

# **SPaG Workshop**

**Years 3 and 4**

# **Workshop aims:**

- **To explore the curriculum for SPaG in Years 3 and 4.**
- **To provide explanations and examples of key grammatical aspects of the Years 3 and 4 curriculum.**
- **To share websites for further information and support.**

# What is SPaG?

SPaG is made up of three elements:

- Spelling
- Punctuation
- Grammar

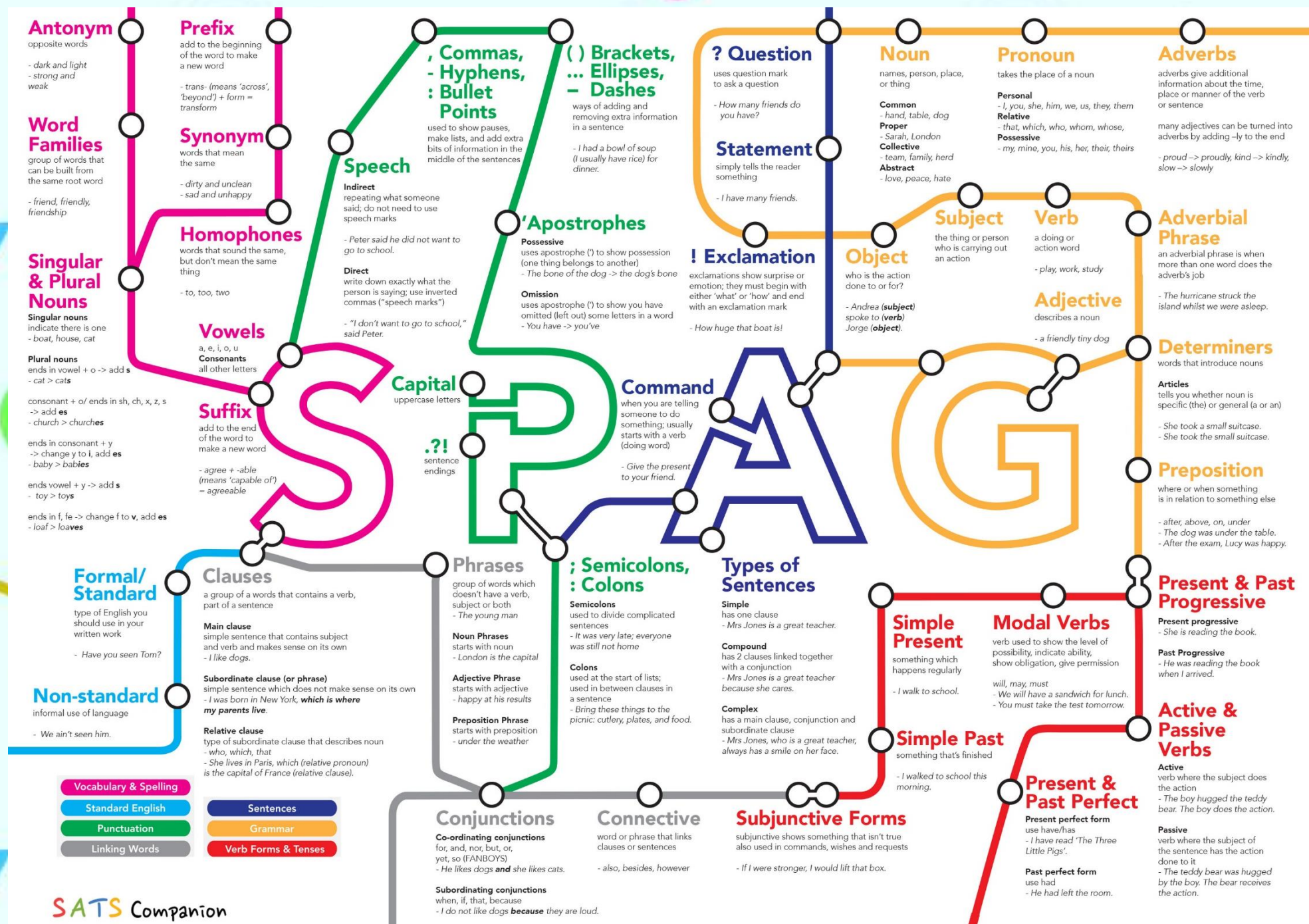
# What is SPaG?

Today's workshop is going to focus of exploring the grammar aspects of the Years 3 and 4 curriculum.

I aim to provide to you with clear explanations of each concept so that if you are ever unsure (particularly when it comes to supporting grammar homework) you have a reference point of information to support.



