



## Larkrise Primary School

### Spelling, Punctuation and Grammar Policy

#### Aim

The aim of this policy is to ensure that the teaching of spelling, grammar and punctuation (SPaG) is consistent throughout the school and that it follows a progressive framework. It aims to ensure that a high majority of children achieve at least a level 4 at the end of primary school. It also seeks to support teachers in becoming more confident in the teaching of spelling, punctuation and grammar.

This policy will enable children to:

- Have a growing repertoire of vocabulary to use in their speaking and writing activities.
- Develop an interest in a range of texts.
- Use the full range of reading cues.
- Have an interest in words and their meanings
- Read and write with confidence and fluency.
- Develop their powers of imaginative word use in creative and inventive writing.
- Plan, draft, evaluate and edit their writing using appropriate words and punctuation.

#### Framework

A SPaG framework has been developed which follows the National Curriculum 2014 guidance. The framework provides teachers with a clear expectation on what needs to be taught in the different stages of the curriculum. It also offers them teaching guidance in the key areas.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>An age appropriate spelling, punctuation or grammar session is to be taught as a <b>10 minute mental starter in all literacy sessions in years 1– 6 therefore 5 times a week. These sessions will be taught using the framework as well as assessment for learning from SPaG practice challenge papers.</b> Teachers could display a couple of sample questions and go through together emphasising key grammatical rules or carry out more focused teaching.</p> <p>The teaching of the age related terminology shown in the framework is a necessity and all teachers must have high expectations to ensure that their cohort leave the year knowing all vocabulary and grammatical rules.</p>					
<ul style="list-style-type: none"> <li>• <b>Spelling will be taught daily</b> in the form of phonics (<b>Bugclub</b>)</li> <li>• <b>Spelling and Grammar Bug</b> will be taught for 15 minutes twice a week.</li> <li>• Handwriting will be demonstrated through the online Bugclub resource daily-children will have two 15 minute practice sessions a week.</li> <li>• In Literacy sessions, teachers will ensure all terminology shown in framework is taught.</li> </ul>		<p>Year 3 will be a transition year. This year will follow the Key Stage 1 framework until January and then will move to the key stage 2 format.</p>	<p><b>A 1 hour grammar and spelling session will take place each week using the framework.</b> Within this session children will be <b>tested on spellings</b> given for homework and will <b>fortnightly be given a practice SPaG practice paper.</b></p> <p><b>Two 15 minute handwriting sessions will take place each week.</b></p> <p><b>Marking and feedback should take a grammar focus where possible.</b></p>		

- In addition to this grammar, spelling and punctuation **must** also be taught discretely in topic lessons, e.g. when reading a sentence about a famous artist, draw the children's attention to use of a hyphen and explain why, or when looking at science planning houses draw children's attention to question words etc.
- SPaG should also regularly form the focused learning objective for guided reading sessions- eg LO – understand how author adds effect with adverbs, can you find the adverbial phrase on the second paragraph on page 2 of the BFG or how many adverbs has the author used?
- When carrying out Shared Writing teachers **must** ensure that they over emphasise and use the correct terminology to describe what they have just done in their writing – “I have used brackets here to add extra information”.
- Teachers should add mini plenary elements to their writing lessons and get the children to highlight elements, e.g. go back through and highlight a subordinate clause (4,5 and 6), or highlight an adjective (year 2).
- Teachers will need to have a key grammar vocabulary display for their relevant year groups shown in their classroom.
- Teachers **must** ensure that they are using scaffolding grammar and spelling comments when marking and providing feedback.
- Teachers will still use the spelling bank scheme (linked to letters and sounds) to organise spelling homework.

### **Assessment and Tracking**

A formal SPaG assessment will take place 3x a year in assessment week. The schools Literacy coordinator will create a test for each year group. The test will provide children with a level for SPaG.

### **Training and Monitoring of teaching**

Staff will be regularly trained on how to teach grammar explicitly as a stand alone session and also within Shared Writing, Guided Writing, Shared Reading and Guided Reading sessions. Teachers will be monitored regularly in their teaching of grammar and books will be scrutinised to check that marking and scaffolding comments offer opportunities for children to develop their grammar and spelling.

Policy developed September 2013

Reviewd September 2017

Next Review September 2019