



Spelling, Punctuation and Grammar at St. Mary's



"Happy together in God's family,
we love, grow and learn."

Intent

Through our English curriculum, we strive to teach the children how important their reading, writing, speaking and listening skills will be in the real world. By providing an enriched and engaging English curriculum, we develop confident and enthusiastic learners who are equipped with the tools they need to participate fully as a member of society both now and in their future.

At St. Mary's, we ensure that our children have curiosity and an understanding of the meaning of language. Pupils will feel ready to understand the evolving English language and acquire strategies to enable them to become independent learners in English. They will have the building blocks necessary to become successful writers and be ready for life beyond St. Mary's.

Implementation

Phonics:

The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. Phonics is taught daily to all children in Foundation Stage, Year 1 and Year 2. Staff systematically teach learners the relationship between phonemes and the written spelling patterns, or graphemes, which represent them. Phonics is delivered in a whole class format because it enables staff to ensure that all children progress together. This approach also allows application across all subjects, embedding the learning in a rich literacy environment for early readers. Intervention is planned for those children who are working below expected levels or who require additional practice before moving on. We use Floppy's Phonics and we are true to the fidelity of the scheme, starting in the EYs all the way through to Year 2 and into KS2. Floppy's Phonics is visual, audial and progressive and has an array of reading books so that each child, regardless of their ability, has a phonic book that matches the sounds being learnt in class.

Spelling Sessions:

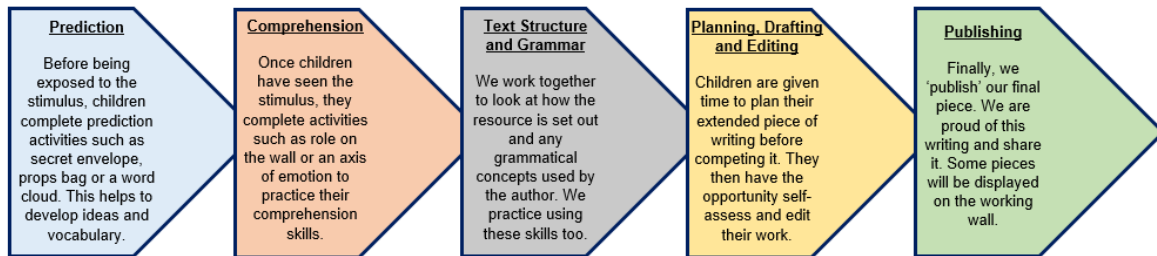
Pupils from Year 3 upwards take part in three spelling sessions per week. Year 3 to 6 do this using the Spelling Shed scheme which also incorporates 'challenge words' - the common exception words for their year group. Within the sessions, key spelling rules and patterns are taught and explored, along with effective strategies for learning, remembering, understanding and applying. Pupils record some of this learning within their spelling books. We aim to use assistive technology to support the learning and practicing of spellings, through the use of applications such as Spelling Shed or Squeebles. We also utilize the word bank functions on programmes that we sometimes use such as Clicker.

Each year group sends a weekly list of spellings home based upon the spelling sessions that week. Pupils are to practice their words and ensure that they understand them before taking part in the weekly spelling test.

Punctuation and Grammar

Punctuation and Grammar is taught alongside the English cycle of work, as lesson starters three times per week to aid their metacognition skills. By taking part in a regular punctuation/grammar lesson starter, children are able to continually revise concepts, thus making them more memorable. All punctuation and grammar work is linked to the text being used within the English cycle to give it more purpose and context within the intended writing outcome.

Punctuation and Grammar is also taught through explicit lessons within stage three of our English cycle:



Here, children are introduced to new punctuation and grammatical concepts, which are evident within the resource being used as a stimulus (for example, inverted commas and the correct layout for speech may be taught using a book which contains dialogue). Often, these sessions are recorded as a written outcome within English books. Following these lessons, children are then given the opportunity to revise the concept through the regular punctuation and grammar lesson starters.

Marking and Editing

Within all lessons, teachers and teaching assistants act as a model for quality spelling, punctuation and handwriting. Work is marked using signs and symbols which highlight errors in spelling, punctuation and grammar (see marking policy) and children are given time to address these errors. For spelling, in years 1 to 4, teachers identify up to three spellings to be corrected. These are written by the teacher at the end of the work and children are expected to rewrite each word three times. Teachers should check these have been spelt correctly with high expectations of letter formation. For children in years 5 and year 6, 'Sp' is used to identify spelling errors and children are expected to correct spelling errors using a dictionary or a word bank where appropriate.

One lesson starter per week is dedicated to a short editing exercise. Teachers should provide the children with a short extract of writing or independent sentences containing errors linked to their year group (or previous year group) national curriculum expectations. This exposes children to the skills of editing more regularly and physically *teaches* them some of the skills of editing.

After each extended piece of writing, a whole lesson will be dedicated to editing. Teachers should give pupils explicit guidance on how to improve their work and provide time for them to make these changes.

Impact

- Pupils can use their phonic skills effectively when blending phonemes for reading and when segmenting phonemes for spelling.
- Pupils have an interest in words, their meanings and their origins, developing a growing vocabulary both for speaking and writing.
- Pupils write with confidence and creativity while developing the skills to self-edit, correct and improve.
- Skills progress (grammar and punctuation) throughout the school is evident in children's books.
- Pupils acquire the knowledge and learn the skills to apply their spelling, grammar and punctuation skills to a variety of purposes in a range of thematic, cross-curricular contexts.
- Parents and carers will have a good understanding of how they can support spelling, grammar and composition at home, and contribute regularly to homework.
- Teacher marking provides positive support and directs the pupil on their next steps to improve their writing.
- Pupils use classroom resources to support their learning.
- Pupils are able to use the spelling functions available upon assistive technology.
- Pupils will leave St. Mary's being able to effectively apply spelling rules and patterns they have been taught.
- A high percentage of pupils will pass their phonics screening check.
- The percentage of pupils working at ARE within each year group will be at least in line with national averages.
- The percentage of pupils working at greater depth within each year group will be at least in line with national averages.

- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged).