

Cawood Church of England Voluntary Aided Primary School

Policy for Spelling, Punctuation and Grammar

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03 June 2015		Signed	A Mudd
Method of Communication			
Website, Server			

Rationale:

English has a pre-eminent place in education and in society. We consider the ability to speak and write fluently an essential life skill and one that society demands.

Aims:

- To enable children to write independently
- To encourage creativity and the use of more ambitious vocabulary
- To develop and teach children to use strategies for spelling confidently
- To encourage a delight in language
- To ensure that all pupils are able to react to punctuation when reading, and use punctuation accurately in writing.
- To ensure that all children are aware of correct English grammar in terms of subjects, tenses and plurals whilst having a secure grasp of these linguistic skills both orally and in any form of written work.
- To develop accurate oracy for all children in the form of being effective and confident public speakers and story tellers who practise precise grammar and diction.

Guidelines:

1. From the earliest years we encourage children to spell for themselves, and to become independent writers.
2. We recognise the fact that writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.
3. We believe that phonic understanding is the most important method of teaching spelling. Therefore high quality, systematic phonic work is taught discretely, set within a broad and rich language curriculum.
4. We use the Read, Write Inc (RWI) programme to teach high quality phonics. This starts in Reception and continues as necessary to match needs.
5. In EYFS1 we use the letters and sounds phase 1 tuning into sounds materials, as well as ensuring a language rich environment. Resources and appropriate vocabulary from the RWI programme are displayed and used as appropriate.
6. Additional time is also given to the teaching of spelling during the school day.
7. Children are taught common exception words from an early age. Children are expected to spell these words correctly and misspellings of words that pupils have been taught to spell are corrected according to the child; other misspelt words are used to teach pupils about alternative ways of representing those sounds.
8. Children are routinely asked to write simple dictated sentences that include words taught so far. This gives pupils opportunities to apply and practise their spelling.

9. From year two we use the RWI 'Get Spelling Programme' to support our teaching of spelling. The activities offer a range of techniques to ensure the children have repeated opportunities to practise their spelling. Rules and techniques are consistent throughout the school. Complex speed sound charts are available in every classroom to ensure continuation of phonic knowledge.
10. The spelling word-lists for Years 3 and 4 and Years 5 and 6 are taught across KS2 along with other words that are appropriate to those year groups. Staff strive to ensure that all children spell these words correctly.
11. We use VAK (visual, auditory and kinaesthetic) techniques, including 'Look, Say, Trace, Cover, Write, Check' when appropriate.
12. We expect parents/carers to support and encourage their child to spell words correctly. From an appropriate stage in Year 1 all children are given regular spelling homework.
13. Formal half termly assessments are used to support our teaching of spelling, punctuation and grammar and to monitor progress.
14. Punctuation and grammar is taught systematically in accordance with the new National Curriculum. It is taught within literacy and reinforced throughout the curriculum.
15. Grammar is also a key focus in conversational English, both in formal and informal situations. Opportunities for public speaking are given to all children throughout the school.