



SPaG Tricks

SPaG tricks is a learning journey, a week-long teaching sequence designed at Grace Mary to submerge the pupils in a particular SPaG objective for their year group.



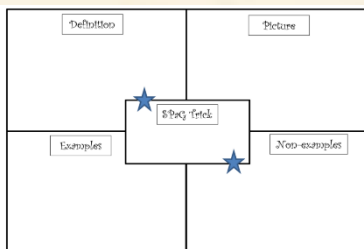
Year 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Aut 1	Adjectives/nouns Exp noun phrases	Past and Present Tense	Capital letters (proper nouns)	Apostrophes Contraction and Possession	Paragraphs (grouping information around a common theme)	Misconceptions Week Review – Spaced Learning
Aut 2	Verbs / Imperative Verbs	Adverbs	Fronted Adverbials	Word Class Week	Paragraphs (grouping information around a common theme)	
Spr 1	Coordinating Conjunctions	Subordinating Conjunctions	Types of sentence Statement, command, question, exclamation		Commas in a list	
Spr 2	Superlatives and Comparatives	Commas in a sentence	Inverted commas		Paragraphs (grouping information around a common theme)	
Sum 1	Progressive forms of verbs	Irregular past tense verbs	Plural Possessive Apostrophe	Word Class Week	Apostrophes review	
Sum 2	Commas in a list / bullet points (listing)	Types of sentence	Adverbials (how, when, where)	Conjunctions review FANBOYS ISAWAWHABUB	Paragraphs (grouping information around a common theme)	

SPaG objectives for each year group have been taken directly from the National Curriculum and placed in a progressive programme that runs from Key Stage 1 through to Year 6.

A patient build-up that consists of carefully planned models and definitions that support and familiarise the children with SPaG expectations for their year group will act to better explain and clarify SPaG tricks that will follow the children through into future year groups.

Spaced Practice allows for pupils to return to a chunk of learning and review material over a long period of time. This gives their minds time to form connections between the ideas and concepts so knowledge can be built upon and easily recalled later.



Retrieval activities, such as using the Frayer Model, will allow pupils to recall SPaG Tricks from previous learning.

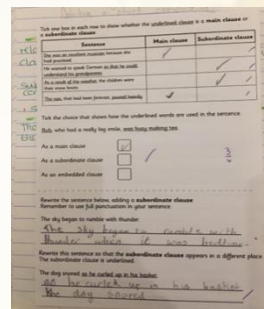
Expectations for later in the year are that the children can independently select tricks and features they have previously practiced and mastered to apply to their independent writing. Then use these 'tricks' to assess and edit other pieces of writing, using them to improve and up level work with suggestions of what else to include during self and peer assessment periods



Advanced

A **Formal assessment** 'over-arching' the entire journey will then set to assess the children's understanding of the SPaG focus.

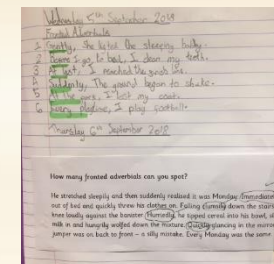
Completed under test conditions, the questions are selected and pitched at ARE expectations, providing the children with test practice in each year group



Assess

First session: Introduction (heavily guided and modelled by the Teacher as the expert).

The children are exposed to and **Assess** the SPaG Trick, having the benefit of a model and explanation from their teacher.

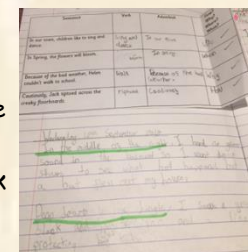


The teacher will, at this stage, define the SPaG focus, model examples and guide the children around it's usage.



Acquire

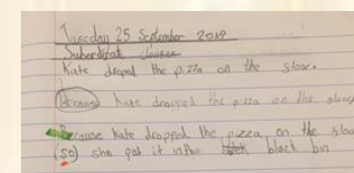
Pupils will then be guided by the Teacher through a series of tasks that investigate the Trick at word and sentence level.



