



Spelling, Punctuation and Grammar Policy

Mission Statement

Following the example of Jesus, together we learn, love and respect one another to be the best we can be.

Our vision

At St. Michael and St. John's R.C, we aim for all our children to become good writers and good at using Standard English. This includes becoming good at spelling and using the correct punctuation and grammar in written work.

Aims

We aim to develop pupils' knowledge of spelling rules and patterns, how and when to use punctuation and also to write using the correct grammar through all writing that we do.

Teaching Spelling

It is vitally important that children at St Michael & St John's spell as accurately and as fluently as possible. There are three main strands to spelling teaching:

- Learning and applying the spelling of the most common English words.
- Learning sounds and spelling patterns of collections of words.
- Learning how to be as accurate with 'unknown' words.

Spelling needs to be taught regularly (daily if possible) and words taught need to follow a spelling rule. Children will group and learn words according to spelling strings and rules. Alongside this, the key words for each year group (found in KLIPs, Appendix 3) need to be taught. All spellings should be applied.

In Early Years and Year 1 our spellings will link with our phonics work which follows letter patterns. From Year 2, we will follow the No Nonsense Spelling Scheme. This scheme supports the spelling rules found in the National



Curriculum. In addition to this, teachers can also use the Lancashire KLIPs, Support for Spelling, Supporting Spelling and Letters and Sounds. Other resources, such as Spelling Bank are still useful.

Spelling homework will be set and will be linked to the spelling rule and key words that have been taught that week. Children will be tested weekly. Spelling homework should be differentiated and this can be done as follows:

- By number of words, up to a maximum of 10 words.
- By length of word (eg past tense -ed ending is the rule, give higher ability child the word 'exclaimed' and a lower ability child the word 'asked').
- By task set (eg give higher ability children a dictation to fill in the blanks or they could practice using a dictionary or a thesaurus to find other words, whereas lower ability children just give the spelling list).

If there are children working below age-related expectations and they are unable to read the words being taught, then assessment of these children should take place and the objectives tracked back to previous year groups. If children are found to be particularly struggling with spelling, then intervention needs to be planned, for example IDL or Toe by Toe.

Teaching Punctuation

It is important that children know:

- the name of different punctuation.
- the purpose(s) of each piece of punctuation.
- how to write the piece of punctuation correctly.

These skills need to be taught and learnt in accordance with the children's needs, the National Curriculum and the agreed punctuation non-negotiable list for St Michael and St John's (Appendix 2).

Skills should build through the week to ensure deep learning takes place. Skills should be revisited throughout the year. Punctuation objectives should link to the English lesson and genre being taught where possible, for example inverted



commas when teaching narrative. Punctuation, where this is the focus, should be taught daily, for example in an English warm-up. To support punctuation teaching, follow the weekly teaching sequence, using the 4 I's model:

1. Immerse
2. Imitate
3. Innovate
4. Invent

There is an exemplified teaching sequence in Appendix 1.

With regards to the formation of punctuation, children will:

- Sit full stops on the line.
- Use a , for a comma
- Use “ . . . ” for inverted commas (66 and 99)
- Use ? and !

Teaching of Grammar

Grammar requirements are clearly stated in the National Curriculum. In addition to the National Curriculum, teachers will use the Lancashire KLIPs documents, in conjunction with Supporting Grammar, to support the teaching of grammar.

Teachers must use Standard English when they speak to the children and also in their written work. In order for grammar to be accurate in children's writing,



children need to be able to speak using Standard English. Therefore children should be corrected when speaking if their grammar is wrong.

Grammar learning objectives should be clear and concise and use the key language that the children need to know, use and understand (see National Curriculum and also *Grammar Glossary* to support this). Skills should build through the week to ensure deep learning takes place. Skills should be revisited throughout the year. Grammar objectives should link to the English lesson and genre being taught where possible, for example adjectives when exploring characters. Grammar, where this is the focus should be taught daily, for example in an English warm-up. To support grammar teaching, follow the teaching sequence, using the 4 I's model:

1. Immerse
2. Imitate
3. Innovate
4. Invent

There is an exemplified teaching sequence in Appendix 1.