This map show you have broad the SPaG curriculum is and provides a roadmap for the key terminology.



# Fronted Adverbials

## What are fronted adverbials?

Fronted adverbials are adverbs (words that describe a verb) that are moved to the front of the sentence.

## What exactly does that mean?

Adverbs are used to describe verbs (action words e.g. jump, laughed, sat, ate, etc.). Fronted adverbials described verbs but are placed at the beginning of a sentence.

Here are some examples of sentences with a fronted adverbial:

Quietly, Michael tiptoed into the room.

As quick as a flash, mum tidied the room.

Gracefully, the dancers pranced around the room.

The underlined words/phrases are examples of fronted adverbials. Children are encouraged to use fronted adverbials to find different ways of beginning their sentences.

# Fronted Adverbials

Here are some examples of questions to show you the level of understanding the children are required to have:

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

Cautiously, she slowly pushed open the door.

**5. Rewrite the sentence** below so that it begins with the adverbial phrase. Remember to use the correct punctuation.

I finished the race five minutes after everyone else.



# Fronted Adverbials

## Fronted Adverbials

Fronted Adverbials are words or phrases at the beginning of a sentence which are used to describe the action that follows.

Time	Frequency	Place	Manner	Possibility
Afterwards, Already, Always, Immediately, Last month, Now, Soon, Yesterday, Today, Tomorrow, Next year, In January, On Tuesday, In the morning, After a while, As soon as she could, Before long, All of a sudden, In the blink of an eye, Just then, Eventually, Later,	Often, Again, Daily, Weekly, Fortnightly, Yearly, Sometimes, Rarely, Every second, Twice a year, Once a minute, Once, Once or twice, Three times, Constantly, Regularly, Frequently, Infrequently, Occasionally, Rarely, Never in my life, Never before,	Above the clouds, Below the sea, Here, Outside, Over there, There, Under the ground, Upstairs, In the distance, Between the sea and the sky, Everywhere she looked, Around the tent, Back at the house, Nearby, Down by the cliffs, Behind the shed, In the wooden box, Over my bed, Somewhere near here, Far away, Wherever they went, North of here,	Sadly, Slowly, Happily, Awkwardly, Bravely, Like a ... , As quick as a flash, As fast as he could, Without a sound, Without warning, Unexpectedly, Unfortunately, Suddenly, Mysteriously, Frantically, Anxiously, Courageously, Silently, Curiously, Nervously, Rapidly, Carefully,	Almost unbelievably, Much admired, Nearly asleep, Quite understandably, Really happily, Perhaps, Maybe, Just arrived, Certainly amused, Obviously angry, Definitely confused, Completely exhausted, Barely alive, Out of breath, Decidedly unimpressed, Perfectly confident, Positively trembling with excitement, Purely practically, Somewhat flustered, Utterly joyous, Totally overwhelmed,



If you would like further information about fronted adverbials, here are some video links for support:

- [https://www.youtube.com/watch?v=Lk-\\_Llc3dWA&t=1s](https://www.youtube.com/watch?v=Lk-_Llc3dWA&t=1s)
- <https://www.youtube.com/watch?v=18sXFjbOTFc>
- <https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zp937p3#:~:text=A%20fronted%20adverbial%20is%20when,the%20sentence%2C%20before%20the%20verb>



# Determiners

In the lower school curriculum, the children learn the terminology for different types of words that make up sentences. A new piece of terminology that is introduced is 'determiner'.



# Determiners

A determiner is a word that goes before a noun and identifies the noun in further detail.

There are different types of determiners:

articles	a boy, an orange, the cat
demonstratives	this apple, that car, these shops, those girls
possessives	his hat, her homework, my book, their house
quantifiers	some rice, each word, every box
numbers	one chair, two men, three dogs
question words	which bag, what letter, whose computer

Examples:

He ate an apple and a pear.

She put two bowls of milk down the cats.

Her hat kept blowing off in the wind!

Several cars were stuck when an accident occurred.

# Determiners

Here are some examples of questions to show you the level of understanding the children are required to have.

4. Read this sentence. Which pair of **determiners** would fill the spaces? **Tick one.**

Ian took  leaflets from his bag and delivered one to  house  
on the street.

the / an ☐

one / the ☐

the / every ☐

9. Circle the **determiners** in the sentence below.

Two people were walking a dog along the canal towpath.

If you would like any further information about determiners, here are some video links below for support:

- <https://www.youtube.com/watch?v=wdv59REiNZQ>
- [https://www.youtube.com/watch?v=4prb1Vuu\\_m4](https://www.youtube.com/watch?v=4prb1Vuu_m4)

# Prepositions

A preposition is a word that tells you where or when something is in relation to something else.

