

Spelling, punctuation, grammar and basics of literacy for Year 7

Or, SPaG BOL...

And that image is a good reminder of what we're aiming for: a tasty mix of all the elements required for good writing and reading.

Expectations of pupils in Year 7:

They should be aware of parts of speech	They should know different basic forms of sentences	They should be able to differentiate between, spell and use correctly, the following homophones	They should feel confident in using	They should feel confident achieving a variety of sentence starts by starting with the following
Noun	Simple	Your / you're	A colon	A determiner
Proper noun	Compound	There / their / they're	A semi-colon	A noun / proper noun / collective noun / abstract noun
Collective noun	Complex	It's / its	Pairs of commas	A verb (past or present tense)
Abstract noun	Imperative	To / too	Comma after fronted phrases	An adverb
Verb	Declarative	Witch / which		A simile
Adverb	Interrogative	Threw / through		A prepositional phrase of time or place
Adjective	Exclamative	Wait / weight		
Preposition		And lots of the others!		

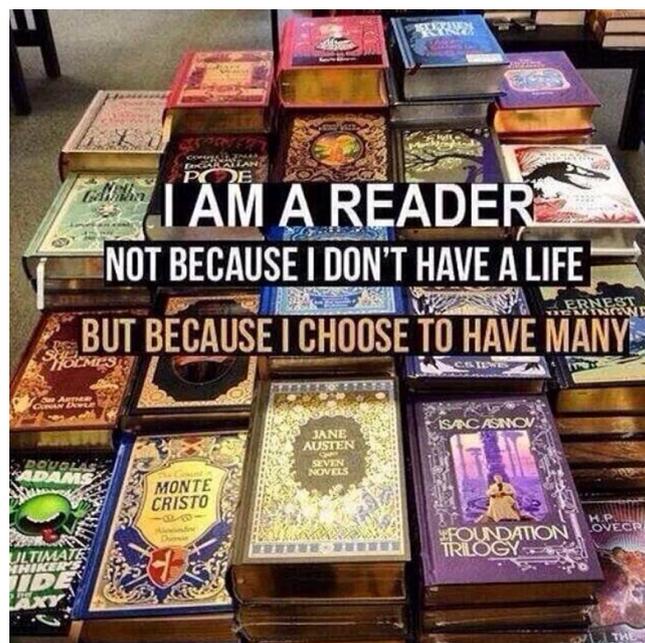
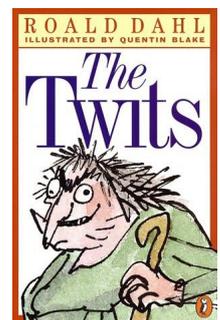
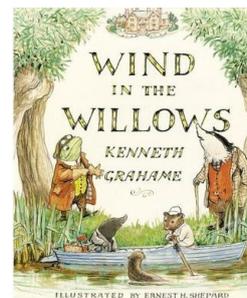
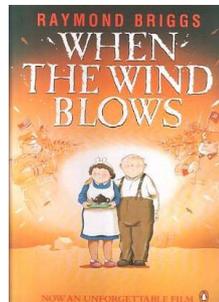
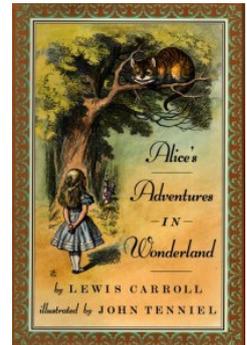
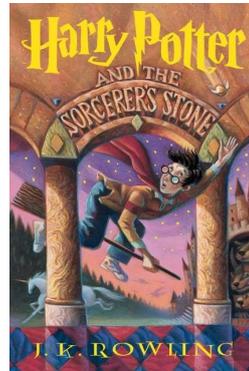
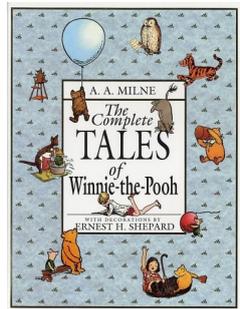
We would also expect our pupils to know:

