



Spelling, Punctuation and Grammar (SPaG) Policy

Date Policy Adopted: June 2017

	Date of Next Review	Signed
Head teacher/SLT	June 2018	
Governors	Curriculum and Standards	

Broseley CE Primary School Spelling, Punctuation and Grammar (SPaG) Policy

Rationale

At Broseley Primary we ensure that all pupils leave our school being able to communicate clearly and with confidence; attaining Literacy skills that will stay with them for life and impact positively on their life achievements and opportunities. Within this, the ability to spell with confidence and accuracy is an essential skill for communication, as is the acquisition of vital grammar and punctuation skills and understanding. The systematic and consistent teaching of phonics, spelling, grammar and punctuation throughout the school is vital in developing children's knowledge, use and understanding of the English language.

Aims and Objectives

- To provide children with the necessary experiences in order to develop their spelling skills.
- To equip children with a range of phonological options to be able to select appropriate spelling and common spelling patterns, through a variety of teaching strategies.
- To provide children with spelling strategies that can support their everyday writing.
- To ensure that pupils are able to react to punctuation when reading; and are able, in writing, to use punctuation devices correctly and consistently (according to age expectations).
- To ensure that pupils have a secure grasp of grammar knowledge, and can demonstrate a secure grasp of linguistic skills both orally and in written work.
- To ensure that all pupils can demonstrate effective and precise oracy skills, and can confidently participate in discussions, debates, oral storytelling and public speaking (according to age expectations).

SPELLING:

Teaching and learning

The teaching of phonics plays a vital role in children's ability to spell so great emphasis is placed on this from the Foundation Stage through Key Stage 1. As children move through upper KS1 to KS2, the emphasis in the teaching objectives shifts from the teaching of phonics to more focussed teaching of spelling strategies, conventions and rules to build upon a child's established phonological knowledge.

In Foundation Stage and Key Stage 1:

The teaching of Phonics at Broseley CE Primary School follows the teaching sequence set out in the Letters and Sounds Programme, supported by a variety of resources. High quality phonics sessions are taught daily in Reception and the Key Stage 1 classes, enhanced by a multi-sensory teaching approach, aware of different learning styles including visual, auditory and kinaesthetic. Pupils are taught each phase according to their age and ability, with an awareness of those pupils who take longer to embed their understanding and therefore need to move at a slightly slower pace for consolidation.

In Key Stage 2:

Spelling should be taught explicitly and regularly to all pupils. This is taught in 5 x 15 minute sessions per week following 'Read Write Inc. Spelling' programme. This is not just about phonological work and spelling patterns. Children need to be taught explicitly about the structure of words (morphology) to guide their spelling. Teachers should be aware of the value of overlearning, i.e. revisiting and practising words. Little and often is the most effective method.

The Read Write Inc. Spelling programme is linked to the 2014 National Curriculum guidelines and statutory spellings and ensures each child is prepared for the spelling component of the Year 6 Grammar, Punctuation and Spelling Test. The teaching programme includes a variety of short and snappy teacher-led activities as well as some involving group, pair and independent work. These activities are taught in conjunction with a variety of online resources, spelling assessment tests, word banks and spelling charts. Pupils who still need extra support with phonic work should be identified and targeted to go on to the Letters and Sounds phonics programme and other intervention strategies if necessary. (It is important that these interventions are time-effective and do not take place at the same time as the daily spelling sessions). The spelling of high and medium frequency words should be revisited regularly throughout the school. Children's spelling lists should include common tricky words (red and orange words) and mistakes derived from current work as well as words that reflect the spelling strategies currently being taught. It is essential that spelling lists also relate to specific teaching.

Home Learning

Children need regular spelling practise at home as well as at school. Spelling practice is included in Home Learning activities. In Foundation stage and Year one, children are given phonemes to practise and tricky words which are sent home to read, write and play games with.

In Key Stage 2, pupils take home weekly spellings that are based on an individual need. These are the words that pupils find particularly tricky, but which also link to the strategy being focused on that week.

Planning

Planning is based on the material provided in the Letters and Sounds programme (Foundation Stage/ KS1) and the Read Write Inc. programmes for phonics and spelling (KS2) as well as the new National Curriculum. Teachers are expected to adapt the materials/units to best suit the needs of their children.

Assessment

Assessment of pupil progress is, in the first instance, on-going by the class teacher as part of formative assessment. Reception children are expected to apply their phonic knowledge in their reading and writing. This is monitored through guided reading. Pupils also have spelling expectations that are matched to their phase and they have letter boards and 'tricky word' mats to aid their writing. Baseline assessment is used initially and then six-weekly assessments take place for groupings. Children from Year 1 to Year 6 have regular spelling tests (from Year 3 onwards this is linked to the RWI programme). This enables teachers to track progress in spelling throughout KS1 and KS2.