After each skill has been learnt, it becomes a non-negotiable for that year group. In addition, each year group has a set of non-negotiable skills (i.e. skills which will have been taught in previous year groups) which need to be strictly adhered to and marking should reflect these non-negotiable skills in all written work (see Appendix 2). If children are working below age-related expectations, then this will be reflected in the marking and next steps.

It is advised that classrooms have a 'Spelling, Punctuation and Grammar' (SPAG/ GPS) working wall, displaying the non-negotiable skills and also the skills being learnt throughout the year.

Policy written on 7/9/17

Policy to be updated September 2020

Adopted by the governing body



APPENDICES

APPENDIX 1 - SPAG Teaching Sequence

APPENDIX 2 - Non-negotiable Skills for Writing

APPENDIX 3 - Key Words



Appendix 2

St Michael and St John's Spelling, Punctuation and Grammar Non-negotiable List

The skills below are expected to be seen in most children's writing in that year group. These skills have already been taught in the previous year and become a non-negotiable for the next year group. As the year progresses the list of non-negotiable skills is added to as skills are learnt. Some children will progress beyond the skills for their year group and some children will need skills revisiting.

	Grammar and Punctuation At the beginning of each year group, children will:	Spelling At the beginning of each year group, children will:
EYFS	Working towards Year 1 non-negotiable skills.	Working towards Year 1 non-negotiable skills.
Year 1	Attempt to write simple sentences. Sometimes use full stops and capital letters.	Secure at Phase 3 Letters and Sounds. Spell their first name.
Year 2 (in addition to the above)	Separate words with finger spaces. Use capital letters for the beginning of sentences, personal pronoun I, names of people, places and days of the week. Use final punctuation; full stops, question marks and exclamation marks. Use the conjunction (joining word) 'and'.	Secure at Phase 5 Letters and Sounds. Spell words using the 40+ phonemes, including making phonetically plausible attempts at more complex words. Be secure in spelling the key words for Year 1.
Year 3 (in addition to the	Use the conjunctions (joining words) 'because', 'but', 'so' and 'or'.	Secure at Phase 6 Letters and Sounds Be secure in spelling the key



<p>above)</p>	<p>Use commas to separate items in a list.</p> <p>Use apostrophes for contraction and singular possession.</p> <p>Attempt subordination for time and reason (when, if, that).</p> <p>Know and use nouns and adjectives.</p> <p>Use verbs in the correct tense.</p>	<p>words for Year 2.</p> <p>Spelling patterns from No Nonsense Spelling Year 2.</p> <p>Segment spoken words into phonemes and represent graphemes, spelling many correctly.</p>
<p>Year 4 (in addition to the above)</p>	<p>Use a range of conjunctions.</p> <p>Use subordination for time and reason in complex sentences.</p> <p>Use prepositions for where.</p> <p>Use adverbs.</p> <p>Use inverted commas to punctuate direct speech.</p>	<p>Spelling patterns from No Nonsense Spelling Year 3.</p> <p>Be secure in spelling the key words for Year 3.</p>
<p>Year 5 (in addition to the above)</p>	<p>Use sentences with fronted adverbials for when and where.</p> <p>Use commas to mark clauses.</p> <p>Use dialogue punctuation.</p> <p>Select adjectives appropriately to build effective noun phrases.</p> <p>Use pronouns within and across sentences.</p> <p>Use Standard English verb inflections.</p>	<p>Spelling patterns from No Nonsense Spelling Year 4.</p> <p>Be secure in spelling the key words for Year 4.</p> <p>Verb inflections accurate.</p>



	Use apostrophes for singular and plural.	
Year 6 (in addition to the above)	<p>Use relative pronouns in complex sentences (who, which, where, whose, that or an omitted relative pronoun).</p> <p>Vary sentence openings and use adverbials to link ideas within and across paragraphs.</p> <p>Use commas to demarcate complex sentences.</p> <p>Use brackets, dashes and commas to indicate parenthesis.</p>	<p>Spelling patterns from No Nonsense Spelling Year 5.</p> <p>Be secure in spelling the key words for Year 5.</p>