



Wombwell Park Street Primary School Spelling, Punctuation and Grammar Policy

“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’.” (DFE,2014)

At Wombwell Park Street Primary School, in line with the National Curriculum, we feel it is essential to support children in their knowledge of Spelling, Punctuation and Grammar. Part of reading and writing involves exposing children to a wider range of vocabulary. As vocabulary increases, it is important that pupils understand the relationships between words and their meanings, and how to develop their understanding of, and ability to use, figurative language. Through teaching pupils the vocabulary they need to discuss their reading and writing, this should support students in controlling their speaking and writing consciously whilst adhering to Standard English. By effective teaching of Spelling, Punctuation and Grammar we firmly believe that all children will have a more robust understanding of the mechanics of writing and speaking coherently and for effect.

Aims

Spelling, Punctuation and Grammar comprises a significant part of the National Curriculum. As such, it is of the utmost importance to ensure that the teaching of this is done to a high standard, with clear knowledge of the progressive content and with account of exceptions to rules. This results in discrete skills taught being applied appropriately in a range of contexts to strengthen and develop writing and discourse. In order to ensure Spelling, Punctuation and Grammar is effectively taught, our aims are:

- To plan for and deliver an effective, embedded and consistent approach to Spelling, Punctuation and Grammar across the whole school.
- To improve standards in the discrete teaching of spelling across Key Stage 1 and 2.
- To ensure that classroom environments expose children to a wider range of vocabulary to support closing the word gap.
- To teach Spelling, Punctuation and Grammar concepts so children can identify these in a range of contexts.
- To provide a core offer which includes a growing provision of teaching and learning resources to support the teaching of this area.
- To make available opportunities for children to access high-quality interactive learning in the subject, external to the classroom.

How Spelling, Punctuation and Grammar is taught

Spelling, Punctuation and Grammar is taught in school from the earliest point entry through to the end of Key Stage 2. As with other aspects of the English curriculum, Spelling, Punctuation and Grammar is progressive in nature so looks different throughout Key Stages. In EYFS, the main focus of Spelling, Punctuation and Grammar is based on early application of phonic knowledge and basic punctuation. As children progress to Key Stage 1, they begin to also consider elements of grammar, including using the correct terminology and integrating this into daily learning. Spelling is developed through Read, Write, Inc phonics, as well as through teaching of spelling rules and patterns. Moving into Key Stage 2, much of what has been embedded in Key Stage 1 is developed upon, and children begin to learn more complex spelling rules and patterns, along with how to use more technically advanced punctuation and grammar. Where the Read, Write, Inc program is taught, Spelling, Punctuation and Grammar are integrated into the daily 1 hour practice. In Key Stage 2, the discrete teaching of Spelling, Punctuation and Grammar is taught daily for 30 minutes.

Following on from the Read, Write, Inc phonics program, as children move into Year 2 (or once they have secured their phonic knowledge) they begin the Read, Write, Inc Spelling program. This is complementary of earlier work as it is written with similar principles and activities that children will have covered lower down school. The program is a systematic spelling programme which provides the support and resources to teach the spelling component of the National Curriculum with confidence and clarity.

As Spelling, Punctuation and Grammar is taught discretely for 30 minutes per day, 15 minutes is given to Read, Write, Inc Spelling and the remaining 15 minutes support further consolidating of punctuation and grammar. Each child, in each year group is provided with a practice book relevant to their year group and new spellings are introduced via the online spelling zone. Once new rules have been introduced over the course of the week children work through their practice book completing recaps of key information and a variety of partner activities to embed rules and patterns.

Punctuation and Grammar practice is taught through reference to the National Curriculum and the Age Related Expectations. This is developed from discrete teaching of new content and built upon so that once knowledge is secure children can begin to apply their skills in a variety of different contexts. This may be modelled in various ways including; interactive games, feature spotting across a range of texts, partner and group task or independent application activities.

Equal Opportunities, Inclusion and Access

We strongly promote equal opportunities in all aspects of our school life and the same is true of Spelling, Punctuation and Grammar. Our belief is that every child should be able to access the provision at our school and this is achieved through teachers adapting their lessons (through a variety of strategies) to meet the needs and interests of the children and fully implement our Inclusion policy. Mr Fidment (SENDCo) rigorously monitors provision to ensure that our Inclusion Policy is implemented across all curriculum areas, all classes and for all children. Children with Special Educational Needs are supported by EHCP's as appropriate. Additionally, those who are quick to grasp learning are given opportunities to deepen their understanding in a mastery approach, rather than accelerated through curriculum content.

Planning

Planning, as in other elements of the English curriculum is essential to the effective delivery of Spelling, Punctuation and Grammar content. As such, Read, Write, Inc Phonics and Spelling supports in the planning of Spelling. This is done on a daily basis in line with the sequence of learning suggested by the program, as well as taking account of teacher assessment where appropriate if further consolidation is needed. Punctuation and grammar components are planned for in both discrete practice and a part of whole class writing sessions. These are planned for with reference to the expectations of each year group as per the National Curriculum, and are integrated based on the appropriateness of the concept to the genre being taught.

Assessment and Reporting

Assessment and reporting is carefully considered in relation to Spelling, Punctuation and Grammar. Assessment is an ongoing process which is a combination of both formative and summative assessment. Across all Key Stages, formative assessment is used through teacher judgement. All children's progress is monitored on an ongoing basis and any children who need additional support to develop their Spelling, Punctuation and Grammar may access 1:1 tailored support or small group intervention to further enable progress. Formative teacher assessment is derived from both the competency displayed in discrete teaching of such skills, and in regards to the wider application of such concepts in pupils spoken and written output across the curriculum. Teachers use EAZmag in to track pupils' progress carefully.

In addition, summative assessment is used on an ongoing basis to check and review what children have retained and ensure that teacher judgements reflect the national standards. This is done through the materials provided in Read, Write, Inc Phonics (EYFS – Year 1), as well as through termly NFER summative assessments for Spelling, Punctuation and Grammar (Years 2-6). At the end of Key Stage 1 children sit a SATs Spelling, Punctuation and Grammar paper which is completed by Year 2 children nationally. This is repeated at the end of Key Stage 2 with Year 6 SATs tests for Spelling, Punctuation and Grammar.

Safeguarding, Health and Safety

Teachers complete a risk assessment for any planned activity which presents a potential risk or hazard. Safeguarding children from any kind of harm is our main priority and the importance of teaching children about safe practice as part of their daily lives is incorporated into Spelling, Punctuation and Grammar and throughout the curriculum where appropriate.

Chair of Governors	E.Oliver
Headteacher	C.Lawson
Date	9.7.20