The visit <b>was arranged by the school</b> .
<b>noun phrases</b>	Develop expanded noun phrases to communicate complicated information concisely.	
<b>shifts in formality</b>	To recognise and employ the structure typical of formal and informal language and demonstrates shift or changes within a text.	<b>Question tags:</b> He's your friend isn't he? <b>Subjunctive:</b> The school requires that all pupils <b>be</b> hon-

Plus  
content  
from Y1-5

# Year 6



FOCUS/VOCAB	DEFINITION	EXAMPLES
<b>TEXT STRUCTURE</b>		
<b>forms of verbs</b>	To recognise and use/maintain verb tense.	Jane <b><u>is singing</u></b> in the store room. (present progressive) Anne <b><u>was making</u></b> a quilt (past progressive) Ian <b><u>has been practising</u></b> for an hour (past perfect progressive) Julie <b><u>had been practising</u></b> for an hour (present perfect progressive)
<b>cohesive devices</b>	Use a wider range of cohesive devices to make links across paragraphs.	Repetition of a word or phrase. Adverbials— <b><u>on the other hand/in contrast to.</u></b>
<b>lay out devices</b>	Explore and use headings, columns, bullets or tables to structure texts.	
<b>PUNCTUATION</b>		
colon	To use the colon, semi-colon and dash accurately to indicate the stronger subdivision of a sentence than a comma.	It wasn't easy: to begin with, I had to find the right house
semi-colon		I have an important test tomorrow; I can't go out tonight.
dash		Books, paper, pencils—many students lacked the most basic tools for learning.
bullet points	Punctuation of bullet points to list information.	
hyphen	Hyphens are used to avoid ambiguity and confusion.	<b><u>Man eating</u></b> shark. <b><u>Man-eating</u></b> shark.