

SPAG Crib Sheet

Term	Guidance	Examples
<u>Adjectives formed From Verbs</u>	Adjectives can be formed from verbs. Usually, you would add -ent/ant, -ible/-able, -ing, or -ive in the most common examples, but any suffix could be added to a verb (you may have to take letters off) to make it into an adjective e.g. to colour - colourful, to litter - littered	E.g. create - creative, decide - decisive expect - expectant interest - interesting access - accessible
<u>Active and Passive Voice</u>	<u>Passive voice</u> - the focus is on the action. It is not always known who did the action, or it is not important. <u>Active voice</u> - the focus is on the person doing the action. TIP - Always see if it is possible to add the phrase, 'by zombies' to the sentence. If you can, it is PASSIVE. Also look out for 'is' or 'was' and 'by' for passive voice.	e.g. The book was returned to the library yesterday. The book was returned to the library yesterday by zombies. PASSIVE The bad weather led to the cancellation. ACTIVE (can't add 'by zombies')
<u>Antonyms</u>	Words which mean the opposite of a given word.	Rich - meagre Lucky - unfortunate Sympathetic - unfeeling Evade - confront Meandering - straight Plausible - unbelievable
<u>Adverbials</u>	This is a group of words which modifies (e.g. tells us when) the rest of the sentence. May come at the start (fronted adv.)	e.g. We turned the lights off before we left . Before we left we turned the lights off.
<u>Apostrophes</u>	Two jobs: omission and possession. <u>Omission</u> : to take letters out and replace with an apostrophe to make a contraction. <u>Possession</u> : Possessive apostrophes show belonging and ownership. Careful of plural nouns (e.g. children's) - the apostrophe goes before the 's' and so breaks the rule of putting after the 's'. For words like 'ladies', remember that 'ladie' is not a word, so the apostrophe must go after the 's'.	<u>Omission</u> : does not - doesn't would not - wouldn't shall not - shan't <u>Possession</u> The girl's bag was on the table. The girls' bags were on the table. The children's bags were on the table. Also, teach by rote: men's, women's, children's , but also ladies'.

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<u>Clauses</u>	The information the sentence tells you. Clauses contain verbs, so convey an action.	
<u>Colons</u>	Colons are used to introduce lists . Lists of items are then punctuated with a comma with the last item using 'and'.	The school ran three clubs chess drama and choir. The school ran three clubs: chess, drama and choir.
<u>Commas</u>	Commas change the meaning of sentences.	
<u>Conjunctions</u>	Join clauses in sentences together. May be in the middle but can also be at the start of sentences!	Once we had been to the shops, we went to the swimming baths.
<u>Co-ordinating Conjunctions</u>	Join two main clauses of equal importance. They are used in sentences with co-ordinating clauses.	And, nor, or, so, but, yet e.g. The girl picked up the apple and the boy picked up the pear. He couldn't find bread, nor could he find milk.
<u>Contractions</u>	Turns two words into one by omitting some letters (apostrophes for omission).	Doesn't, can't, shan't, wouldn't, I'll, she'll, he'll, didn't, couldn't, mustn't, I'd, she'd, he'd, they'd, they'll etc...
<u>Determiners</u>	Always come before a noun. Tell you which or how many . Articles (the, a, an) are also determiners.	e.g. There wasn't much juice left in the fridge, so I bought a new bottle. Jack got two postcards today.
<u>Direct Speech</u>	Remember the rule of 5 – five pieces of punctuation in speech. This works if the 'tag' comes first e.g. He asked her, "Please can we have a drink?" Or if it is after: "Please can we have a drink?" he asked her. Or: "He can have a drink," she said.	They asked her if they could go outside. They asked her, "Please can we go outside?" 1. Comma – separates speech clause 2. Inverted comma – indicates start of speech 3. Capital letter – To start all speech! 4. Question mark – demarcates a question 5. Inverted commas – the final piece of punctuation in direct speech Also see other examples on the

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		left.
<u>Hyphens</u>	Used where two letters are the same when adding a prefix, so creating two separate sounds. Also used between two words to make a hyphenated word e.g. thirty-six (two words become one) or in a phrase	e.g. co-ordinate thirty-six seven-year-olds Be careful to read through – 'There were thirty seven-year-olds in Class 4B'.
<u>I and Me</u>	A good way to test which of the two to use: take the other pronoun out of the sentence and if it still makes sense, it is correct.	Jess and I won the race. (I won the race). Correct! Jake invited Brian and I out for dinner. (Jake invited I out for dinner – incorrect!).
<u>Inverted Commas</u>	Used for direct speech. In other words, speech marks. Comma BEFORE end speech mark where there isn't an exclamation mark or question mark to separate the direct speech.	e.g. "Help!" shouted Max. (No comma needed) "These SPAG papers are ridiculous," she remarked.
<u>Modal Verbs</u>	These verbs indicate whether something is certain or possible .	e.g. Tom might go to the park later. I will do the shopping this afternoon.
<u>Nouns used as Verbs</u>	Some nouns can be used as verbs e.g. dream, cover, walk, tap, garden, hunt, jam Teach children to put the, a or an next to the word to use it as a noun in the sentence – it encourages them to write it as a noun. Teach children to start their sentence with the word to use it as a verb. Or put 'I' before the word.	He used a cover to protect the cake whilst it cooled. (noun) I cover my bed with a blanket on cold nights. (verb) Cover my bed, right now! (verb)
<u>Noun Phrases</u>	No verb in a noun phrase!	e.g. The elderly, grey-haired man stooped to pick up his hat.
<u>Present Progressive Tense</u>	Indicates an on-going action. Am + -ing is + -ing are + -ing	e.g. I am playing at the park, while Mum makes tea.
<u>Past Progressive Tense</u>	Indicates a continuous action was + -ing were + -ing	e.g. While I was playing at the park, my mum pushed my sister on the swing.