Apply

Further 'guided activities' will fill the children with confidence as they construct sentences with their teachers and peers using the SPaG Trick of the Week.

Independent application will inform the teacher if the feature/trick has been embedded and incorporated successfully, and also provide the children with examples that they can then apply to their independent writing - selected by the child having consulted their SPaG tricks book during an extended write.





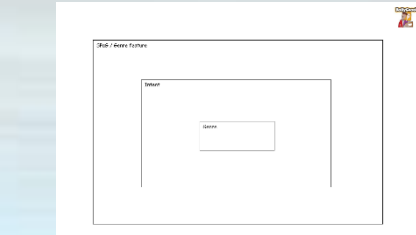
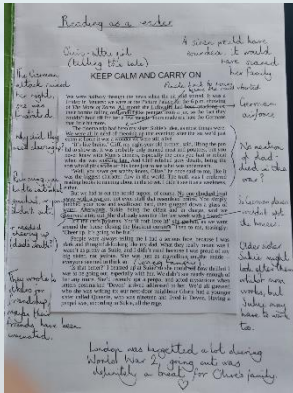
The 'Assess Stage' is where children will be exposed to a high-quality fiction text. Teachers will use a range of activities during this stage to ensure that the children become familiar with the text on a deeper level.



SPaG Tricks



Incorporating VIPERS skills into our Writing journey allows pupils to investigate a wide range of vocabulary - gaining a deeper understanding of language before implementing it (with context) into their writing.



Whilst 'Reading as a Writer', The 'Box Clever' grid is designed to identify the genre, the author's intent and purpose of the write and the writing techniques they used in order to have this effect on the reader.



Apply

The Apply Stage is where pupils utilise all of the skills acquired during the first two stages to create an independent piece of writing.

The write will differ from the original modelled text, allowing the children opportunity to apply the skills acquired unaided, with the freedom and confidence to write.

Self and Peer-assessment strategies are used by the children at this stage in their learning. Children will be given a success criterion with relevant genre features to assess against.

Use of editing stations will address collective misconceptions and allow pupils to focus on editing one aspect of their writing at a time.



writing:
journey



Acquire

The 'Acquire Stage' is where the teacher (as the expert) will use a variety of guided, modelled and shared writing techniques to mobilise the language gathered into sentences using the 'Sentence Stacking' model.



Sentence Stacking

Each plot point is a section of the text of which you are focussing upon. Each plot point from the story makes up one lesson...



As the central character moves through the story, each plot point is assigned an X, plotted on a Scatter Grid on either side of the writing road depending on whether the character's experience is a positive 😊 or negative ☹️ one

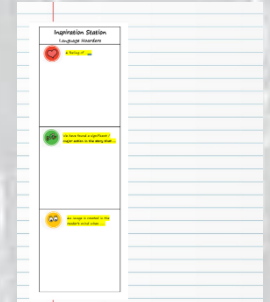
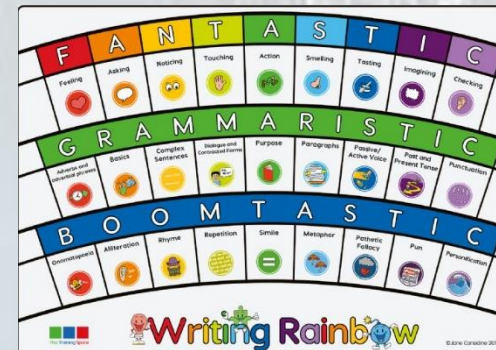


The Teacher inspires and hooks the children before their engagement is capitalised upon for writing. The children are encouraged to generate and magpie words and phrases, of which will be implemented (in context) into their writing.



The Teacher creates a bridge from the stimulus to their model

Using 'The Write Stuff's' elements of writing (FANTASTICS) and the different writing techniques (BOOMTASTICS) the teacher implements the language obtained whilst modelling 'Thesaurus-type Thinking', Verbalising the creative process of sentence building under the supervision of the Writing Rainbow.



