KINGS HILL SCHOOL
PRIMARY & NURSERY

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Spelling, Punctuation & Grammar Policy

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Introduction

At Kings Hill School & Nursery, we are committed to providing a high-quality education in English. Through the teaching of spelling, punctuation and grammar, children will develop the skills necessary to master the English curriculum and beyond. SPaG lessons are progressive and planned thoroughly to ensure that the statutory requirements of the National Curriculum 2014 are met alongside its aims.

Curriculum Intentions

The school's curriculum is the body of knowledge pupils learn while at Kings Hill School.

1. **Intent**: What SPaG skills should children know by the time they leave Kings Hill School?
2. **Implementation:** How do we teach our SPaG curriculum?
3. **Impact**: How do we know how well pupils are able to apply this to their learning?

Intent

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. In SPaG, we aim to ensure that all pupils:

- are able to read and understand the punctuation and grammar within a written text
- acquire a wide vocabulary and can make rich connections across the curriculum
- have an understanding of grammar and knowledge of linguistic conventions for reading, writing and the spoken language
- appreciate our rich and varied literary heritage
- use SPaG accurately within their writing, adapting their language and style in and for a range of contexts, purposes and audiences

Curriculum Design

Our Writing curriculum is ambitious. There is regular opportunity for retention, whilst also securing the necessary skills to become successful independent and expert writers. It builds on the school's strengths including well-developed SMSC provision, embedded school and British values, outdoor learning and enrichment. The SPaG curriculum is designed to complement the Writing curriculum. It takes into consideration the specific cohort of children, to ensure that writing opportunities are purposeful and children have opportunities to apply their SPaG skills.

Learner Profiles

We have developed six learner profiles that fundamentally underpin our curriculum aims and design. These profiles encompass our values-based ethos, reflect the strengths of the school and are responsive to the needs of our community and the ever-changing wider world around us. They are embedded within our writing curriculum:

- **I am a good communicator.**
  I can use the correct terminology when talking about writing skills.
- **I am knowledgeable.**
  I know how to apply the SPaG skills.
- **I am an innovator.**
  I can apply this across a range of subjects.
- **I am an individual.**
  I can express my individuality through my writing.
- **I am a good citizen.**
  I am supportive of others.
- **I am emotionally intelligent.**
  I can use emotive language within my writing.

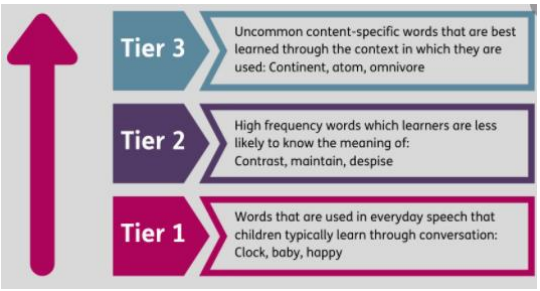
Values – Based Education

The school has six core values developed by staff, pupils, parents and Governors. These six values represent the basis of values-based education at Kings Hill School and all other values are linked to them throughout the year such as compassion, loyalty, happiness, humility and trust. Our school values draw attention to key behaviours needed for children to become excellent learners and citizens. These are specifically taught through our curriculum and assembly programme.

Implementation

At Kings Hill School & Nursery, we want all pupils to be competent and confident when applying their knowledge of SPaG to all areas of their learning: reading, writing and the spoken language. Through high-quality teaching, we aim to ensure that all pupils:

- extend their vocabulary bank, particularly in relation to Tier 2 and Tier 3 words
- develop understanding of and the ability to use figurative language
- are able to spell words accurately
- apply their knowledge of SPaG to all areas of their work
- use Standard English in both the written and spoken form



Spelling

Early spelling is taught using the **Little Wandle** phonics programme, where children develop their knowledge of phonemes (sounds) and graphemes (written letters). In Year 1, children learn their phonics and 'tricky' words using **Little Wandle** and are able to apply their understanding using homework that is sent home (on paper).