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<u>Present Perfect Tense</u>	has and have + past participle of the verb Here, 'has' and 'have' are 'helping' (<u>auxiliary</u>) verbs	e.g. I have wanted to play the flute for years. He has played the violin for many years. / He has been ill. Note to reinforce with children ' has written ' (<u>not has 'wrote'</u>)
<u>Past Perfect Tense</u>	had + past participle of the verb Here, 'had' is the <u>auxiliary</u> (helping) verb	e.g. I had wanted to go to the shops in the morning, not the afternoon.
<u>Phrases</u>	Phrases don't contain verbs. They don't make sense on their own.	<u>The tall, slender girl</u> passed the shop window.
<u>Phrases v Clauses</u>	Clauses have verbs – they convey an action in the sentence. Phrases don't have verbs. They modify or describe the main action in the sentence.	e.g. There was <u>a young, athletic woman</u> , who leapt over the high jump with ease. The underlined words are a phrase as they have no verb.
<u>Prefixes</u>	Prefixes are groups of letters that go on the front of root words to change their meaning. There are lots of prefixes for NOT. Letters are not usually taken off the root word to add prefixes (as oppose to suffixes, where you often do).	e.g. (NOT) un-, dis-, in- (usually on 'a' beginning words) inactive, inaudible il- (usually on the front of 'l' beginning words) illegible, illegal ir- (usually on 'r' beginning words) im- , Usually on the front of 'm' and 'p' beginning words mis- (MISTAKE) pre- (BEFORE) re- (REPEAT) de- (UNDO) anti- (AGAINST) sub- (UNDER/LOWER) super- (ABOVE/HIGHER)
<u>Prepositions</u>	Tell you the position of something in the sentence. They can also indicate the time something happens.	e.g. under, over, through, upon, across, within, without, opposite, during, before, until,

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	Prepositions are followed by a noun. e.g. after (which can be used as a preposition, an adverb or a conjunction) → <u>When it is used as a preposition, it is followed by a noun.</u> • I went for a short walk after dinner. When after is used as an adverb, it is not followed by a noun. • She died on March 5th and was buried the day after. <u>After can also be used as a conjunction. As a conjunction, after connects two clauses.</u> • After he finished his studies, he went to America.	underneath, prior to, against, after
<u>Pronouns</u>	Can be a type of determiner.	<u>Personal</u> – I, you, he, she, we, they, us, themselves, yourself, something, it, ourselves, themselves, himself <u>Possessive</u> – My, your, his, her, our, their, its (no apostrophe!)
<u>Relative Clauses</u>	Look for the relative pronouns which start the clause e.g. which, who, when, where, whose, that Imagine ordering at a café to help you remember the relative pronouns – “5 Ws and 1 T, please!”	e.g. The blue car that was parked outside was for sale. (Refers back to the blue car).
<u>Subject, Verb, Object</u>	Subject acts on the verb (‘does’ the action) Verb is the doing or BEING word e.g. Jess was excited. Object is acted on BY the verb.	e.g. Nadia ate strawberries. Do the verb first as it is easy to spot. Nadia – subject Strawberries – object
<u>Subjunctive Mood</u>	(Usually the missing word would be were) Uses a subjunctive verb for imaginary situations. Beyoncé knows how to use the subjunctive mood e.g. If I were a boy...	• If I were to have one wish, I would travel the world! • I wish I were free to come to your party, but I will be busy. • I suggest that he go to the office so that he can sign the register.

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<u>Subordinate Clauses</u>	These, when read out on their own, don't make sense. (Main clauses do make sense when read on their own.)	E.g. She picked up her bag, which was behind the door.
<u>Subordinating Conjunctions</u>	These join a main clause and a subordinate clause in a sentence.	Because, even though, although, after, now that, whereas, while, so that, since, before, when, who, that, than
<u>Subordinating and Co-ordinating Clauses</u>	Sentences with co-ordinating clauses have two main clauses which when read on their own, both make sense. They are usually joined with a co-ordinating conjunction like and, but, or, nor, for, so and yet . Sentences with a subordinate clause are used with a main clause in the sentence. They can appear at the start of the sentence, be sandwiched in the middle, or be at the end of the sentence. They don't make sense on their own when read without the main clause. Subordinating conjunctions can join them such as because, however, although, as, when, that, so that, even though . (Semi-colons and dashes can also join them to the main clause, without using a conjunction).	
<u>Suffixes</u>	A group of letters which is added on to the end of a word. Often letters on the root word have to be removed.	-ful, -some, -ous (FULL OF) -less -ness -ent/-ant -ly -y -al -ible/-able
<u>Synonyms</u>	Words which have a similar meaning to a given word.	Rich – affluent, opulent Poor – meagre, humble, modest
<u>Word Classes</u>	If there is an -ly ending adverb, do that first. Then the verb. Then spot the noun. Then do the adjective which describes the noun. 1. Adverb 2. Verb 3. Noun 4. Adjective	