

## Broomwood Primary School

### Spelling, Grammar and Punctuation Policy

#### **Introduction**

At Broomwood Primary School, we are committed to equipping children with the necessary tools to become excellent writers to impact positively on their life achievements and opportunities. We pride ourselves in giving the children rich experiences to enable engaging and purposeful writing to take place- see Writing Policy. However, we recognise that excellent writing cannot exist without sound knowledge and consistent application of the English language; the ability to spell with confidence and accuracy is an essential skill for communication, as is the acquisition of vital grammar and punctuation skills and understanding.

#### **Aims**

Through consistent and systematic teaching, we aim to

- 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- see Phonics Policy
- To provide children with the necessary experiences in order to develop their spelling skills
- To provide children with spelling strategies that can support their everyday writing
- To ensure that pupils are able to react to punctuation when reading- see Reading Policy; 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.
- To ensure that all pupils can demonstrate effective and precise oracy skills, and can confidently participate in discussions, debates, oral storytelling and public speaking (according to age expectations)- see Speaking and Listening Policy

#### **Curriculum Design**

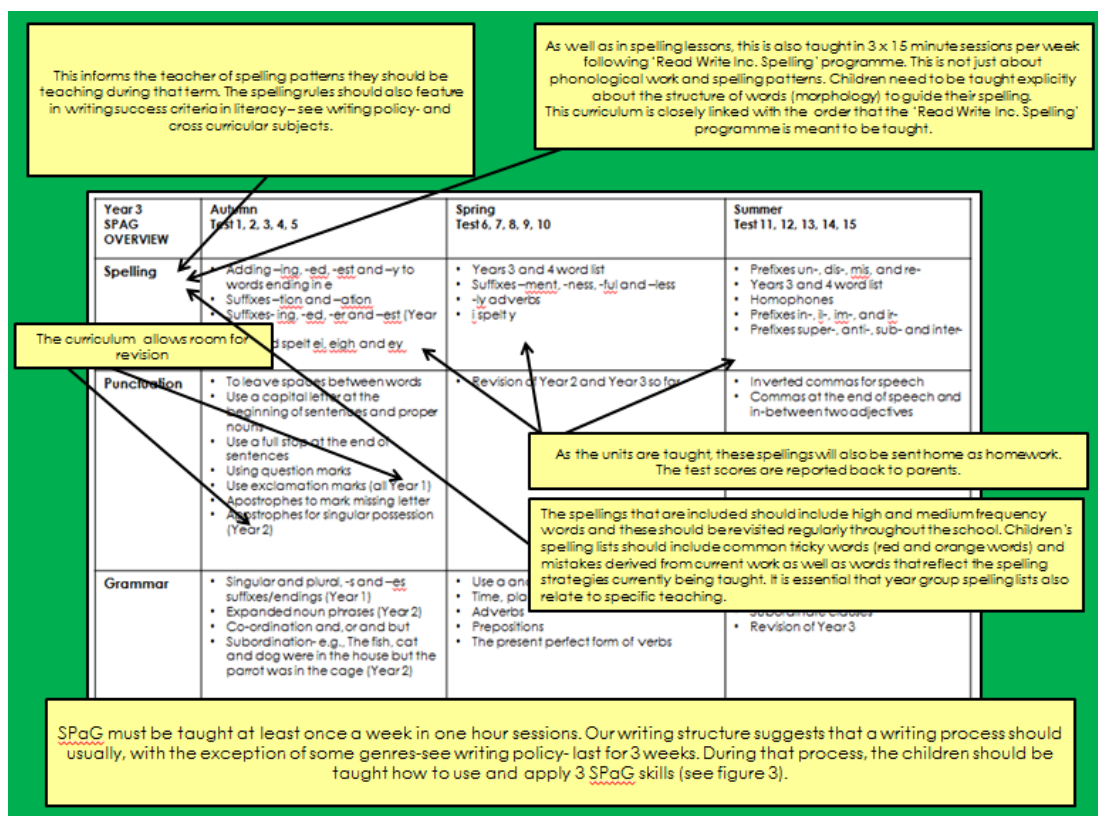
In Foundation Stage and Key Stage 1, early spelling skills are taught in daily phonics sessions- see phonics policy. As children move through Year 2-6 the emphasis in the teaching objectives shifts from the teaching of phonics to more focussed teaching of spelling strategies, conventions and rules to build upon a child's established phonological knowledge. In year one, general SPaG skills are taught during the writing process- see Writing Policy- but more formal grammar and punctuation teaching takes place from year 2 upwards.

