



# Grammar, Punctuation and Spelling Policy

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Date:	

Version	2.1
Changes:	<ul style="list-style-type: none"> <li>• Change of name from Spelling policy to Grammar, punctuation and spelling policy</li> <li>• Addition of aims relating punctuation and grammar</li> <li>• Removal of reference to Letters and Sounds and age related chart</li> <li>• Addition of further resources used in school</li> <li>• Removal of reference to children moving onto further objectives other than their year group.</li> <li>• Planning and teaching rewritten to reflect current practice in the school.</li> <li>• Personal dictionaries replaced with Monkey dictionaries.</li> <li>• Inclusion of the year 1 phonics screen and year 2 &amp; 6 GPAS test in assessment as well as informal methods for grammar and punctuation.</li> <li>• Reference made in marking section to children self-correcting spelling errors that have been identified.</li> </ul>
	<ul style="list-style-type: none"> <li>• Marking section updated</li> <li>• Home learning and Assessment separated</li> </ul>

## Aims

To ensure that all children:

- spell accurately (minimum: age appropriate level)
- realise the importance and value of spelling accurately
- have access to a balanced spelling programme, focussing on phonological, morphological and etymological knowledge as well as high-frequency and content (lexical) words
- use and apply spelling strategies taught across the curriculum independently
- develop a consistent vocabulary (meta-language) to talk about spelling throughout the school
- are able to react to punctuation when reading, be aware of all parts of punctuation and where / where not to apply them and to be able to write using these devices accurately.
- 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.

## The Spelling Curriculum

We value consistency of approach and recognise the need to monitor the teaching of phonics and the terminology used across the school. We follow the statutory and non-statutory guidance from the national curriculum as well as the 'Letters and Sounds' programme to teach spelling, using resources such as LCP phonics, Ruth Miskin, 'No nonsense spelling' and 'Phonics Play'. To ensure that children's varying learning needs are met, we group children flexibly. Children cover the statutory word lists from the national curriculum, learning the words as part of the spelling rules in order to meet age related expectation. Children who are working below age-related expectations will be supported in intervention groups and/or additional catch-up sessions. Tracking information is passed up to the next year group to track progress and to ensure children are working at age related expectations.

## Planning and Teaching

EYFS & Year 1: Phonics: Each class teaches a daily 20 minute phonics session.

Year 2: Each class teaches a daily 20 minute session including a mix of grammar, spelling, punctuation and phonics.

Key Stage 2: Each class teaches a 20 minute session including a mix of grammar, spelling and punctuation approximately three times a week.

Spelling, punctuation and grammar is taught through a mixture of discrete sessions as well as application of skills integrated within English sessions. Phonics sessions include the revisit and review, teach, practise and apply elements.

## Assessment

Teachers will assess their pupils informally and make any necessary corrections to spoken or written grammar, punctuation or spelling knowledge.

- Year 1 pupils undertake the Phonics screening test. (This is retaken in year 2 if it is not passed)
- Year 2 & 6 undertake the Spelling, Punctuation and Grammar test as part of their SAT assessments. (GAPS test)
- Key Stage 2 children are assessed twice a year using the NFER single word spelling test and data from this is analysed by the English leaders.

## **Home learning**

Spelling home learning takes the following forms:

EYFS:

- The 45 reception key words are sent home on 3 colour coded sheets. Children are tested individually and moved at their own pace.

Key Stage 1&2:

- Spellings are sent home weekly ensuring children are given a full week to learn the words.
- Pupils are tested weekly with built-in blocks of revision and opportunities to demonstrate application of spelling words through tasks such as dictation and sentence writing.
- Scores will be recorded on a class chart and children who perform consistently well will be rewarded. Children who have not learnt a group of spellings accurately enough will be expected to revisit them. Spelling lists will be regularly monitored by the class teacher to ensure that they appropriately meet the needs of individuals and support will be provided as required.

## **Marking**

When marking, teachers will identify 3- 5 words maximum that children have spelt incorrectly which have been taught during spelling lessons or are words that the children should be familiar with. The words may be written correctly by the teacher and the children will transfer and copy into their Monkey dictionary. Children will copy each word 3 times. Alternatively, as the year progresses, spelling errors may be identified by being underlined or by a dot in the margin, encouraging the children to identify the error then self-correct. This marking should apply across the curriculum.

## **Monkey dictionaries**

Children in upper KS1 and KS2 will be provided with Monkey dictionaries. Other children in KS1 will have a 'useful word card'. When children make spelling mistakes in their work and these spellings are identified by a teacher/LSA then the children will be expected to copy the word correctly into their own spelling dictionary. The dictionaries should then be used when children want to write a word that they have previously misspelt. This should discourage children from repeatedly misspelling words. In order to promote an effective transition, they will be passed onto the next teacher at the end of the year. The Monkey dictionaries should encourage the transfer of spelling skills across the curriculum. They will also encourage children to be more independent in their approach to spelling.