



Astrea Academy Trust

Greengate Lane Academy

SpaG Policy

Name of school	Greengate Lane Academy
Date of policy	September 2022
Member of staff responsible	Rebekah Peet
Link Governor	Simon Merrywest (Curriculum)
Review date	September 2023

SpAG Overview:

At Greengate Lane, we believe that the systematic and consistent teaching of phonics, spelling, grammar and punctuation throughout the school is vital in developing children's knowledge, use and understanding of the English language. The aim of this policy is to ensure that the teaching of spelling, grammar and punctuation (SPaG) is consistent throughout the school and that it follows a progressive framework.

- Aims of the policy (In line with the National Curriculum):
- To provide children with the necessary experiences in order to develop their spelling skills.
- To equip children with a range of phonological options to be able to select appropriate spelling and common spelling patterns, through a variety of teaching strategies.
- To provide children with spelling strategies that can support their everyday writing.
- To ensure that pupils are able to react to punctuation when reading; and are able, in writing, to use punctuation devices correctly and consistently (according to age expectations).
- To ensure that pupils have a secure grasp of grammar knowledge and can demonstrate a secure grasp of linguistic skills both orally and in written work; ensure children can select appropriate choices in a particular genre.
- To ensure that all pupils can demonstrate effective and precise oral skills and can confidently participate in discussions, debates, oral storytelling and public speaking (according to age expectations).
- To ensure appropriate and relevant training is available to staff and consistency in approach is monitored by the head teacher.

SPELLING

The teaching of phonics at Greengate Lane Academy, plays a vital role in children's ability to spell so great emphasis is placed on this from Foundation Stage through Key Stage 1. As children move through KS1 to KS2, the emphasis in the teaching objectives shifts from the teaching of phonics to more focused teaching of spelling strategies, conventions and rules to build upon a child's established phonological knowledge. In Foundation Stage and Key Stage 1, the teaching of Phonics follows the teaching sequence set out in Read Write Inc (RWI) Programme, supported by a variety of resources. High quality phonics sessions are taught daily in Foundation Stage and in KS1 where the children are grouped and taught each phase, according to their age and ability. These pupils are assessed each half term and then re-grouped accordingly. The EYFS lead ensures, that any pupils not making the expected progress are given additional support, including 1:1 and small group support.

Spelling is taught during RWI (FS/KS1) and in class, using and adapting the given programmes. Year group expectations are set out in the school writing progression map:

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics / Spelling	<p>Listens to and hears the sounds in CVC, CVCC and CCVC words.</p> <p>Recalls and identifies the taught GPCs (including some digraphs) on a grapheme mat and uses this when writing.</p> <p>Spells some taught common exception/ high frequency and familiar words.</p>	<p>Spells words containing each of the 40+ phonemes taught</p> <p>Spells common exception words</p> <p>Spells the days of the week</p> <p>Names the letters of the alphabet in order</p> <p>Uses letter names to distinguish between alternative spellings of the same sound</p> <p>Spells words with simple phoneme/grapheme correspondence accurately e.g. cat, dog, red</p> <p>Makes phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations</p>	<p>Segments spoken words into phonemes and represents these by graphemes, spelling many correctly</p> <p>Spells common exception words</p> <p>Distinguishes between homophones and near-homophones</p> <p>Learns new ways of spelling phonemes for which one or more spellings are already known, and learns some words with each spelling, including a few common homophones</p>	<p>Spells further homophones mostly correctly</p> <p>Spells words outlined in National Curriculum Appendix 1 mostly correctly</p>	<p>Spells further homophones correctly</p> <p>Spells words outlined in National Curriculum Appendix 1 correctly</p>	<p>Continues to distinguish between homophones and other words which are often confused</p> <p>Begins to use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p>	<p>Continues to confidently distinguish between homophones and other words which are often confused</p> <p>Uses knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p>

How is spelling organised in this school?

Throughout school, planning is based on the material provided in the RWI phonics programme (Foundation Stage/ KS1). After children have finished the RWInc programme, spelling is taught using a combined spelling and vocabulary timetable. Overviews, with all weekly spelling lists, are provided for each year group. The teaching of spelling across Key Stage 2 is organised by phoneme, consolidating children's knowledge of the sound-spelling correspondences in Key Stage 1. This integrates the spelling rules and spelling lists of the Key Stage 2 national curriculum into sensible framework organised by sound. Alongside the components of the KS2 national curriculum – the most important tier two vocabulary, morphemes and Latin/Greek root words are organised by their component phonemes, introduced in particular weeks and then repeated across Key Stage 2. The timetables for each year group in Key Stage 2 ensure that the content of children's spelling lessons aligns with their prior knowledge from phonics while also introducing the most common tier-two vocabulary and morphemes, including Latin/Greek root words.

