



Bridge and Patribourne Primary School

Curriculum Policy for Spelling, Punctuation and Grammar

Subject Leader : Louise Andrews

Policy Review Date : Autumn 2016

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.

The aims of our school are:

- to create a stable, ordered and balanced community, which will foster each child's *intellectual*, physical, aesthetic, spiritual, emotional, moral and social development
- *to provide for learning to take place within a broad and balanced curriculum of both academic and practical work, which gives pupils not only experience of the major subject disciplines but also a sense of satisfaction in their achievements*
- to encourage each child throughout their school life *to develop an enquiring and receptive mind as well as the ability to reason*. In this way the child will acquire the skills and knowledge necessary to develop their potential and enable them to take their full part in society.

(phrases particularly relevant to spelling, punctuation and grammar *have been indicated in italic*)

The aims and objectives of our spelling, punctuation and grammar Policy are:

- 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

Integration of Key Skills:

Our curriculum in school gives priority to the development of the Key Learning Skills of Enquiry, Problem Solving, Reasoning, Evaluation, Communication, Information Processing and Creative Thinking.

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.

Principles of Teaching and Learning

This policy recognises the school teaching and learning policy, particular the section on high quality teaching;

- lessons are tightly focused with a Learning Intention that is context free and offers an appropriate level of challenge supported by success criteria against which children's learning can be assessed
- high levels of interaction for all children with an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- use of teacher questioning, modelling and explanation
- an expectation that children will be involved and engaged and will accept responsibility for their own learning with opportunities to work independently given relevant support
- regular use of encouragement and authentic praise to engage and motivate children

Inclusive Education

This policy is underpinned by our school commitment to the values and principles of inclusive education. As a school, we identify inclusive education as a process of enabling all children to learn and participate effectively. We support the ideal that inclusive education challenges exclusionary cultures and practices and aims to remove barriers to children's participation and learning, recognising the individual child's needs and valuing their potential. We believe that inclusive education is essential to achieving quality education for all. We aim to provide an inclusive educational environment which welcomes and accommodates all learners.

In year 2 and year 6, additional support groups are organised from January onwards to prepare children for the requirements of the external standardised assessments. Funding for Pupil Premium children may be used to offer 1:1 support in spelling, punctuation and grammar when appropriate.

In spelling, punctuation and grammar, particular approaches to inclusion are;

- Spelling - Ensuring children have revision and interventions of work covered previously and the introduction of new work. This will vary according to individual child.
- Adapted success criteria to ensure all children can access learning
- Within grammar, building knowledge for all children is best achieved through a focus on grammar within the teaching of reading, writing and speaking.
- Young pupils, in particular, use more complex language in speech than in writing, and teachers should build on this, aiming for a smooth transition to sophisticated writing.

Alternative methods of recording

To ensure children are familiar with a concept [for example 'modal verb'], they should be encouraged to apply and explore this concept in the grammar of their own speech and writing and to note where it is used by others. This can be done through discussion within class or intervention groups.

Planning for spelling, punctuation and grammar

The knowledge and skills from the National Curriculum 2014 for spelling, punctuation and grammar has been structured into long term plans identifying coverage and progression from Reception to Year 6.

From these plans, each year group produces a weekly plan integrated into their English plans for spelling, punctuation and grammar which usually covers 1 week on a rolling programme, and identifies in more detail how the learning intentions will be covered and the links to other curriculum areas. Teachers are encouraged to save their planning to the T:drive as a further shared resource. (Documents related to planning are attached to this policy as an appendix).

Feedback and Assessment for spelling, punctuation and grammar

ASSESSMENT IN THE FOUNDATION STAGE

Assessment of children's progress and achievement in the Foundation Stage is recorded against the statements in the Foundation Stage Profile. This is continuous, formative assessment achieved through observation of children engaged in the learning experiences offered throughout the day. Moderation of assessment judgements is carried out between all Foundation Stage staff on a regular basis and is also externally moderated on a yearly basis by the Local Authority. Profiles for each child are submitted to the Local Authority in June, and are used to inform target setting as children move into Year 1.