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. The teaching programme includes a variety of short and snappy teacher-led activities as well as some involving group, pair and independent work. These activities are taught in conjunction

with a variety of online resources, spelling assessment tests, word banks and spelling charts.

For each year group, there is a curriculum overview. It was written using the National Curriculum objectives, the 'Read, Write, Inc' programme and the Rising Stars 'Dictation Test' coverage, and ensures correct progression of SPaG skills are taught across Years 1-6.

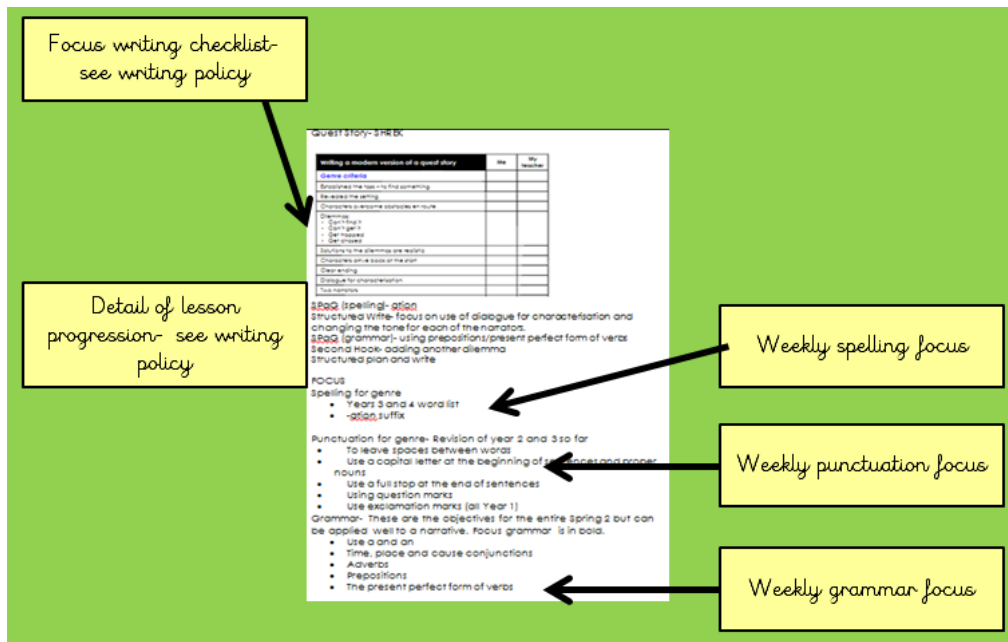
### Long Term Curriculum



**Figure 1-** An example the Year 3 SPaG long term overview (see appendix for complete curriculum)

**Lesson Design-** please read with the writing policy

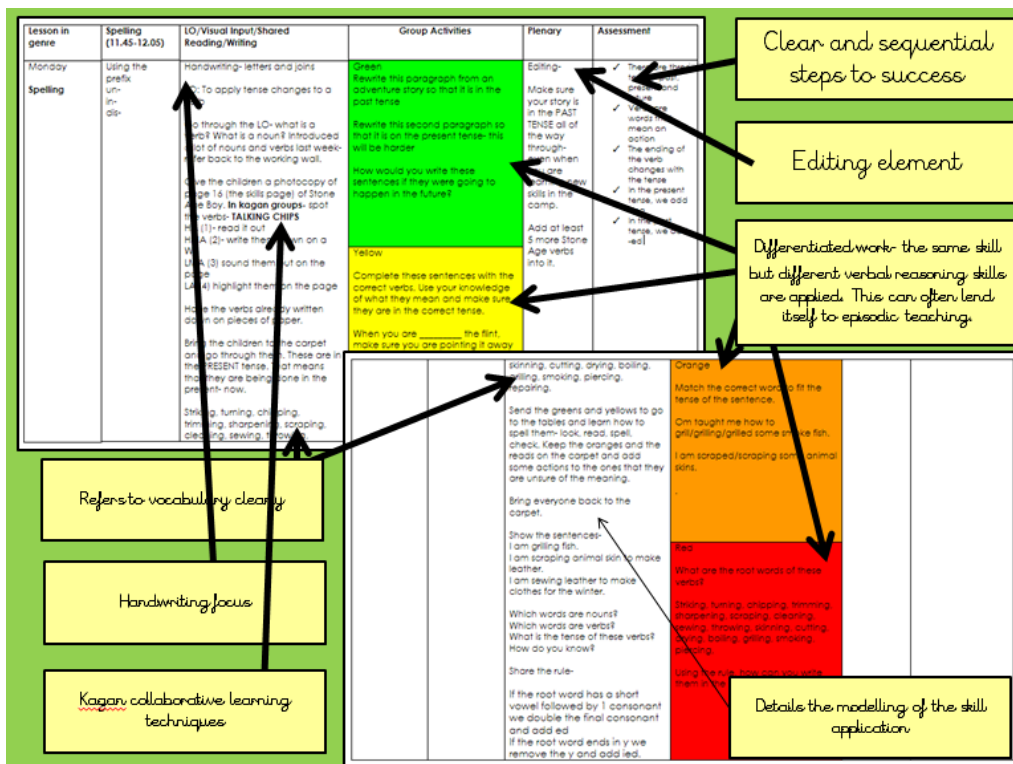
*Medium Term Planning*



**Figure 2-** A section of a literacy medium term plan that is completed and handing in on a half termly basis- see Staff Handbook.

After the children have been engaged in the writing process and immerse with new vocabulary with a 'Hook', the children are then given the opportunity to complete a cold write. The next step is to interrogate the text and immerse the children in the features of the genre. In the next lesson, the children are then taught a SPaG skill that has previously taken from the progression chart and highlighted in their literacy medium term plan (see figure 2).