Examples of prepositions include words like after, before, on, under, inside and outside.

The house was on the hill  
beside a tree.

In this sentence 'on' and 'beside' are prepositions which show you exactly where the house was.

## Prepositions

A preposition is a word that shows the relationship between a noun or a pronoun and another word in the sentence. In the sentence, "My hat is on the chair", the word "on" is the preposition. There are over 140 prepositions in the English language. This mat contains only 44 of them!

aboard	*****	outside
above	down	over
across	during	past
after	*****	pound
against	except	*****
alongside	*****	through
amongst	following	to
around	for	towards
astride	from	*****
at	*****	under
*****	gone	underneath
before	*****	until
behind	in	*****
below	inside	up
beneath	into	upon
beside	*****	*****
between	off	with
beyond	on	
by	opposite	





# Prepositions

Here are some examples of questions to show you the level of understanding the children are required to have:

1. Tick **all** of the sentences that contain a **preposition**.

The children walked across the field.

☐

Jayden wants to stand by Emma.

☐

They forget their PE kits and they don't bring their letters.

☐

Her mum works in an office.

☐

2. Tick the option that shows how the underlined word is used in the sentence.

The flowers grew beside the tree.

As a time preposition

☐

As a cause preposition.

☐

As a clause preposition.

☐

As a place preposition.

☐

If you would like any further information about prepositions, here are some video links for further support:

- <https://www.youtube.com/watch?v=DYd7dg2l-9k>
- <https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zw38srd>

# Apostrophes for Possession

Within Years 3 and 4, the children focus on the use of apostrophes.

## Apostrophes show two things:

- That one thing belongs to another.
- That some letters of a word have been left out to join words together.

Today, we are going to focus on apostrophes for possession. Apostrophes can be used to show that something belongs to someone or something. This is called **possession**.

# Apostrophes for Possession

Showing possession:

Apostrophes can be used to show that something belongs to someone or something. This is called **possession**.

When we are talking about one thing we call this **singular**.

For example, a man or a bike.



When we need to say that something belongs to something singular, we put **an apostrophe and then an 's' at the end** of the name that it belongs to.

# Apostrophes for Possession

Showing possession:

When we are talking about **more than one thing** we call this **plural**.



For example, a pack of **wolves** or a group of **countries**.

If the noun is plural and ends in **-s**, add only an apostrophe.

For example, the **wolves'** prey was a deer.



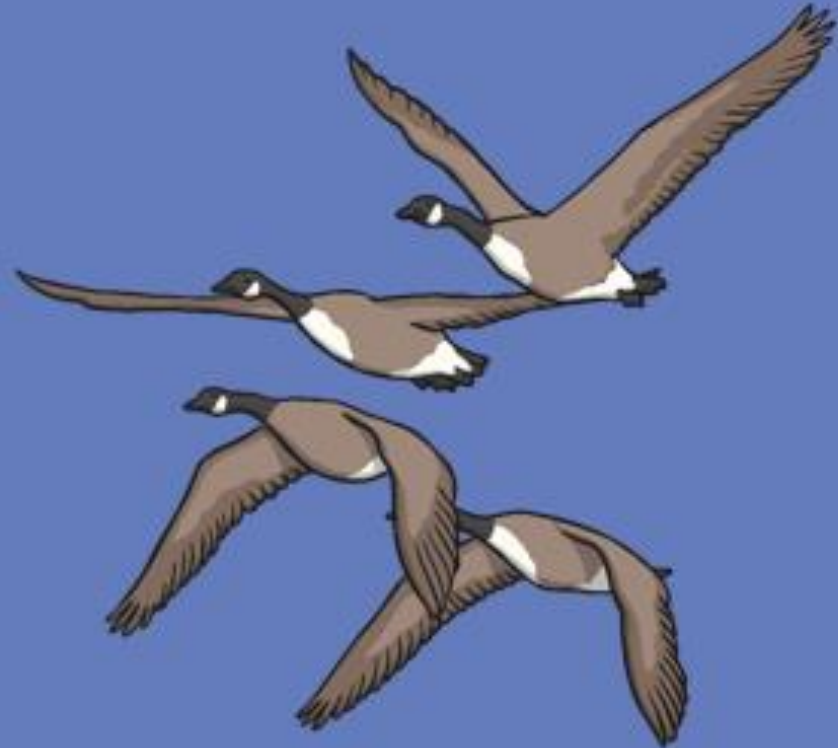
# Apostrophes for Possession

Showing possession:

If the noun is plural and does not end in -s, add -'s.

