

Sedgeberrow CE First School

SPaG Policy



Co-ordinator: Mrs Meg Williams

July 2016

Aims

- To ensure all pupils have the knowledge to spell words efficiently and accurately whilst drawing on knowledge of phonics and spelling patterns.
- To ensure that all pupils 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.
- To ensure that all children 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.
- To develop accurate oracy for all children in the form of being effective and confident public speakers and story tellers who practise precise grammar and diction.
- To ensure appropriate and relevant training is available to staff and consistency in approach is monitored by SPaG coordinator.

Classroom Provision

Spelling

Spelling in Years 1 to 5 is taught discretely, with activities to reinforce and extend the spelling patterns. In Foundation Stage and Key Stage 1, the emphasis is on phonics, moving into the whole school framework in Key Stage 2. Pupils are taught the words from the New National Curriculum 2014 word lists and are assessed to ensure they are progressing.

In Years 1 to 5 the children are given a spelling set of words to practise at home. There are 15 words per spelling set. The children are tested on these spellings at the end of each week. Children that spell 13 or more words correctly will move onto the next set, however if they have scored below 13 they will continue to practise the same set of words until they have spelt 13 or more correctly. When the children have progressed through 10 spelling sets they will receive a prize in Achievement Assembly. Testing ensures that areas of weakness are identified and appropriate follow up sessions are to be planned. Every term Rising Stars spelling assessment is carried out in Years 1 to 5.

Punctuation

Punctuation is taught discretely and as part of Literacy lessons in all classes. This covers correct and incorrect usage as well as offering pupils the opportunity to apply their knowledge at text level during longer writing sessions. Pupils are given opportunities to link this knowledge to reading aloud and adapt their pace or intonation accordingly when they encounter punctuation devices in a text.

Grammar

Grammar is taught in accordance with the New Curriculum guidance appropriate to each year group. Adequate opportunities are given to ensure that the children understand and can use the new concepts and terminology. Grammar is a key focus in conversational English, with teachers picking up on errors and sensitively correcting pupils when needed. There are opportunities for public speaking in each class whilst grammar will also be a focus in longer tasks. All adults in school model correct spoken English to support our pupils. Children are encouraged to practise correct grammar in the form of recounting stories and constructing sentences based on useful phrases and vocabulary taken from the stimulus materials. This in turn will impact on children's ability to write using correct punctuation and grammar and is intended to develop the writing skills of all children throughout school.

Learning Outcomes

- The aim of SPaG provision in regards to final outcomes is for every child to be able to consistently speak and write clearly and confidently with correct grammar.
- All children will 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.
- Pupils will all be able to write clearly, using correct spelling, punctuation and grammar consistently in any piece of written work they produce, across the wider curriculum.
- All pupils will leave our school being able to speak, read and write clearly and with confidence and credibility and these skills will stay with the children for life and positively impact on life achievements and potential opportunities.

Assessment

- Teachers assess their pupils informally and make any necessary corrections to spoken or written SPaG knowledge. SPaG gap tasks to be written in Literacy books as and when appropriate to the children's learning.
- Year 2 SAT tests will include Spelling, Punctuation and Grammar test as part of their SAT assessments. (From May 2016)
- Each child's spelling age in Year 1 to 5 to be assessed at the beginning and end of every academic year using Schonel tests.
- Years 1 to 5 to be assessed half termly using Rising Stars SPaG assessments.

SPaG Coordinator:	Meg Williams
Written by:	Meg Williams
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