



Mission Statement

'A Caring Christian Family Where We Grow Together'

SPELLING, PUNCTUATION AND GRAMMAR (SPAG) PROCEDURE

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Review Date: September 2020

Review Date	Signed Head Teacher	Signed Director RCSAT
01/09/2019		

Persons Responsible for Policy:	Executive Headteacher
Approval Date	01/04/2017
Signed:	Director RCSAT
Signed:	Executive Headteacher RCSAT

1. Rationale

- 1.1. This procedure provides a clear outline of the shared intentions and the approaches to teaching Spelling, Punctuation and Grammar at RCSAT.
- 1.2. As Rights Respecting Schools, RCSAT upholds the articles from the United Nations Convention on the Rights of the Child. These articles underpin our SPAG procedure:
 - 1.2.1. Article 29 (goals of education) Education must develop every pupil's personality, talents and abilities to the full. It must encourage the pupil's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
 - 1.2.2. Article 3 (best interests of the pupil) The best interests of the pupil must be a top priority in all things that affect pupils.
- 1.3. Based on the expectations outlined by the National Curriculum, pupils' grammar and punctuation should be broadly accurate, in particular in writing.
- 1.4. Pupils' spelling of most words taught should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

2. Implementation

- 2.1. Teachers shall encourage pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing.
- 2.2. To be able to convey meanings grammatically correctly - based on the official standard form of English - and to be able to follow the conventions of British English orthography shall be an essential life skill.
- 2.3. When these skills become automatic, pupils are able to utilise language to fulfil the purpose of their writing at a higher level, enabling them to express nuances and inferences thus potentially having a profound effect on the writer's self-image and success in later life.
- 2.4. All pupils shall be fully included in all aspects of SPAG teaching and shall be appropriately supported and challenged by teachers and support staff.
- 2.5. There are four main purposes to this procedure:
 - 2.5.1. to establish an entitlement for all pupils;
 - 2.5.2. to establish expectations for teachers regarding this subject;
 - 2.5.3. to promote continuity and coherence across the school;
 - 2.5.4. to state the school's approaches to this subject in order to promote staff's as well as parents' and carers' understanding of the curriculum.

3. Learning Outcomes

- 3.1. The aim of SPAG provision with regard to final outcomes shall be for every pupil to be able to speak and write grammatically and semantically coherently as well as to be able to access age-appropriate and challenging texts.
- 3.2. In addition, linked to the overall programme of study in English, teachers shall develop pupils' curiosity about language and their capacity to observe and reflect, which will in turn enable them to develop more control and choice in their use of language.
- 3.3. Teachers shall ensure that a love of language will be shared – that pupils will have an understanding of the morphology and etymology of the English language and use these to both assist them in accurate spelling and grammar as well as gaining an understanding of how our language has developed and continues to develop.
- 3.4. Pupils shall be able to use spelling patterns taught to them to make accurate attempts at spelling any word given to them having used and applied their knowledge of spelling patterns as opposed to merely learning lists of words.
- 3.5. Pupils shall all be able to write clearly, using correct spelling, punctuation and grammar consistently in any piece of written work they produce, irrespective of the subject they are covering at the time.
- 3.6. The expectation shall be that pupils will be expected to apply the correct skills in all subjects, not just English lessons.
- 3.7. All pupils shall leave our school being able to speak, read and write with confidence and credibility and these skills will stay with the children for life and positively impact on life achievements and opportunities.



