

CAWOOD CHURCH OF ENGLAND (VA) PRIMARY SCHOOL



Policy for Spelling Punctuation and Grammar

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Method of Communication	Website, Server	Signed	<i>Janet Rounding</i>

Intent:

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.

At Cawood CE VA Primary School, we encourage our children to think and write creatively, be adventurous with their use of language and to write with clear purpose and for pleasure. In order for these aims to be realised, it is essential that our children learn to spell accurately. Children who can spell feel confident and are able to write with enjoyment. We want our children to be equipped with a range of strategies for learning spelling and to be able to apply their strategies when spelling words in their independent writing.

Aims:

- To enable children to write fluently, confidently and independently
- To encourage creativity and the use of more ambitious vocabulary
- To develop and teach children to use strategies for spelling confidently using a systematic approach throughout school.
- To equip children with the strategies to tackle unknown words independently and sensibly.
- 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.

Implementation:

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. Reception and Year 1 deliver phonic lessons daily.
 4. We use the Read, Write Inc 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. 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.
 7. 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.
 8. 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 used in every classroom to ensure continuation of phonic knowledge.
 9. 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. These spelling lists referred to and used during lessons and children are expected to use them when writing.
 10. We use VAK (visual, auditory and kinaesthetic) techniques, including 'Look, Say, Trace, Cover, Write, Check' when appropriate.
 11. A discrete spelling lesson is taught weekly from Years 2 – 6 along with regular shorter input and recaps over the week. Weekly spelling lessons will follow the RWI spelling scheme. Rules and/or patterns will be explicitly taught with opportunities to follow up and practise the patterns taught through activities such as, dots and dashes, Word changers, choose the right word, four in a row, dictation, as well as teachers using additional spelling activities to address individual and class needs. Natural opportunities within the reading and writing teaching sequence are used to reinforce spelling, during the week.
 12. Where appropriate, all children will learn new patterns for their year group, including those receiving other interventions for spelling/phonics. Those children working below their year group will receive extra support dependent on individual needs for e.g. through smaller group work and/or interventions including Nessy.
 13. Where pupils are identified to have gaps in being able to spell the statutory spellings/common exception words from previous year groups, the following is expected:
 - The pupil is tested on all statutory/common exception spelling words from previous year groups, e.g. a year 4 pupil will be tested on the Year 4, 3 and 2 words (as appropriate).
 - Class teachers use the appropriate excel spelling grids to record the spellings.
 - The incorrect spellings are identified as 'tricky spellings' and the appropriate word list is stuck in the back of the Log book (if another year list is needed). Correct spellings are highlighted and words not yet know are left blank. Children are tested on statutory spellings on a regular basis so spellings can be targeted.
 14. 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.
 15. Punctuation and grammar is taught systematically in accordance with the National Curriculum. It is taught within literacy and reinforced throughout the curriculum. In KS2, 'headstart' is used discretely to teach grammar and punctuation. Other grammar teaching is taught alongside the normal literacy session, following the national curriculum objectives for that year group.
 16. Both formal half termly assessments are used to support our teaching of spelling, punctuation and grammar and to monitor progress.
 17. In KS2 termly GPS assessments are made using the NFER tests alongside teacher assessment.
 18. Grammar is also a key focus in conversational English, in formal and informal situations. Opportunities for public speaking are given to all children throughout the school.