At the end of Year 1, all children take the Phonics Screening Check as part of the government statutory requirements. Those pupils that have not reached the expected standard of the phonics check are re-tested in Year 2. Formal summative assessments are carried out through the SATs tests at the end of KS1 and KS2.

Interventions

In line with the National Curriculum, all pupils are to be taught age-appropriate content. However, those pupils who need more time and support, particularly if they have an identified specific learning difficulty linked to spelling, are to be given focused and time-effective interventions to close the gap.

Roles and responsibilities

It is the class teacher's responsibility to ensure that phonics and spelling is taught consistently in their class using and adapting the given programmes. Its use and effectiveness will be supported and monitored by the Literacy co-ordinator on behalf of the Head and Governors.

PUNCTUATION & GRAMMAR:

Teaching and learning:

Throughout school, grammar and punctuation is taught in every English lesson, either as the focus of the lesson, or discretely as part of the writing process. In addition to these lessons, all other teaching and learning linked to English will provide an opportunity to embed punctuation and grammar skills. SPAG-related starters should be used where appropriate, and through modelled writing, specific punctuation and grammar concepts should be taught.

In cross-curricular work, there is an expectation that grammar and punctuation skills will be demonstrated and taught concepts applied precisely and accurately. The marking policy will be applied to ensure that correct punctuation and grammar are applied in all writing tasks across all subjects.

Speaking and listening activities in all subjects enable pupils to practise correct grammar in the form of recounting stories and information and constructing sentences effectively. This in turn will impact on children's ability to write using correct punctuation and grammar and is intended to develop the 'writing voice' of all children throughout school.

Planning:

The following table sets out the yearly expectations. (The first half term will be spent revising the previous year group's content):

Aspect of grammar	Vocabulary	Year group introduced
Use of prefix -un Joining words and clauses using <i>and</i> Sequencing sentences Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks	letter capital letter word singular plural sentence punctuation full stop exclamation mark question mark	Y1
Subordination (if, when, that, because) Co-ordination (or, and, but) Expanded noun phrases (the blue butterfly) Consistent use of present tense and past tense Progressive form of verbs (she is drumming, he is shouting) Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas in a list Apostrophes for singular possession Function of a sentence - statement, question, command, exclamation	noun noun phrase question exclamation command compound suffix adjective adverb verb tense (past, present) apostrophe comma	Y2
Use of prefixes Use of <i>a</i> or <i>an</i> Use of conjunctions to express time, place and cause Use of adverbs Use of prepositions Use of present perfect (He has gone) Inverted commas for direct speech Introduction to paragraphs Headings and subheadings	preposition conjunction word family prefix clause subordinate clause direct speech inverted commas consonant	Y3

	consonant letter vowel vowel letter	
Use of standard English for verb inflection (Not 'we was')	determiner	Y4
Expanded noun phrases	pronoun	
Preposition phrases	possessive pronoun	
Fronted adverbials	adverbial	
Paragraphs related to a theme		
Use of pronouns for cohesion		
Full speech punctuation		
Apostrophes for plural possession		
Commas after fronted adverbials		
Relative clauses	modal verb	Y5
Modal verbs	relative pronoun	
Brackets, dashes or commas for parenthesis	relative clause	
Commas to clarify meaning	parenthesis	
Use of adverbials of time, number and tense choices to make links across paragraphs	bracket	
	dash	
	cohesion	
	ambiguity	
Use of formal speech for writing	subject	Y6
Synonyms and antonyms	object	
Use of passive voice	active	
Use of subjunctive	passive	
Use of ellipsis	synonym	
Semi-colon, colon and dash to separate independent clauses	antonym	
Colon and semi-colon in lists	ellipsis	
Bullet point punctuation	hyphen	
Use of hyphens to avoid ambiguity	colon	
	semi-colon	
	bullet points	

Home Learning

Pupils from Year 1 onwards will be given grammar and punctuation activities to complete at home. These will be based on work done in school and therefore provide further opportunities for consolidation. Parents have a comprehensive SPaG document which sets out the learning expectations from the National Curriculum.

Assessment

Assessment of pupil progress is, in the first instance, on-going by the class teacher as part of formative assessment. Formal summative assessments are carried out at the end of each year, and through the SATs tests at the end of KS1 and KS2.

Interventions

If pupils need interventions to address misconceptions in grammar, the class teacher needs to provide the TA with a different approach to teaching that particular objective rather than just going over the lesson that has been taught in class. This should be in the form of games and interactive activities.

Roles and responsibilities

It is the class teacher's responsibility to ensure that grammar and punctuation is taught consistently in their class according to the requirements of the National Curriculum. Its use and effectiveness will be supported and monitored by the Literacy co-ordinator on behalf of the Head and Governors.

