Making SPaG come alive in the primary classroom
- teaching SPaG creatively and in context

This CPD is for classroom teachers, teaching assistants and all those with responsibility for whole-school literacy

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and ‘language about language’ listed. This is not intended to constrain or restrict teachers’ creativity, but simply to provide the structure on which they can construct exciting lessons.

‘Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.’

The National Curriculum Programmes of Study for English

This training is essential for schools looking to:

- teach grammar in context to integrate it with other learning areas
- embed SPaG learning and teaching into the whole curriculum
- rapidly raise children’s understanding of the terminology and function of grammar
- make SPaG learning an exciting and fruitful process for both pupils and teachers

The background: How children learn to speak, read and write

- the development of speaking - an innate skill
- the development of writing - an additional construct to speaking
- the everyday context for spelling, punctuation and grammar
- the value of first-hand experience and exposure to a broad language base

The national curriculum

- Why spelling, punctuation and grammar is so important
- What the NC says about SPaG
- A word about SPaG terminology
- What the children are expected to be able to do at each stage of their development
- What teachers need to be able to do
- The links between the SPaG elements of literacy – developmental considerations
- How to ensure continuity and progression within a differentiated curriculum
Teaching spelling

Why the KS1 ‘exception words’ are not really exceptions
Teaching the KS2 statutory word lists – dare to make them interesting
Teaching phonics and spelling opportunistically
How to use phonics intelligently and effectively with older children
How to embed phonics into every single lesson to improve spelling rapidly
The etymological adventure – becoming ‘word archaeologists’
Exploring morphology and etymology with children in every phase
A few spelling games and activities and how to modify them for all ages and stages

Grammar – taking the language to pieces to see how it works

A grammar refresher for all delegates
We all know grammar – we wouldn’t be able to speak if we didn’t!
The EAL child – function words and content words
The REDM process – a powerful way to plan for real SPaG learning
‘Under the microscope’ – encouraging children to realise what they already know
Morphology - where grammar meets spelling
Writing complex sentences – clauses, phrases and other ‘clever stuff’
Grammar games and activities and how to modify them for all ages and stages

Punctuation as a tool to help make yourself understood

The difference between spoken and written language
Introducing the sentence
Starting with speaking - helping children to punctuate their sentences by listening first
Why punctuation is a tool - not a rule
Punctuation games and activities and how to modify them for all ages and stages

What next for my classroom and my school? An opportunity to:

discuss issues and share ideas
plan next steps and develop an action plan that will feed into your SDP

The training will provide opportunities for teachers to:

☑ Try out a few activities and games that help to grow children’s curiosity about the English language
☑ Plan the teaching of the real vocabulary they will introduce to their class
☑ Discuss ways of making the training work as a whole-school approach
☑ Share any insights or good practice
☑ Ask any questions they might have

For further details:
W www.literacycpdforschools.com  E tim@literacycpdforschools.com  T 0753 101 8474
or use the CONTACT US page on the website.