The **children's** play is on  
Friday evening.

The **geese's** flight in  
formation was amazing.



# Apostrophes for Possession

Here are some examples of questions to show you the level of understanding the children are required to have:

1. Which sentence uses a **possessive apostrophe** accurately? Tick one.

Taylor's dog's are very noisy. ☐

Taylor's dogs are very noisy. ☐

6. My Auntie Sue lives alone. With this in mind, which sentence is punctuated correctly? Tick one.

I am going to my aunties house later. ☐

I am going to my auntie's house later. ☐

I am going to my aunties' house later. ☐

If you would like further information about apostrophes, here are some video links for additional information:

- <https://www.bbc.co.uk/bitesize/topics/zvwwwxb/articles/zx9ydxs>
- <https://www.youtube.com/watch?v=zNFPnVz7JB4>

# Direct Speech

From Year 3 onwards your child will learn to write direct speech (quoting exact words spoken). Direct speech is a sentence in which the exact words spoken are reproduced in speech marks (also known as quotation marks or inverted commas).

For example:

"You'll never guess what I've just seen!" said Sam, excitedly.


"What's that?" asked Louise.







"Our teacher has a broomstick and a black pointy hat in the back of her car. Maybe she's a witch!" laughed Mark.

"No, silly! They're for the school play!" replied Louise, sighing.

# Direct Speech

What are the rules of punctuating direct speech?

 How to write direct speech...

 beginning and end	<p>Do you have speech marks at the <b>start</b> and at the <b>end</b> of the words being spoken?</p> <p>"Action!" said the director.</p>	 new speaker, new line	<p>Have you started a <b>new line</b> every time someone new starts speaking?</p> <p>"Can we have a close up?" asked Sarah. "No problem!" replied Thomas.</p>
 capital letter	<p>Do you have a <b>capital letter</b> at the start of the speech?</p> <p>Bruce said, "Sorry, I forgot my lines."</p>	 commas	<p>Have you remembered to add <b>commas</b>?</p> <p>Paul whispered, "Great job." "Thank you," replied Justine.</p>
 punctuation	<p>Do you have <b>punctuation</b> inside the speech marks?</p> <p>"That's a wrap!" cheered the producer.</p>	 different names	<p><b>Inverted commas</b> <b>Quotation marks</b> <b>Speech marks</b></p> <p>There are 3 names for this piece of punctuation.</p>



# Apostrophes for Possession

Here are some examples of questions to show you the level of understanding the children are required to have:

3. Add inverted commas to the **direct speech** in the sentence below.

Come in and sit down quietly, said the teacher.

8. Which sentence has the correct use of **inverted commas** for **direct speech**? Tick one box.

“Will you come to my party?” Sophie asked me.

☐

“Will you come to my party”? Sophie asked me.

☐

“Will you come to my party? Sophie asked me.”

☐

If you would like further information about direct speech, here are some video links for additional information:

- <https://www.youtube.com/watch?v=T3bJ8K11zDY&t=2s>
- <https://www.youtube.com/watch?v=ONxUeHUMMRc>

## Antonym

opposite words

- dark and light
- strong and weak

## Word Families

group of words that can be built from the same root word

- friend, friendly, friendship

## Singular & Plural Nouns

**Singular nouns** indicate there is one

- boat, house, cat

**Plural nouns** ends in vowel + o -> add s

- cat > cats

consonant + o/ ends in sh, ch, x, z, s

- > add **es**
- church > churches

ends in consonant + y

- > change y to i, add **es**
- baby > babies

ends vowel + y -> add s

- toy > toys

ends in f, fe -> change f to v, add **es**

- loaf > loaves

## Prefix

add to the beginning of the word to make a new word

- trans- (means 'across', 'beyond') + form = transform

## Synonym

words that mean the same

- dirty and unclean
- sad and unhappy

## Homophones

words that sound the same, but don't mean the same thing

- to, too, two

## Vowels

a, e, i, o, u  
**Consonants** all other letters

## Suffix

add to the end of the word to make a new word

- agree + -able (means 'capable of') = agreeable

## , Commas, - Hyphens, : Bullet Points

used to show pauses, make lists, and add extra bits of information in the middle of the sentences

## Speech

**Indirect** repeating what someone said; do not need to use speech marks

- Peter said he did not want to go to school.

**Direct** write down exactly what the person is saying; use inverted commas ("speech marks")

- "I don't want to go to school," said Peter.

## () Brackets, ... Ellipses, - Dashes

ways of adding and removing extra information in a sentence

- I had a bowl of soup (I usually have rice) for dinner.