*Short Term Planning*



**Figure 3-** How a SPaG lesson is planned.

During this lesson, the children will be introduced to the skills using collaborative learning techniques- see Kagan policy-, games and songs. The children may then be taught to apply the skills episodically; they will be given differentiated work that the teacher models to the children in small groups. The children are then given the opportunity to edit their first attempt using the skills that they have learnt.

The SPaG focus will then be subsequently featured on all success criterias for the rest of that genre and continually referred to. When asked to complete a structured write, the children are always given a model as guide; this may be a typed complete version or physically modelling handwriting and showing the thought process that occurs when constructing a sentence. Within the model, application of SPaG skills should always be and correctly used to enhance the writing.

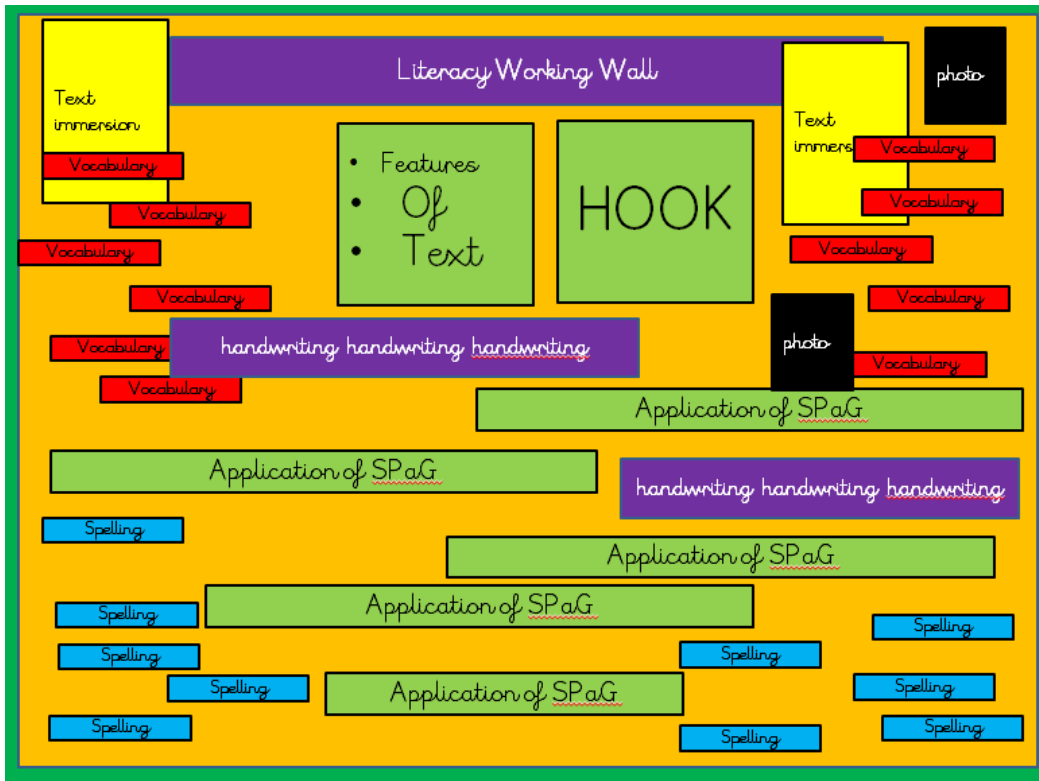
In cross-curricular work, there is an expectation that SPaG skills will be demonstrated and taught concepts applied precisely and accurately. Symbols from the marking policy is used to highlight/correct misspelled words and ensures that correct punctuation and grammar are applied in all writing tasks across all subjects- see marking policy.