4. Spelling - Classroom Provision

- 4.1. Spelling shall be taught across the school at the same time each day. Pupils shall either receive phonic teaching or spelling lessons depending on their needs.
- 4.2. At EYFS and KS1, pupils shall receive daily phonics and follow RWInc approach to teaching. The pupils shall be split into groups after initial assessments and taught at the stage within which they are working.
- 4.3. Spelling in Years 3-6 shall be taught discretely using the Babcock programme. Pupils shall be grouped according to their ability with those requiring the most support for spelling taught by the teachers. The groupings shall be reviewed at regular intervals and adjusted accordingly.
- 4.4. Pupils needing further phonic support at KS2 shall receive this through the groupings.
- 4.5. Spelling shall be taught for 1.5 hours a week. During this time, the spelling pattern shall be introduced followed by further sessions to rehearse and practice the pattern.
- 4.6. Age appropriate high frequency words shall be given to all pupils to learn at home and school.
- 4.7. Once a spelling pattern or spelling rule has been taught, teachers shall use the marking key outlined in the Marking Policy to ensure that previously taught skills and knowledge are applied in writing across all subjects.
- 4.8. To offer both reinforcement and differentiation, additional spellings identified in a child's independent writing can be given by applying the marking key. Any misspelt word the teacher feels a pupil would benefit from knowing how to spell shall be highlighted. The pupil shall be expected to practise the correct spelling of this during "Green for Growth" (G4G) time. Pupils shall also have time to read through and independently self-correct their spellings in G4G time.
- 4.9. Teachers shall address daily misconceptions seen in writing books, topic books and RE books through G4G.
- 4.10. Dictionaries shall be available in all KS2 classrooms for the pupils to use as well as high-frequency word lists for pupils with greater need.
- 4.11. Key vocabulary shall be available either on working walls, on interactive whiteboard charts or handouts. Pupils shall always be reminded to write these words correctly.

5. Spelling - Assessment

- 5.1. At EYFS/KS1 and KS2, pupils shall be assessed regularly in their groups and any amendments made to the groupings to ensure that the spelling lessons the pupils are receiving meet their needs.
- 5.2. The English coordinator shall monitor a sample of class books throughout the year to ensure that the typicality of a pupil's written work matches the assessment band that the teacher awards.
- 5.3. Through daily marking of all writing, a picture of the overall spelling ability of a child shall be established.
- 5.4. Year 6 shall complete the end-of-key stage Spelling, Punctuation and Grammar SATS.

6. Grammar and Punctuation - Classroom provision

- 6.1. Grammar and punctuation shall be taught through the text based approach to English lessons. Sometimes there may need to be an explicit grammar or punctuation focus.
- 6.2. Lessons whose integral part is either grammar or punctuation shall be embedded within the context of the English unit whenever possible. The content with which grammatical structures or punctuation are practised is based on the topic of the unit. (For example, the layout of direct speech is practised by reproducing a dialogue based on characterisation inferred from the text. Alternatively, practising the layout of direct speech prepares dialogue between the main characters for the final writing task).
- 6.3. In Guided Reading, pupils shall be asked to identify techniques that an author has used to convey meanings. Those techniques can be directly linked to punctuation, clauses and other grammatical structures. Pupils shall also be expected to read text passages aloud with correct pace and intonation based on both context and punctuation.
- 6.4. Speaking and listening activities in all subjects shall enable pupils to practise correct grammar in the form of recounting stories and information and constructing sentences based on useful phrases and vocabulary taken from the stimulus materials. This impacts on pupil's ability to write using correct punctuation and grammar and is intended to develop the 'writing voice' of all pupils throughout school.

- 6.5. Grammar shall be a key focus in conversational English, with teachers picking up on errors and politely correcting pupils when needed. There will be opportunities for public speaking in each class whilst grammar will also be a focus in every writing task.
 - 6.6. The marking policy shall be applied to ensure that correct punctuation and grammar are applied in all writing tasks across all subjects.
 - 6.7. Grammar is the body of rules that describes the structure of words and their derivations, phrases, clauses and sentences and thus underpins all activities based on language. Upholding correct grammatical use and punctuation shall apply to all subjects and curriculum areas.
 - 6.8. With regard to grammar both to speaking and writing, there is an absolute expectation from RCSAT that all staff will model correct grammar to children in their speech and writing.
- 7. Additional provision for SPAG**
- 7.1. If early screening in Year 3 by teachers indicates that pupils are substantially working below the expected level and need phonics-based spelling practice first, then this shall be put in place during the first term of Year 3 with daily phonics-based interventions. From Term 2 onwards, these pupils shall be expected to follow a differentiated programme based on the spellings programme for the cohort.
 - 7.2. Teachers shall identify pupils who are consistently struggling to retain knowledge of spelling patterns, grammatical concepts and/or how to punctuate their writing in either a discreet or contextualised setting and provided with additional support in the form of a short, targeted intervention in order for them to attain the standards of achievement expected.