Application independently



At this stage, a guided write can help pupils write in the style of that author, or provide them with opportunities to practice the techniques modelled to them throughout the Acquire stage.

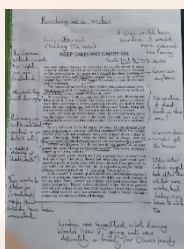


Our experiences will act as a hook, to make the children emotionally invested in the write's purpose and intentions.



Teachers may still elect to incorporate VIPERS skills into a Writing journey to allow pupils to investigate a wide range of vocabulary and language choices.

Additionally, 'Reading as a Reader' also allows the children to acknowledge links to the class text, if it acts as the inspiration behind their independent write.

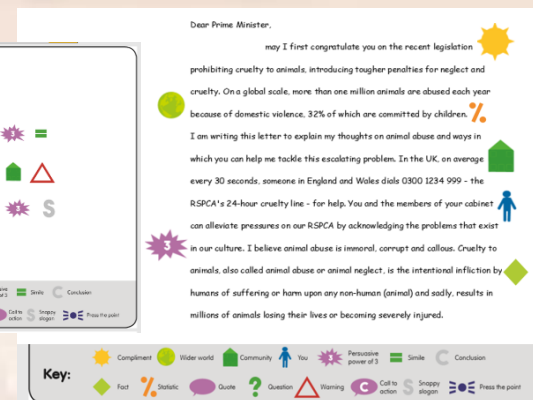
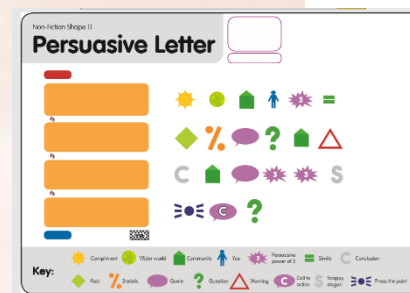
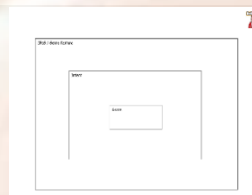


The 'Assess Stage' is where children will be exposed to a non-fiction WAGOLL. There, Teachers will deconstruct a text - The 'shape hunt' acts to present to the pupils *how to build a non-fiction write like a jigsaw.*

SHAPE HUNT

The shapes function as frames that visually represent the structure and organisation of the text type.

This is key to showing the children WAGOLLs and what 'shapes' (structures, techniques and writing elements) make up the jigsaw that is 'this genre of writing'.



Initiate

Excite and Stimulate

The teacher's task is to present a stimulus to excite and hook the children.

This section is split into 2 areas:

- **Stimulus:** in the form of illustrations, film, drama, sound, photos, discussions and/or music.
- **Language Hoarding:** Share and record key words and phrases that will be useful for this plot point.

Sentence Stacking

Model

Teacher is the 'Expert'

The Teacher creates a bridge from the stimulus to their model.

The teacher must employ 'Thesaurus-type thinking' to verbalise the creative process of sentence writing.

Making judgements live in the moment.

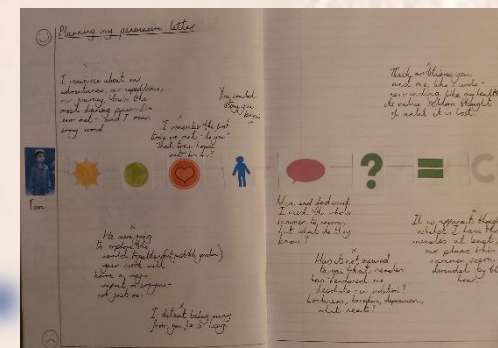


Enable

Pupil's application

Time designated for the children to sentence stack and practice the skill.

Pupils will refer to the teacher model and the language hoarded to create an independent record of the particular element of writing in focus for this learning chunk.



The children can then plan their independent writes, incorporating each chunk of learning and recognising whether it has positive or negative intent in their composition.