From year 2 onwards, spelling is taught explicitly and regularly to all pupils. New spellings are introduced and taught on a Monday, revisited on a Wednesday and assessed on a Friday. Children are taught explicitly about the structure of words (morphology) to guide their spelling. Teachers should be aware of the value of overlearning, i.e. revisiting and practising words: little and often is the most effective method. The word lists in our KS2 scheme revisit word from previous year groups and our scheme is linked to the 2014 National Curriculum guidelines and statutory spellings and ensures each child is prepared for the spelling component of the Year 6 Grammar, Punctuation and Spelling Test.

Assessment:

Each teacher keeps a record of weekly spelling results which are reviewed half termly and any appropriate action taken e.g. interventions, additional class support, contact with parents.

PUNCTUATION & GRAMMAR

The following tables set out the yearly expectations. (Teachers should use their own judgment when planning for the term: using previous content may be applicable):

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Punctuation	Thinks of, says and writes a simple sentence, sometimes using a capital letter and full stop	Separates words with spaces Introduces capital letters, full stops, question marks and exclamation marks to demarcate sentences Uses capital letters for names and for the personal pronoun I	Uses capital letters, full stops, question marks and exclamation marks to demarcate sentences Uses commas to separate items in a list Uses apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (for example, the girl's name)	Begins to use inverted commas to punctuate direct speech Begins to use apostrophes to mark plural possessions	Uses inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: 'The conductor shouted, "Sit down!"') Uses apostrophes to mark plural possession (for example, the girl's name, the girls' names) Uses commas after fronted adverbials	Uses brackets, dashes or commas to indicate parenthesis Uses commas to clarify meaning or avoid ambiguity Begins to experiment with semi-colon and colon use where appropriate	Uses semi-colon, colon and dash to mark the boundary between independent clauses (for example, It's raining; I'm fed up) Uses colons to introduce a list and semi-colons within lists Uses the punctuation of bullet points to list information Knows and applies how hyphens can be used to avoid ambiguity (for example, man eating shark versus man-eating shark, or recover versus re-cover)
Known Terminology	Letter, capital letter, word, sentence, punctuation, full stop	Letter, capital letter, word, singular plural, sentence, punctuation, full stop, question mark, exclamation mark	Noun, noun phrase, statement, question, exclamation, command compound, suffix, adjective, adverb, verb, tense (past, present) apostrophe, comma	Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter inverted commas (or 'speech marks')	Determiner, pronoun, possessive pronoun, adverbial	Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

How is grammar and punctuation organised in this school?

Throughout school, grammar and punctuation is taught as a weekly stand-alone English lesson and discretely as part of the writing process, delivered in engaging, practical sessions which are planned to cater for all learning styles and needs. In addition, all other teaching and learning linked to English will provide an opportunity to embed punctuation and grammar skills.

SPAG planned for should pre-teach skills required in the following Literacy Tree Unit in order to provide children with the opportunity to apply their learning first hand. Teachers create a long-term plan for the year, carefully planning appropriate punctuation and grammar content to be covered each half term which supports the current learning in English and addresses any gaps that the pupils may have. Autumn 1 will predominantly be a recap of skills taught previously. Teachers then plan appropriate weekly stand-alone lessons to cover the punctuation and grammar content. Pupils record their work in their English books. In cross-curricular work, there is an expectation that grammar and punctuation skills will be demonstrated and taught concepts applied precisely and accurately.

Assessment

Teachers are eager to ensure children are making progress with their learning throughout their English lessons. Termly grammar assessments using Rising Stars GAPS will support staff in determining the attainment and progress of pupils. Ongoing writing assessments using published writing and Literacy Tree evidence will support teacher judgements.

Recording and tracking progress in SPaG

To support the teacher in tracking each child's progress throughout the year, there is a year appropriate assessment sheet which can be found in the front of each child's published writing folder. Rising Stars assessment results are recorded and reviewed by the teacher termly and again, teachers are responsible for taking appropriate action to ensure each child is reaching their potential. This supports teacher writing judgements and facilitates subject leader monitoring and moderation.

Reporting to Parents/Carers

The assessment process described above helps teachers report to parents/carers.

Monitoring and evaluation

The English leader monitors delivery of the subject through observation and discussion with teaching staff, as well as discussions with children and scrutiny of their written work to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness is conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience
- Monitoring of assessment to ensure progression throughout the school.

The Learning Environment

All classrooms have a SpaG working wall which displays current topics of learning and resources to support children in independently applying their skills. There may also be a 'help desk' with resources available for children to access when needed. Weekly spellings are displayed once taught on a Monday. A copy of spellings is sent home to learn and weekly spellings are shared on Seesaw.

Involving parents and carers

Parents and carers are/will be given the opportunity to find out about and discuss SPaG through:

- * Response to comments on reports
- * Curriculum newsletters
- * Displays
- * Spelling homework
- * Parent information sessions

Training and support for staff

Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

In addition to this, support for teaching and understanding SpaG is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies. Astrea offer online and in-person training opportunities to address staff needs in particular areas.

Policy Review

This policy is reviewed annually.

	Signed Headteacher	Signed Chair of Governors
Date of review:		
Date of next review:		