

Spelling and Grammar Policy

Approved by Governors:

Updated in line with new curriculum A James

The Purpose of the Policy

Aim of policy:

- Establish access to the curriculum for all pupils.
- To establish expectations for teachers of this subject.
- To state the school's approaches to the subject.
- To outline assessment procedure in this area

The importance of grammar and punctuation in the curriculum

Grammar teaching addresses the way in which sentences are used in spoken language, reading and writing. Good sentence structure provides language in written and spoken forms with a solid foundation with which to convey meaning. The purpose of punctuation is to clarify the meaning of texts. Readers use punctuation to help make sense of written texts while readers use punctuation to convey intended meaning to the reader.

Teaching and Learning

To teach pupils about grammar and punctuation, the emphasis is on the close consideration of examples of language in use, including pupil's own writing and on the exploration of language as a system. The aim is to develop pupil's curiosity about their 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.

Strategy for implementation

The national curriculum gives a clear programme of study for the introduction and development of knowledge about grammar and punctuation. Grammar and punctuation will be taught during literacy lessons. The Grammar and punctuation objectives of the lesson should be explicitly stated and referred to throughout the lesson. In upper Key stage 2, explicit grammar and punctuation sessions will take place outside of literacy lessons.

The role of the teacher

1. To provide direct teaching and explicit modelling of grammar and punctuation during main teaching sequences and throughout lessons.
2. To provide resources and an environment which is stimulating for learners.
3. To develop a spelling, punctuation and grammar display which promotes learning and celebrates children's achievements.
4. Use correct terminology during the teaching of spelling, grammar and punctuation.
5. Plan literacy lessons with an explicit grammar and punctuation focus.
6. In upper Key Stage 2, plan separate grammar and punctuation lessons.
7. Assess grammar once per half term and record data in crib sheets.
8. Use assessment data to set up intervention groups and plan future lessons.

Monitoring Punctuation and Grammar

Literacy exercise books will be monitored. GaPS subject leader will look for explicit, regular grammar foci during lessons. The subject leader will also look for targeted marking which focuses upon punctuation and Grammar. Every half term class teachers will input their assessment data into a database. The Spelling, punctuation and Grammar subject leader will analyse data and meet with teachers to discuss next steps for the children.

Spelling Aims

1. To enable pupils to become natural and accurate spellers.
2. Provide children with opportunities to practise spelling patterns outlined by the national curriculum
3. Ensure children have the opportunity to practise spelling patterns they are learning through repetition
4. Give children the opportunity to apply their knowledge of spelling patterns to unfamiliar words.
5. Provide children with the opportunity to investigate the reasoning behind different spelling patterns.
6. Allow children to assess their progress in spelling on a weekly basis.

The role of the teacher

1. Provide children with a word list suited to their ability.
2. Allow children opportunities at home and at school to practise their spelling words.
3. Teach a new spelling pattern each week
4. Provide children with stimulating and varied spelling activities.
5. Give children the opportunity to investigate spelling patterns and apply these.
6. Assess and review children's progress through weekly and half termly assessment.
7. Address any spelling misconceptions in spelling books and in literacy lessons.
8. Mark literacy books, picking up on spelling areas specific to that child.
9. Assess children's learning and target intervention groups based on assessment.

Monitoring Spelling

Spelling books will be monitored by the Spelling and Grammar subject leader. The subject Leader (SL), will also monitor literacy books. The SL will look for diagnostic marking which is regularly focussed on marking. The SL will look for evidence of the teacher and pupil editing work for spelling errors with increased responsibility for this placed on the learner. Class teachers will distribute standardised tests for children to complete on a half termly basis. The data from these tests will be saved on a central system. The SL will analyse this data and meet with class teachers to discuss next steps.