Spelling Shed is used throughout Year 2 and KS2 to deliver high quality lessons, as set out in the statutory requirements of the national curriculum. All spellings are explicitly taught weekly. This includes spelling patterns, definitions and etymology of words. They are practised and applied

frequently throughout the week. **Spelling Shed** is also used to set assignments (homework) to further consolidate learning. This is accessed through a device at home and their results shared as part of our school spelling league.
Children are assessed each week; the results inform future planning.
All spellings are displayed in the classroom as part of the working wall for learning.
Dictionaries, thesauri and etymology resources are easily accessible for all pupils, and pupils are expected to use them within and beyond the English curriculum.

KS2 classes have a **Dictionary Dude** and **Google Guru** to help and support peers with their understanding of vocabulary and spelling.

EdShed Web Game - Spelling Shed

Punctuation and Grammar

Punctuation and grammar is integral to all English lessons, which are taught daily. Often there is an initial PaG lesson, focussing on a particular skill. This is then applied to a writing task later in the week. Grammar is also learnt through the interactions with other speakers and from reading.

In EYFS and Year 1, children are taught to leave spaces between words and to join clauses using the word 'and'. They begin to use basic punctuation to demarcate sentences. For example, capital letters and full stops. Grammatical terminology is used. Pupils become familiar with words such as singular, plural, noun and verb. Young pupils have a more complex language in speech than in writing at this stage.

In Year 2 and in KS2, children follow a progressive curriculum that develops their understanding and application of punctuation and grammar. English takes place daily and develops a taught skill, usually through a sequence of writing. Every English lesson starts with SPaG RP (Retrieval Practice). This incorporates interleaving of more than one taught skill to ensure spaced practise of fluency.

All classrooms display visual aids as part of their working wall, to support and enhance the learning of SPaG for all learners.

In KS2, pupils are set weekly SPaG homework using **spag.com**. This online platform, consolidates previously taught learning and the results help to inform future planning.

Learning Environment

Our SPaG curriculum is supported by a rich learning environment. Both verbal and written vocabulary is a priority within the classroom and adults model appropriate use of Standard English. Working walls support children's learning in every classroom for writing, across all subjects. There is an inclusive culture of shared ambition and opportunity for success for all children.

- Working walls are in constant use throughout individual lessons and build to show how the learning is developing throughout the week.
- Tier 2 and Tier 3 vocabulary is displayed in detail.
- WAGOLLs are annotated and displayed.
- Shared, modelled writing is evident.
- Writing is celebrated within the classroom.
- Dictionaries and thesauri are used in every class.
- Writing prompts and manipulatives are accessible for all children to support their learning.

Impact

Our SPaG curriculum is of a high quality and ensures there is a clear progression of skills. In order to measure the impact, we gather a variety of data to ensure learning has occurred and progress has been made. This information directly informs future planning and learning opportunities, allowing us to be responsive to the needs of our learners. We measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- Children can understand and apply the fundamental principles of spelling grammar and punctuation in their writing;
- Children can evaluate, improve and redraft their work;
- Children are responsible, competent, and confident; they are able to talk about their learning.

I am a good communicator.

Our pupils are secondary ready as motivated learners and able to communicate in writing to others clearly and articulately. They can listen to others and use the views of others to inform their own and can reflect this appropriately within their writing. Their writing is influenced by their love of reading and literature with a well-developed vocabulary.

I am knowledgeable.

Our pupils are knowledgeable about writing. They are inquisitive and keen to expand and deepen their learning further. They can confidently share their writing with others and explain the purpose of their writing. The majority of children will have achieved the expected standard in writing and some will be able to write at a greater depth.

I am an innovator

Our pupils have well-developed enquiry and investigative skills. They are creative, imaginative and resourceful when writing. They select the most effective medium when writing across disciplines, including the use of modern technology. For example, Microsoft word or Microsoft Excel.

I am an individual

Our pupils can express their individuality and views when writing. They can talk about their writing confidently and explain their reasoning.