### **Classroom Design**

Fully inclusive classroom environments can both support and enrich the learning of all children. As well as being vibrant and welcoming, the classroom environment can be a learning tool, a way of engaging children and building the class community. It can create a sense of ownership and be used to support and promote learning as well as celebrating children's work. With careful thought and planning, an effective classroom environment is used as an interactive resource supporting teaching, learning and assessment- see display policy.

#### *Literacy Working Wall*

This is the public display of the learning process and evolves as each day progresses; it should not be static. The purpose of the working wall is to support children's independent writing. It evolves as a unit of work unfolds, and is not intended to be a tidy display of finished work. As SPaG skills are taught and revisited throughout a genre of writing, the vocabulary, prompts, success criterias and excellent examples of application should be placed on the working wall. As each spelling unit is completed, the rule and examples of word application should still be displayed somewhere else in the classroom for reference.



**Figure 4-** An example of how a working wall should be used to enhance the teaching and learning of SPaG.

*High Frequency Words*

All 'red' words should be displayed in alphabetical order as a point of reference for the children.

*Dictionary/Thesauri*

These should be easily accessible to children on tables and in class libraries and should be appropriate for the needs of the class.

*Light Bulb Books*

On each table, the children have access to a 'Lightbulb Book'- see dyslexia policy. This should include the same examples and prompts that is displayed on the working wall.

**Cross-curricular application**

The children are encourage to use and apply their SPaG skills and to always write in the correct English. When the children are asked to write in topic or RE, they will be given success criterias that include the application of SPaG- see examples below.

Write a diary (remember your sign off)			<b>RE</b>
Tell it as though you are the star			
Retell each of the different parts of the Christmas story			
First person/past tense			
Correct apostrophes for omission and possession			

<b>Science</b>	Conclusion- what have you found out? Does this prove what you had learnt?		
	Evaluation- how reliable were your results? What would you change next time? What do you want to investigate next?		
	Include all technical vocabulary- make sure that it is spelt correctly!		
	Semi colon as a causal connective		
	Clause subordination		

## Spelling Awards

In order to promote and reward the retention of the high and medium frequency words, the children have the opportunity to achieve Spelling Awards. The children can sit each test termly basis; they cannot move onto the next test until they have achieved the previous.

*Bronze Award- First 100 High Frequency Words*

*Silver- Next 200*

*Gold- Next 200*

*Platinum- Last 200*

*Diamond- Advance application of SPaG skills*

Flora and fauna are different species of plant and wildlife. The words are often used to refer to the indigenous (native) plant and wildlife of a geographical region.

Both words are collective nouns and the definition includes plant or wildlife specific to a region or a time period.

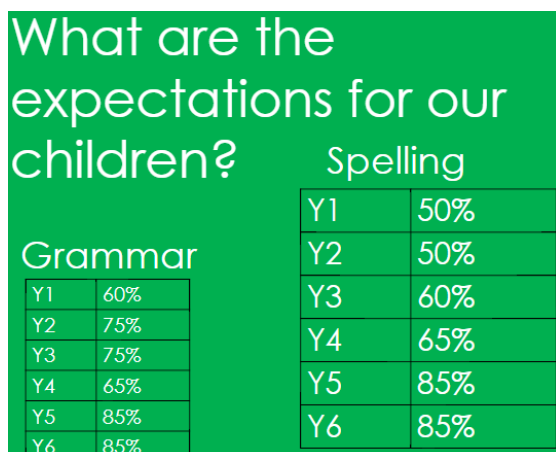
The word Flora comes from the Latin word for flower goddess. The species of plant may vary depending on its location. In the UK, we are lucky enough to have many species of tree, such as oak, lime, elm and ash.

Dr. Smith of the Royal Horticultural Society (RHS) stated, "Similarly, plant life was named after the Roman god of forests." However other scientists believe that it derives from the Latin word for plant.

**Figure 5-** An example of a Diamond award task. Children are dictated an unseen passage to write, focusing on the application of different SPaG skills.

Once the children have passed each test, Parents/Carers are invited in to watch their children receive the badges that they can then wear with pride.

## Assessment



**Figure 6-** These are the percentages that we are aiming to achieve in each year group at the end of each year in order to accelerate progress and reach above national in the KS2 SATs.

