

St Mary's C of E School
Spelling and Grammar Policy
November 2015





1. Rationale

The purpose of this writing policy is to ensure that there is a consistent progressive approach to the teaching and learning of spelling and grammar at St. Mary's C of E Primary School from Foundation stage to year 6 that will lead to successful outcomes in levels of attainment and progress for all children in writing transcription.

Our aims at St. Mary's C of E school are to:

- Provide a secure environment, physically and emotionally, in which all children are offered equal opportunities and are taught to value their own skills and abilities and those of others.
- Teach courtesy, good manners and consideration of others.
- Enable children to communicate effectively with one another and to frame their feelings, emotions and experiences in appropriate language, in order to support moral and spiritual development and engender respect for the personal and religious values of others.
- Encourage pupils to use initiative and to persevere in the face of changing personal circumstances and varied learning outcome
- Provide a broad and balanced curriculum within a variety of learning environments that develop individual potential.
- Build positive relationships with our immediate school community, national and international community and for the school to be a hub of learning in the community

2. Aims of policy

The aims of this policy are to provide a framework for the teaching of spelling and grammar. The policy will show a clear progression in skills within a fundamentally similar approach to teaching.

This policy links with the schools aims of

- Provide a broad and balanced curriculum within a variety of learning environments that develop individual potential

At St Mary's C of E (VA) Primary School we believe that in the primary years children should

- acquire skills and attitudes that will ensure that they become fluent writers in preparation for the next stage of their learning

3. Procedures and practise

General Guidance

The school will develop spelling and grammar skills from EYFS to Year 6, these skills will be developed through a range of activities from discreet spelling and grammar opportunities to activities that are interwoven into our talk for writing approach.

Foundation stage

- Children will initially learn to spell CVC words once they have developed the correct letter formation skills. They will also learn the early common exception words.

Year 1

- Building upon the work in Foundation Stage by providing children with opportunity to apply their phonic knowledge to spell words as well as learning common exception words. Children will learn the required grammatical features (as set out in the National Curriculum for English 2014) through talk for writing. This will be revisited in guided reading sessions.

Year 2

- Building upon the work in Year 1 children will apply the spelling rules from their work in Phase 6 of phonics.
- As Year 1 grammar will be taught through talk for writing and revisited in guided reading sessions.
- Spellings will be set for homework linked to the sound pattern or spelling rule taught that week. The children will be tested on the rule and not the spellings learned. Where there are common exception words are taught children will learn their meaning and be tested on that.

Key stage 2

- Children will have a spelling and grammar lesson once a week for half an hour where they will learn their new spelling rule or grammatical feature. These rules will be revisited in guided reading sessions through the week.
- Aspects of grammar that need to be learned will be revisited through our talk for writing approach.
- Spellings will be set for homework that link to the rule that has been taught. The children will be tested on the rule taught. Where common exception words are taught the children will be tested on the meaning of these words.

Responsibilities

Class teachers

Class teachers are responsible for teaching of spelling and grammar and monitoring of its application in children's writing.

Subject leader

The subject leader is responsible for equipping other teachers with the resources and knowledge to teach spelling and grammar effectively. It is the responsibility of the subject leader to analyse data and ensure that every child makes progress.

Head teacher

The head teacher will monitor teaching and analyse data through the evidence collected by the subject leader and together with the staff to inform priorities for the development of writing.

Governors

The governor with responsibility for English will evaluate provision and meet with the subject leader to discuss priorities for writing.

4. Planning

N/A

5. Resources

There is a spelling scheme linked to the National Curriculum 2014 for teachers to use for setting homework. There are a selection of games and puzzles to use to apply spelling rules. There is a large resource bank of phonics activities and games kept next to the individual reading books. The school also has subscriptions to several websites to assist the teaching and learning of phonics and spellings.

6. Assessment

Spelling and grammar will be tested at the end of half term through the completion of 'Rising Stars' tests. The data for this needs to be added to a spreadsheet which is stored on the school server. Spelling and grammar will also form part of the criteria of assessment in writing, this will be assessed against the requirements of the National Curriculum 2014.

7. Monitoring and evaluation of spelling and grammar

Spelling and grammar will be monitored as part of English work moderation, this will be looked at across the curriculum not just within English books. It will also be monitored through planning moderations to ensure it is being interwoven throughout the curriculum.

8. Special Needs

Planning will be adapted to meet the individual needs of children with SEN. They will be given opportunities to share their knowledge in different ways by being given suitable resources to help them respond to tasks that are suitable for them. Staff are

fully aware of the vulnerable pupils in their class and personalise the curriculum to meet the learning needs.

9. Equal Opportunities

The school's PSED objectives include narrowing the gap in attainment and progress of children with SMEH SEN, Pupil Premium and also EAL learners.

The school will ensure that all children that need additional help with fine motor control have access to additional support and also that alternative methods of recording are made available as appropriate.

10. Health and Safety including risk assessments and e safety.

Refer to e safety policies

11. Parental involvement writing for handwriting

Parents will be invited to a storytelling and talk for writing evening to learn about the process, spelling and grammar expectations will also be discussed during this and parents will be given some resources to help with this.

12. Governor involvement

The English governor will make visits to some classes to watch the practise of teachers.

13. Definitions – any technical terms referred to can be found in the glossary of the new English Curriculum 2014.

