St John's Catholic Primary School

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Executive Headteacher: Ms Patricia O'Donnell

SPaG (Spelling, Punctuation and Grammar) SATs Practice

- ✓ You can help your child prepare for the SPaG SATs by going through questions from practice papers and discussing the following:
- ✓ The SPaG assessment is made up of two papers:
  - Paper 1: Grammar, Punctuation and Vocabulary (a written test)
  - Paper 2: Spelling (a short test read aloud by the teacher)
- ✓ Encourage your child to read every question carefully. Many are short but can be tricky! Make sure they check whether they are asked to write *one word*, *a phrase* or *a full sentence* before answering.
- ✓ Practise punctuation regularly. Children should be confident using:
  - Capital letters and full stops
  - Commas for lists and clauses
  - Apostrophes for possession and contraction
  - Speech marks, question marks, exclamation marks, colons and semi-colons

  If your child struggles with these, try writing short sentences together and adding the correct punctuation.
- ✓ Revise key grammar terminology and word types. Your child should be able to recognise and use:
  - Nouns, verbs, adjectives, adverbs
  - Pronouns, conjunctions, prepositions, determiners
  - Clauses and phrases (main, subordinate, relative)
  - Subject and predicate

- ✓ Practise writing different types of sentences to apply grammar skills. For example:
  - Use a subordinate clause – *Although it was raining, we went outside.*
  - Use a relative clause – *The girl, who was wearing a blue coat, smiled brightly.*

  This helps your child use grammar in context, not just recognise it.

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- ✓ Support your child with spelling. The spelling paper tests 20 words read in sentences.

  Encourage your child to:
  - Practise the Year 5/6 statutory spellings regularly.
  - Look for patterns, such as prefixes, suffixes and root words.
  - Write the words in sentences to check their understanding.
- ✓ Encourage your child to proofread their work. They should:
  - Read through each sentence to check punctuation.
  - Look for missing capital letters or incorrect spellings.
  - Double-check tricky homophones (e.g. *there/their/they're*).
- ✓ Test the weak spots! If there are particular grammar rules or punctuation marks your child finds difficult, focus revision on these areas. Teachers can let you know which topics to work on at home.
- ✓ Look for grammar and punctuation in real life – in books, signs or even online articles. Talk about how punctuation affects meaning.

The Year 6 teaching staff will also be very happy to provide further support in the form of small group interventions or further supportive activities and tasks.

Year 6 SPAG Knowledge Organiser

Subordinating Conjunctions

Joins a subordinate clause and a main clause.

If
Since
As
When
Although
While
After
Before
Until
Because

Subordinating clauses can go at the beginning, middle or end of a sentence

Since beginning my extra practice, I've been getting better at grammar.

I've been getting better at grammar since beginning my extra practice.

Noun phrases

Gives detail about a noun but does not contain a verb

An ancient book in a leather sleeve was hidden in the library.

Coordinating Conjunctions

Joins two independent (main) clauses.

For
And
Nor
But
Or
Yet
So

I took an umbrella, for it looked like it might rain.
He doesn't like carrots, nor does he enjoy peas.

Apostrophes

For possession – shows us that something belongs to the subject.

My Mum's bag.
The girls' bathroom.

For omissions/contraction – shows us that a letter has been missed out to create informality.

Don't do that.
Do not do that

Main clause

Main clause – A simple sentence that contains a subject and a verb. It makes sense on its own
I went to school.

Subordinate clause – Contains a subordinating conjunction. Adds detail to a main clause; is not a full sentence. The subordinate clause can appear at the start, end or middle of a sentence.

I went to school while my brother stayed at home.
While my brother stayed at home, I went to school.

Relative clause – gives extra information about a noun.

My sister, who is two years older than me, has got football training tonight.

Parts of speech

Reporting clause & comma – Capital letter – Punctuation before inverted comma – Inverted comma – Inverted comma – Reporting clause

Rebecca asked, "What are your plans for the weekend?"
"I am going to my cousin's house," replied her friend.

Synonyms / Antonyms

Synonym: words that have a similar meaning (big/large)
Antonym: words that have the opposite meaning (big/small)

Modal Verbs

show degree of certainty or possibility.

could, should, would, might, ought, can, shall, will, may

Punctuation

Semi-colon (;) – joins two related independent clauses together

Colon (:) – joins two related clauses or begins a list.

Dashes (–), brackets (), commas (,) Used within a sentence to add additional information. The cat (that didn't belong to me) was black.

Hyphen (-) Creates compound words to give a clear meaning.

The man-eating shark.
The man eating shark.

Commands, Questions, Statements and Exclamations

Commands begin with an imperative verb. **Wash** your hands.

Questions expect an answer in return. Did you enjoy the trip?

Statements tell the reader something. The leaves fell to the ground.

Exclamations begin with how or what, and end with an exclamation mark. **How** lucky you are! **What** a beautiful sunset that is!

Passive and Active Voice

Active – The subject performs the action.
The cat chased the mouse.

Passive – When the subject has something done to it.
The mouse was chased by the cat.

Subject, verb and object

Subject (the person or thing doing the action) – Object (the person or thing having something done to it.)

The fisherman caught the fish.

Verb (the action that the subject did)

Tenses – tell us when an action took place

Past	Present	Future
Simple Past I **walked** We **saw** You **ran**	**Simple Present** I **walk** We **see** You **run**	**Simple Future** I **will** walk We **will** see You **will** run
Past progressive I **was** walk**ing** We **were** see**ing** You **were** run**ning**	**Present Progressive** I **am** walk**ing** We **are** see**ing** You **are** run**ning**	**Future Progressive** I **will be** walk**ing** We **will be** see**ing** You **will be** run**ning**
Past perfect I **had** walked We **had** seen You **had** run	**Present Perfect** I **have** walked We **have** seen You **have** run	**Future Perfect** I **will have** walked We **will have** seen You **will have** run

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Learning and Living
God's Truth in Love