- When you use capital letters
- When you change paragraph
- The difference between PEEL structure (for History and Geography) and PEAL (English)

The importance of reading

We would hope that pupils will have achieved 'Bronze' level in the Reading Challenge by the end of Year 8 having read the following:

- Winnie The Pooh
- Wind In The Willows
- Harry Potter
- A Christmas Carol
- When The Wind Blows
- Black Beauty
- A range of stories from Shakespeare
- A range of stories from the Bible
- A range of Greek Myths
- A range of stories from Arthurian legend
- A range of fairy tales
- Alice In Wonderland
- Peter Pan
- The Lion The Witch And The Wardrobe
- A range of Roald Dahl: Matilda, The BFG, The Twits, Charlie And The Chocolate Factory, The Witches, Danny Champion Of The World.



SPaG Component for English GCSE

<p>Level 4 13-16 marks</p>	<ul style="list-style-type: none"> • Sentence demarcation is consistently secure and consistently accurate • Wide range of punctuation is used with a high level of accuracy • Uses a full range of appropriate sentence forms for effect • Uses Standard English consistently and appropriately with secure control of complex grammatical structures • High level of accuracy in spelling, including ambitious vocabulary • Extensive and ambitious use of vocabulary
<p>Level 3 9-12 marks</p>	<ul style="list-style-type: none"> • Sentence demarcation is mostly secure and mostly accurate • Range of punctuation is used, mostly with success • Uses a variety of sentence forms for effect • Mostly uses Standard English appropriately with mostly controlled grammatical structures • Generally accurate spelling, including complex and irregular words • Increasingly sophisticated use of vocabulary
<p>Level 2 5-8 marks</p>	<ul style="list-style-type: none"> • Sentence demarcation is mostly secure and sometimes accurate • Some control of a range of punctuation • Attempts a variety of sentence forms • Some use of Standard English with some control of agreement • Some accurate spelling of more complex words • Varied use of vocabulary
<p>Level 1 1-4 marks</p>	<ul style="list-style-type: none"> • Occasional use of sentence demarcation • Some evidence of conscious punctuation • Simple range of sentence forms • Occasional use of Standard English with limited control of agreement • Accurate basic spelling • Simple use of vocabulary
<p>Level 0 No marks</p>	<ul style="list-style-type: none"> • Candidates' spelling, punctuation etc. is sufficiently poor to prevent understanding or meaning

It is important to remember that it is not just English GCSE that carries a SPaG weighting. From January 2013 spelling, punctuation and grammar has also been separately assessed in externally assessed units in Geography, History and Religious Studies.

Separate marks are awarded where a sufficient level of extended writing is required. SPaG marks are allocated to individual questions and achieve a total weighting of 5% of the total marks for the qualification.

What parents can do to help

There are many everyday things you can do to encourage literacy learning. These include:

- valuing and encouraging your child's efforts with literacy
- sharing your knowledge and explaining how you use literacy in your everyday life
- encouraging your child to read and view a variety of texts such as newspapers, novels, comics, magazines, websites, email, timetables, instructions and recipes
- encouraging your child to write for a variety of purposes — invitations, thank you notes, shopping lists, messages, journals and holiday postcards
- encouraging your child to speak and listen for a variety of purposes — sharing a joke, giving instructions, listening to the radio or audio books or asking for information
- sharing a love of language
- discussing how texts look different depending on the purpose and audience — for example, text messaging uses different spelling from school work
- talking about things that you have read or viewed that were amusing, interesting or useful
- discussing favourite authors, producers, directors or illustrators and what you like about them
- discussing new and unusual words or phrases and exploring these through print and electronic dictionaries
- playing games that develop knowledge and enjoyment of words
- making use of community resources for information such as local and school libraries, clubs, community groups and websites.