Formative Assessment (Years 1 – 6)

Assessment is continual in all classes throughout the year. Planning incorporates the opportunity for formative assessment through the phrasing of context free Learning Intentions and clear Success Criteria.

PLANNING FOR ASSESSMENT OPPORTUNITIES

Planning for each subject and within each year and key stage is set out in the curriculum overview (reviewed 2014). It is important to recognise that planning is the key to effective assessment and recording. Formative assessment is built into the planning process to allow for flexibility and to target areas for improvement. Planning in each class is kept in the teachers' planning files.

Lessons have a clear Learning Intention, with opportunities for formative assessment throughout the lesson and during plenaries. Children will be made aware of both this intention and the success criteria they will be expected to meet by the end of the session.

Differentiation is dependent upon the activity and should allow for all children to make progress in the session and provide them with an element of challenge. There will be occasions when children are working on separate individual or group programmes, usually monitored by a Teaching Assistant under the guidance of the class teacher. All Teaching Assistants will keep notes on the children they work with and will meet regularly with the class teachers with whom they work and three times a year with the SENCO.

Within each classroom there are various opportunities for assessment, many of which will be indicated in the planning sheets.

These may include:-

Reading children's written work, e.g. notes, rough drafts, final copy.

Listening when children are discussing in a group or reading to the teacher.

Observing drama or play activity

Evaluating completed written work

Questioning to discover if children have understood concepts or remembered facts or instructions.

Reflecting upon what has taken place during a lesson or activity for children to assess their own understanding

Discussing by drawing out ideas or understanding after reading a poem or story or exploring a spelling pattern.

All the methods of assessment listed above involve considering evidence of achievement and attainment.

MARKING FOR IMPROVEMENT

Children must know the Success Criteria which the teacher is using when marking their work. These are mainly derived from the Learning Intentions but attention may also be drawn to unnecessary errors or omissions. Teachers' comments are a positive feedback to the child and the purpose of marking is to show value for the work that has been produced as well as providing guidance for the further development of the child's learning and understanding.

A consistent approach to marking is most important to a child's progress since it should identify attainment, recognise achievement, highlight areas for improvement, encourage self-evaluation and future learning and be capable of easy interpretation.

School Policy

- Feedback should be relative to the Learning Intention
- Children are made aware of the success criteria for an activity
- Where appropriate, children are prompted with an additional question or extra task in order to 'close the learning gap'
- Children will be encouraged to reflect upon and review their work. Children record their responses to feedback marking in green pen.

Cross-Curricular links to spelling, punctuation and grammar

English: spelling, punctuation and grammar makes a significant contribution to the teaching of English because it actively promotes the skills of reading, writing, speaking and listening.

Science: opportunities to explore spelling, punctuation and grammar by providing close links with key vocabulary identified and taught during the unit. (this is also relevant for other foundation and core subjects such as History and Geography).

Computing: enables children to explore spelling, punctuation and grammar through different games and activities to support their own learning, this can be done independently or as a group initiative.

Communication with Parents

Parents are kept informed of children's specific needs, initiatives implemented and any developments through consultations, provision maps, talks with SENCO and class teacher. Parents are also given resources (such as Year group word lists, games to play and strategies for learning) that may support their children's spelling, punctuation and grammar.

Resources

Spelling, punctuation and grammar resources are mainly stored centrally, organised under themes related to the long term plan on year group discs. An audit has been carried out with staff against the long term plan for spelling, punctuation and grammar to ensure that the necessary, up-to-date resources are on-hand to support teaching and learning. New resources will be added as budget allows.

Monitoring and review

Subject leaders monitor coverage and progression across the school through book and planning scrutinise, pupil interviews, observation of classroom environments and through discussions with teachers from all Key Stages.

An action plan for English (incorporating SPAG) is drawn up every year as part of the school development plan. It is the responsibility of the subject leader, supported by the SLT and identified link governors to implement the agreed actions on the plan.

Presented to Governors

Spring 2015