



A place to shine ...

Let light shine out of darkness and God's light shine in our hearts
2 Corinthians ch4, v6

Spelling, Punctuation and Grammar policy and Guidance

Consultation that has taken place	December 2019
Date formally approved by governors	December 2019
Date policy became effective	December 2019
Review date	October 2021
Person responsible for implementation and monitoring	Lyndsey Dreyer

'By wisdom a house is built, and through understanding it is established; through knowledge its rooms are filled with rare and beautiful treasures' (Proverbs 24 verses 3-4)

Rationale

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. A non-statutory glossary is provided for teachers.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

Aims

- To enable children to gain knowledge and understanding of spelling, punctuation and grammar.
- To allow children to learn different strategies for developing their own understanding.
- To enable children to know and understand the different rules identified within spelling, punctuation and grammar.
- To ensure spelling, punctuation and grammar is evident across all areas of the curriculum.
- To ensure spelling, punctuation and grammar remains a consistent focus across all areas of the curriculum.

Guidelines

Within spelling, punctuation and grammar there are particular opportunities to develop:

- **Enquiry** through identifying different varieties of spelling (e.g. homophones) and when to use them accurately.
- **Communication** – through written, verbal and listening to further children's own understanding of approaches and rules to spelling, punctuation and grammar.

Teachers are to follow the annual programme for spelling, punctuation and grammar to ensure all aspects are embedded throughout each Key-stage in school. Teachers are to ensure that assessments are carried out half-termly to track children's progress in all areas spelling, punctuation and grammar.

Organisation, Delivery and Assessment

Each Phase delivers the Spelling, punctuation and grammar programme according to the whole school annual overview scheme. Teachers are to use the CGP workbooks to assist the application of skills taught. Children are taught daily in class sessions led by both teachers and learning support assistants. Lessons follow a repeated cycle of planning:

Session 1: Teach terminology

Session 2: Practical whiteboard

Session 3: sentence work

Session 4: longer writing activity

Session 5: Mish Mash SPAG

Monitoring and Assessment is rigorous. Children are assessed weekly through an independent Mish Mash activity. Every 6-8 weeks they will be formally assessed and their individual progress and attainment will be recorded.

The teaching of spelling, punctuation and grammar in EYFS and KS1 will be taught through the Read Write Inc programme. When children reach year 2 they will be taught an additional spelling, punctuation and grammar session following the whole school spelling, punctuation and grammar programme.

Early Years

Teaching is focused on the learning of pure sounds through Speed Sounds lessons and Word Time. The sounds are split into three groups. Once children can read and blend all the Set 1 sounds into words they then read Ditties (sentence work), then Storybooks Green, Purple and Pink.

Key Stage 1

Again, teaching is focused on the learning of pure sounds and children will progress to learn all three sets of speed sounds. The sounds are matched to colour-coded storybooks. Each colour group is taught by a teacher or learning support assistant.

In Key Stage 1 there are nine phonic colour groups, with Grey group being the last phonic group in the programme. Alongside the Storybooks are Get Writing books which allow the children to use their phonic knowledge to write simple sentences, compose stories based on picture strips and to compose a range of texts using discussion prompts.

Once children have completed all of the phonic colour groups they then move on to the Read Write Inc Comprehension programme. This follows on from the phonics programme and is a series of weekly modules for children who can read very well. On completion of this programme children will progress to the spelling, punctuation and grammar group in which they follow the CGP workbook. This is in line with the whole school spelling, punctuation and grammar programme.

Lower Key Stage 2

In LKS2 spelling, punctuation and grammar is taught on daily basis for 30 minutes as well as an additional one hour English lesson. The children in LKS2 have the opportunity to perfect their basic skills and then apply them in a range of genres within their English sessions. It also allows these writers opportunities for sustained and extended writing and focused teaching at this higher level of attainment.

Upper Key Stage 2

In UKS2 spelling, punctuation and grammar is taught on daily basis for 30 minutes as well as an additional one hour English lesson. The children in UKS2 have the opportunity to perfect their basic skills and then apply them in a range of genres within their English sessions. It also allows these writers opportunities for sustained and extended writing and focused teaching at this higher level of attainment.

Intervention

The aim of spelling, punctuation and grammar intervention is to allow children who are not making expected progress further time to become more familiar with the terminology, skills and their application of this across a range of writing genres. These sessions will be taught in small focus groups led by both teachers and teaching assistants across Key Stage 2.

Arrangements for Planning

The responsibility for coordinating planning across key stages is with the subject leader. Spelling, punctuation and grammar will be planned for each key stage and differentiated four ways to ensure all children can access the teaching and learning. This planning will be readily available for teachers to access on the teachers drive.

Arrangements for Monitoring the Delivery of the Curriculum

It is the class teachers' responsibility to discuss with the Subject Leader, progression in planning. Progression in planning should be evident through teacher feedback in quality marking, children's writing and presentation across all areas of the curriculum.

Quality of Teaching

Teachers will use a variety of organisational arrangements in order to enable pupils to acquire a full repertoire of spelling, punctuation and grammar skills.

Account will be taken of children whose first language is not English. Teachers should also be aware of differences affecting the performance of boys and girls.

Quality of Learning

Effective learning takes place when pupils listen attentively and with understanding. They will be encouraged to respond with fluent, well organised speech, showing increasing mastery of spoken language as a response to a widening range of situations and challenges. Children will be encouraged to employ successful strategies for reading, including phonic skills, word recognition and the use of picture and context clues. Tasks will be provided in order for them to develop understanding and increase independence in the application of spelling, punctuation and grammar skills.

Through the writing activities pupils will be expected to develop and show mastery of a range of skills. Children will show the increasing independence with which they structure their own work and how they reflect independently on the application of the skills they have acquired within their spelling, punctuation and grammar sessions.

Progress involves a growing accuracy on sentence construction, punctuation, paragraphing and developing a command of Standard English along with the capacity to convey meaning appropriately for different purposes.

Good learning is characterised by the pupil's ability to check their own spelling, recognise the main patterns of English words and aim at greater accuracy through the use of resources such as spelling books and dictionaries.

The school's arrangements for Staff Development

It is the responsibility of the English Leader to identify the staff development needs that are required to deliver an effective spelling, punctuation and grammar within the English curriculum. The English Leader will be required to assess the needs of the staff and if necessary propose a plan for effective staff development in collaboration with the Head teacher and SLT.

Assessment, Recording and Reporting Arrangements

Following the spelling, punctuation and grammar programme children are assessed with a weekly mish mash, they will then be formally assessed every 6-8 weeks using Rising Stars assessment materials. EYFS and Key Stage 1 will also be assessed every 6-8 weeks within the Read Write Inc programme and each child's progression will be tracked as they move through the programme.

Special Educational Needs Provision

Differentiation can be planned in terms of learning objectives tasks, teaching strategies, grouping, teacher intervention and resources. Children with English as a additional language will be assessed for special educational needs and if necessary, provision for learning will be planned for.

Health and Safety

See Health and Safety Policy for guidance on trips out of school. All teachers are expected to complete the appropriate documentation before taking a group of children on a field trip

Monitoring and Review

This Policy will be reviewed annually by the Curriculum Team and the Curriculum Committee of the Governing Body