Ways a Parent Can Help with **READING**

1

Let your child see you reading!

Have magazines and books in your home.

2

Help your child find appropriate reading and word games online.

Keep a dictionary on hand. Help your child look up new words.

3

Read mysteries with your child and try to figure out the clues together.

4

Movie version coming out?

Read the book together first, then talk about which you each liked better.

5

Set aside a time and place for your child to read -

like a comfy chair and a reading light in a quiet place

6

Visit your public library regularly.

Look for and read together the books that were your favorites when you were a kid.

7

Encourage your child to write -

letters, thank you notes, emails, journals, lists, stories about their own trips, events, and daily life

8

Ask your child questions about what her or she is reading, such as:

- What is the story about?
- Who are the important people in the story?
- Where does the story take place?
- Why do you think that person made that choice?
- What do you think will happen next?
- How did you know about...?
- Would you recommend this book to your friends?

9

Ask your child to draw a comic strip about what happens in the story.

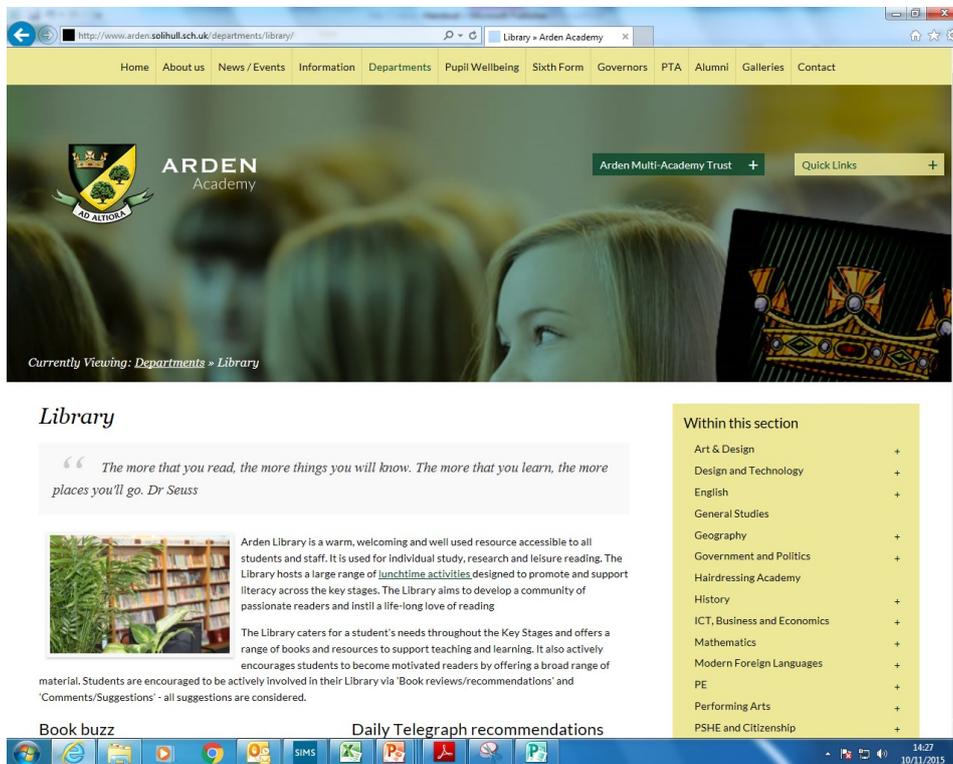
Provide word searches, crossword and other word games and puzzles, or help your child make his/her own



Share with your child about what you're reading... and encourage your child to do the same

Accessing the resources

The school website has a designated Library section which provides information related to ways that you can help your child with their reading. The page includes links to reading lists and information about our reading awards scheme.



The VLE has a site supporting pupils and parents in relation to Literacy. The site can be accessed by scanning the QR code found below, or following the link from the Literacy page on the website.

Please be aware that the preferred browser for the VLE is Google Chrome.