### Half termly tests

The children sit a SPaG test on a half termly basis- see assessment policy. The raw scores and data percentages are emailed to the Senior Leadership Team and they are required to further analyse the data (see below). Year 2 and 6 sit SPaG SAT tests and at the end of KS2, standardised and combined SPaG scores are published nationally.

## *Dictation*

The children are expected to complete 5 dictation tests a term. These tests directly assess the SPaG skills that have been taught in a writing unit and how the children apply them.

Teacher assessment- see Writing Policy. On a half termly basis, teachers are asked to assess the children's writing against statements. This is recorded in the back of literacy books and informs the teachers Target Tracker statement clicking and step assignment.

## **Homework**

Children are given homework on a weekly basis- see homework policy. For SPaG, the children are given a set of spellings taken from the appropriate word list, 'Read, Write, Inc' spellings and high frequency words. The spellings are tested the following week and scores are reported to parents on the next homework sheet.

## **Accountability**

### *Role of Class Teacher*

- To plan individual lessons on a weekly basis for themselves and their parallel teacher
- To generate a half termly plan based on the Long Term plan provided by the subject lead
- To follow the policy structures when planning lessons
- To mark work on a daily basis
- To adapt planning to suit the needs of the class/group/individual
- To provide resources to support independent learning
- To carry out half termly tests and report data to SLT
- To click statements on Target Tracker, at least every half term.
- To assign a step, each half term, using test data, performance in class and statements to inform judgements
- To carry out gap analysis to identify next steps of learning
- To provide evidence of judgements at pupil progress meetings
- To provide evidence of adhering to the policy in performance management
- To respond to feedback from lesson observations, book scrutinise and learning walks

### *Role of Subject Lead*

- To write and review the policy on an annual basis
- To write an action plan and review it each year
- To keep an up to date checklist of resources
- To order appropriate resources
- To keep up to date on developments within the subject nationally
- To provide support and guidance for staff in relation to the teaching and assessment of the subject
- To produce a scheme of work/long term plan showing what needs to be covered when, for each year group
- To ensure that there is curriculum coverage and appropriate pitch and progression across the school
- To monitor teaching and learning annually, through learning walks and book scrutiny
- To collect data on a half termly basis in order to track standards
- To lead staff meetings to in order to help raise standards within the school

- To meet with the link governor and keep them up to date with standards in the subject
- To write an annual report, for governors, on achievements and standards within the subject
- To demonstrate good/outstanding teaching in your subject in order to lead by example

#### *Role of SLT*

- To monitor whole school data on a half termly basis and discuss with the SLT
- To identify areas of need across the school and make suggestions with regards to intervention and support programmes for staff
- To provide materials/advice for intervention groups
- To hold staff accountable for performance data during performance management and pupil progress meetings
- To track the progress of pupil premium children, identifying any gaps in learning and finding ways to address it
- To track the progress of Rec, Year 2 and Year 6 children from their starting points
- To monitor teaching and learning termly – book scrutiny, planning scrutiny, lesson observation, learning walk, discussion with children
- Support subject leads through performance management targets and by giving them opportunities to discuss any issues and give advice
- Lead by example in all areas of the curriculum

#### *Role of Governors*

- Meet with co-ordinators to gain a thorough knowledge of the subject; standards, strengths and areas for development
- To have a good understanding of the policy
- To hold subject leads to account by asking challenging questions
- To be involved in some monitoring of teaching and learning each year
- To hold SLT to account in the governors a meetings
- Approve all relevant policies
- Have an understanding about progress and standards across the school

### **E-safety**

E-safety is the 'Safe and responsible use of technology'. Children will learn about the benefits and risks of using technology. They will be taught what internet use is acceptable and what is not. They will learn how to use the internet safely and what to do if they see something that upsets them. This is important as the internet is an essential element in 21<sup>st</sup> century life for education, business and social.

Broomwood Primary School is keen to ensure that children always use technology safely and that all children are aware of how to do this. This is taught through lessons, assemblies and E-safety days. Infringements relating to E-safety are taken very seriously and are always investigated (see Computing Policy).

### **Equality Statement**

The School welcomes and values disabled people taking an active part of school life. Broomwood Primary School is keen to make sure that we do not make it difficult for disabled children, young people and adults to be involved in every part of school life. We have a legal duty not to discriminate against disabled people and to comply with the Equalities Act 2010. Broomwood Primary School recognises that disabled people are very



diverse and include people with a physical impairment, visual impairment, hearing impairment, learning difficulty, specific learning difficulty (e.g. dyslexia), mental health issues, people who are deaf, British sign language users and people with long term health conditions.