

West Melton Primary School



SPaG Policy

Date approved by Governing Body: Autumn 2018

Review Date: Autumn 2019

Updated by: K Elliott

Statement of Intent:

At West Melton Primary School we ensure that all pupils leave our school being able to communicate clearly and with confidence; attaining English skills that will stay with them for life and impact positively on their life achievements and opportunities. 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. 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 also seeks to support teachers in becoming more confident in the teaching of spelling, punctuation and grammar.

Aims and Objectives in line with the aims of the 2014 National Curriculum:

- 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; ensure children can select appropriate choices in a particular genre
- To ensure that all pupils can demonstrate effective and precise oral skills and can confidently participate in discussions, debates, oral storytelling and public speaking (according to age expectations).
- To ensure appropriate and relevant training is available to staff and consistency in approach is monitored by the head teacher.

Role of the SPAG Subject Leader:

- To lead in the development of SPAG throughout the school.
- To provide CPD to develop the subject knowledge of teachers.
- To monitor the planning, teaching and learning of SPAG throughout the school.
- To help raise standards in SPAG.
- To provide teachers with support in the teaching of SPAG.
- To provide staff with CPD opportunities in relation to SPAG within the confines of the budget and the School Improvement Plan
- To monitor and maintain high quality resources.
- To keep up to date with new developments in the area of SPAG.

- To identify key groups (EG, vulnerable, SEND) and track their progress, identifying any core areas of needs and support.

SPELLING

Roles and responsibilities:

It is the class teacher's responsibility to ensure that RWI 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 Writing lead, SPAG lead and SLT on behalf of the Head and Governors.

Planning:

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

Teaching and learning:

The teaching of phonics at West Melton Primary School 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 focused 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 follows the teaching sequence set out in Read Write Inc (RWI) Programme, supported by a variety of resources. High quality phonics sessions are taught daily in Foundation and the Key Stage 1 classes. 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 (this may include those children in KS2 who have been identified as needing to access the RWI phonics programme to support their individual need).

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. 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.

In line with the National Curriculum, all pupils are to be taught age-appropriate content, though pupils who still need extra support with phonic work should be

identified and targeted to go on to the RWI phonics programme and other intervention strategies if necessary. 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:

At West Melton Primary school we believe that children need regular spelling practise at home as well as at school, in order to consolidate their learning. As a whole school approach, weekly spelling lists are sent home.

In Foundation Stage and KS1, or those children accessing the RWI phonics programme, 'Red words' are used as spelling homework. 'Red words' are found inside of the RWI reading books and support the Nation Curriculum word lists

Red words

he she to No call her the I've

In Key Stage 2, or for those pupils who are accessing the RWI spelling programme, pupils take home weekly spellings that link to the strategy being focused on that week: these should be recorded in the RWI log books. Where appropriate an alternative spelling list may be provided to meet individual needs of identified pupils.

Assessment:

Assessment of pupil progress is, in the first instance, on-going by the class teacher as part of formative assessment. Spellings should be identified during all writing opportunities and children should be given time to respond to this feedback, in line with the marking policy.

Foundation Stage children are expected to apply their phonic knowledge in their reading and writing. This is monitored through focused groups as per teacher planning. The EYFS Statutory Framework 2014 sets standards for outcomes of spellings.

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. Each half term, class teachers will provide a spelling test to inform next steps in learning and identify interventions needed.

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.

PUNCTUATION & GRAMMAR

Planning:

The following tables set out the yearly expectations. (Teachers should use their own judgment when planning for the term: using previous content may be applicable):

West Melton's Conjunction expectations

Soundbite: A *conjunction* is a word that joins two or more words, phrases, or clauses

Compound sentence includes a **co-ordinating** conjunction to **join clauses** - needs a comma before the conjunction (subject x2) (No Subject = no comma)

The **boy** went to the shop, **and** **he** bought a packet of crisps.

Co-ordinating conjunction to **join words or phrases** - no comma needed

The **boy** went to the shop **and** bought a packet of crisps.

The boy went to the shop to buy bread, milk **and** sugar.

Year	Co-ordinating conjunctions	Subordinating conjunctions	Expectations
			<i>Consolidate first then introduce more</i>
1	and		
2	and, but, so	when, if, that, because	<ul style="list-style-type: none"> - Subordinating conjunction is used in the middle of the sentence - Language/terminology is known to the children - Children know the difference purposes of the conjunctions - Children know how to use each word - this needs to be modelled
3	and, but, so, or	<p>A wider range: when, if, that, because, although, while, after, as, before, until</p> <p>**prepositions</p>	<ul style="list-style-type: none"> - Subordinating conjunction is used in the middle of the sentence and at the start - Language/terminology is known to the children - Children know the difference purposes of the conjunctions

			- Children know how to use each word - this needs to be modelled
4	and, but, so, or	A wider range: when, if, that, because, while, after , as, before , until **prepositions	- Subordinating conjunction is used in the middle of the sentence and at the start - with accurate use of comma - Language/terminology is known to the children - Children know the difference purposes of the conjunctions - Children know how to use each word - this needs to be modelled
5/6	and, but, so, or, yet, nor, for	As above - introduce tricky conjunctions (eg. Despite the fact that) When the children need this	- Subordinating conjunction is used in the middle of the sentence and at the start - with accurate use of comma - Language/terminology is known to the children - Children know the difference purposes of the conjunctions - Children know how to use each word - this needs to be modelled

West Melton's
Punctuation Progression

Year	Punctuation
FS1/2	Full stops Capital Letters
1	Full stops Capital letters Question marks
2	- Full stops - Capital letters - Questions marks - Exclamation marks - Apostrophe for possession and omission

3	<u>All of KS1 expectations plus:</u> Commas Inverted commas
4	<u>As above</u>
5	<u>As above plus:</u> - Brackets, dashes and commas to mark parenthesis - Commas to mark relative clauses - Use commas accurately to clarify meaning within compound and complex sentences
6	<u>As above plus:</u> - Use semi-colons, colons, dashes to mark boundaries between independent clauses - Colon to introduce a list. - Use bullet points accurately where appropriate. - Use hyphens to avoid ambiguity - Use ellipses accurately to eliminate words eg: to build tension/suspense

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 planned for should link to the genre in order to provide children with the opportunity to apply their learning first hand; SPAG planned for should be evident within WAGOLLS.

SPAG-related starters should be used, only 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. 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.

Home Learning:

At West Melton Primary School, we provide children with a 'Homework Menu' linked to topic; punctuation and grammar homework is not expected. However, if a teacher feels it necessary to send SPaG related work home, this should be to provide further opportunities for consolidation.

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: half termly and should inform medium terms plans, at the end of each year, and through the SATs tests at the end of KS1 and KS2.