I am a global citizen

Our pupils are global citizens with a well-informed understanding of the world around them, the importance of community and topical issues that affect everyone's lives such as climate change. They know their role and responsibility within our community and respect the rights of everyone. They are able to embed this into their writing to demonstrate their understanding.

I am emotionally intelligent

Our pupils understand that writing has a purpose. They have the stamina to write at length and are resilient and supportive when writing.

Equal Opportunities

All children have equal access to the SPaG curriculum. The SLT, Class Teachers and TAs at Kings Hill School & Nursery are responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest possible progress. Where appropriate, work will be adapted to meet pupils' needs and, if appropriate, extra support given. Pupils who are more able, will be given suitably challenging activities. Gender and cultural differences will be reflected positively in the teaching materials used.

Parental Involvement

We involve parents fully in their child's learning. The school's curriculum is published on the school website (www.kingshillschool.org.uk) in accordance with DfE guidelines. All parents are given a copy of the end of year writing expectations so that they have a good understanding of that year's curriculum and expectations to further strengthen parental involvement. Curriculum maps are shared at the beginning of each term and are available on the school's website. Parental workshops are held throughout the year to support the parents in understanding different aspects of the curriculum or of new developments and initiatives. Parents evenings, open afternoons and pupil progress reports inform parents of their child's progress towards the expectations of their year group curriculum.

Home learning focuses on the basic skills for writing (SPaG) and enables parents to support their child's learning at home.

Monitoring the Curriculum

The English Leads, alongside the SLT, has responsibility for the leadership of the writing curriculum and for monitoring its provision. They have the responsibility for developing and updating the curriculum as necessary.

The English Leads are responsible for ensuring the content and delivery of the subject, for monitoring provision, keeping up-to-date with curriculum developments, providing support, guidance and INSET where necessary, providing efficient resource management, monitoring children's progress and ensuring that there is appropriate challenge, support and intervention.

Class teachers ensure that the SPaG curriculum is well-planned and taught and that learning objectives are met. They evaluate and review their medium and short term planning.

The Governors monitor the success of the curriculum at Governing Body meetings through the Head Teacher's report and direct feedback from leaders.

We regularly review how well our curriculum intent enables consistent high achievement and impact by considering the following:

High Quality Outcomes

- How well are children learning the content outlined in the curriculum?
- Is there evidence that pupils are making connections between 'old' knowledge and 'new' knowledge and between knowledge acquired across the curriculum?
- Are teaching expectations high enough?
- Are pupils challenged to think and evaluate their learning?
- Is assessment purposeful, efficient and used to shape learning?

Curriculum content is coherent

- Are pupils able to make horizontal, vertical and diagonal connections?
- Do teachers respond to educational research?
- Is learning adapted to reflect current affairs and pupils' needs?
- Does assessment enable teachers to check that children have built the knowledge they need for subsequent learning?

Mastery for all

- Is the curriculum sufficiently challenging and appropriate for all?
- Are there high expectations for all?
- Does pupil's work show that tasks are rich and allow pupils to show higher standards?
- Is teaching sequenced so that pupils master the fundamentals and then acquire more detailed knowledge and skills?

Embedding knowledge and skills

- Does planning allow pupils opportunities to build long-term knowledge and understanding so that they can they apply cognitive skills?
- What knowledge & skills have pupils gained against expectations?
- Is writing given integrity and taught systematically and progressively?
- Are there coherent links that increasingly challenge and embed knowledge and skills?

Being part of a community

- Are the rich resources within the local community and environment maximised?
- Do pupils learn from others?
- Do pupils engage with the local community, and national and global issues?
- Are pupils able to relate their values and experiences to British Values?

Review

This policy is monitored through:

- Regular scrutiny of children's work
- Regular monitoring and evaluation of planning

- Evaluation and analysis of assessment data
- Lesson observations to monitor the quality of teaching and implementation of planning
- Pupil interviews and questionnaires