## 'Apostrophes

**Possessive** uses apostrophe (') to show possession (one thing belongs to another)

- The bone of the dog -> the dog's bone

**Omission** uses apostrophe (') to show you have omitted (left out) some letters in a word

- You have -> you've

## Capital

uppercase letters

## ?! sentence endings

## Command

when you are telling someone to do something; usually starts with a verb (doing word)

- Give the present to your friend.

## ? Question

uses question mark to ask a question

- How many friends do you have?

## Statement

simply tells the reader something

- I have many friends.

## ! Exclamation

exclamations show surprise or emotion; they must begin with either 'what' or 'how' and end with an exclamation mark

- How huge that boat is!

## Noun

names, person, place, or thing

**Common** - hand, table, dog  
**Proper** - Sarah, London  
**Collective** - team, family, herd  
**Abstract** - love, peace, hate

## Pronoun

takes the place of a noun

**Personal** - I, you, she, him, we, us, they, them  
**Relative** - that, which, who, whom, whose,  
**Possessive** - my, mine, you, his, her, their, theirs

## Adverbs

adverbs give additional information about the time, place or manner of the verb or sentence

many adjectives can be turned into adverbs by adding -ly to the end

- proud -> proudly, kind -> kindly, slow -> slowly

## Subject

the thing or person who is carrying out an action

## Verb

a doing or action word

- play, work, study

## Adjective

describes a noun

- a friendly tiny dog

## Adverbial Phrase

an adverbial phrase is when more than one word does the adverb's job

- The hurricane struck the island whilst we were asleep.

## Determiners

words that introduce nouns

**Articles** tells you whether noun is specific (the) or general (a or an)

- She took a small suitcase.
- She took the small suitcase.

## Preposition

where or when something is in relation to something else

- after, above, on, under
- The dog was under the table.
- After the exam, Lucy was happy.

## Present & Past Progressive

**Present progressive**

- She is reading the book.

**Past Progressive**

- He was reading the book when I arrived.

## Active & Passive Verbs

**Active** verb where the subject does the action

- The boy hugged the teddy bear. The boy does the action.

**Passive** verb where the subject of the sentence has the action done to it

- The teddy bear was hugged by the boy. The bear receives the action.

## Simple Present

something which happens regularly

- I walk to school.

## Modal Verbs

verb used to show the level of possibility, indicate ability, show obligation, give permission

- will, may, must
- We will have a sandwich for lunch.
- You must take the test tomorrow.

## Simple Past

something that's finished

- I walked to school this morning.

## Present & Past Perfect

**Present perfect form** use have/has

- I have read 'The Three Little Pigs'.

**Past perfect form** use had

- He had left the room.

## Types of Sentences

**Simple** has one clause

- Mrs Jones is a great teacher.

**Compound** has 2 clauses linked together with a conjunction

- Mrs Jones is a great teacher because she cares.

**Complex** has a main clause, conjunction and subordinate clause

- Mrs Jones, who is a great teacher, always has a smile on her face.

## ; Semicolons, : Colons

**Semicolons** used to divide complicated sentences

- It was very late; everyone was still not home

**Colons** used at the start of lists; used in between clauses in a sentence

- Bring these things to the picnic: cutlery, plates, and food.

## Phrases

group of words which doesn't have a verb, subject or both

- The young man

**Noun Phrases** starts with noun

- London is the capital

**Adjective Phrase** starts with adjective

- happy at his results

**Preposition Phrase** starts with preposition

- under the weather

## Conjunctions

**Co-ordinating conjunctions** for, and, nor, but, or, yet, so (FANBOYS)

- He likes dogs and she likes cats.

**Subordinating conjunctions** when, if, that, because

- I do not like dogs because they are loud.

## Connective

word or phrase that links clauses or sentences

- also, besides, however

## Subjunctive Forms

subjunctive shows something that isn't true also used in commands, wishes and requests

- If I were stronger, I would lift that box.

### Vocabulary & Spelling

### Standard English

### Punctuation

### Linking Words

### Sentences

### Grammar

### Verb Forms & Tenses

# Websites to support learning at home

Oxford Owl: Jargon Buster

<https://www.oxfordowl.co.uk/for-home/education-jargon-buster/education-jargon-buster-adverbials-to-arrays/>

Primary Homework Help: Literacy Zone

<http://www.primaryhomeworkhelp.co.uk/literacy/index.htm>

BBC Bitesize: English

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

Fun English Games

<http://www.funenglishgames.com/grammargames.html>

Spelling City

<https://www.spellingcity.com/>





**Thank you for listening.**

**For any further support, please do not  
hesitate to contact me via the school office.**