

Introduction

The National Curriculum for Spelling, Punctuation and Grammar describes what must be taught in each key stage. Middlefield Primary Academy uses robust assessment systems to assess the children against the National Curriculum and clear tracking systems to monitor the progress of classes, sets and groups of children. This ensures continuity and progression in the teaching of Spelling, Punctuation and Grammar. In EYFS, the curriculum is guided by The Early Years Foundation Curriculum.



Teaching and Learning

SPELLING:

Teaching and learning

The teaching of phonics plays a vital role in children's ability to spell so great emphasis is placed on this from the Foundation Stage through Key Stage 1. As children move through upper KS1 to KS2, the emphasis in the teaching objectives shifts from the teaching of phonics to more focussed 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 the Fischer Family Trust Phonics Programme, supported by a variety of resources. High quality phonics sessions are taught daily in Reception and Year 1. Pupils are taught each stage according to their ability, and grouped accordingly across Year 1 and 2, with an awareness of those pupils who take longer to embed their understanding and therefore, need to move at a slightly slower pace for consolidation. In Year 2, spelling patterns are taught and children are encouraged to use their phonics knowledge to increase the number of words they can spell.

In Key Stage 2

Spelling is taught explicitly and regularly to all pupils. This is taught in 2 x 20 minute sessions per week, using Spelling Shed as the guide for spelling progression. Pupils are taught according to their year group. Children need to be 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 Spelling Shed programme 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. Pupils who still need extra support with phonic work should be identified and targeted using other intervention strategies if necessary. The spelling of high and medium frequency words (including those identified in the National Curriculum) should be revisited regularly throughout the school and tested weekly. Spelling practice is included in homework, using Spelling Shed activities to reinforce school learning.

Punctuation and Grammar

Teaching and learning:

Throughout school, 1 standalone SPAG lesson will be taught each week, driven by a combination of Grammarsaurus Place Value of grammar, end of year objectives and pupil need, although grammar and punctuation is taught in every English lesson as part of the writing process. SPAG-related starters can be used where appropriate, and through

modelled writing, specific punctuation and grammar concepts should be taught. In cross-curricular work, there is an expectation that grammar and punctuation skills will be demonstrated and taught concepts applied precisely and accurately. The marking policy will be applied to ensure that correct punctuation and grammar are applied in all writing tasks across all subjects. Speaking and listening activities in all subjects enable pupils to practise correct grammar in the form of recounting stories and information and constructing sentences effectively. This, in turn, will impact on children's ability to write using correct punctuation and grammar and is intended to develop the 'writing voice' of all children throughout school.

Monitoring and Assessment

Assessment of pupil progress is, in the first instance, on-going by the class teacher as part of formative assessment. Children in EYFS are expected to apply their phonic knowledge in their reading and writing. This is monitored through Drawing Club. Pupils also have age appropriate word mats to aid their writing. Phonics assessments are completed half termly to determine which sounds the children have retained. Children from Year 2 upwards are tested weekly on spellings they have been practising. Daily written work also forms part of assessment of spelling.

At the end of Year 1, all children take the Phonics Screening Check as part of the government statutory requirements. Those pupils that have not reached the expected standard of the phonics check are re-tested in Year 2. Formal summative assessments are carried out each term from Year 1 to Year 6, alongside SATs tests at the end of KS1 and KS2.

Leadership and Management

It is the class teacher's responsibility to ensure that phonics and spelling is taught consistently in their class using and adapting the given programmes. Its use and effectiveness will be supported and monitored by the SLT on behalf of the Head and Governors.

There is a subject leader for English who is responsible for:

- producing an action plan and for the implementation of the SPAG policy across the school.
- offering help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of SPAG.
- maintaining resources and advise staff on the use of equipment.
- monitoring classroom teaching or planning following the schools rolling programme of monitoring.
- leading staff training on new initiatives.
- attending appropriate in-service training and keep staff up to date with relevant information and developments.
- keeping parents and governors informed on the implementation of SPAG in the school.

Related Policies

When reading this policy you should refer to the following policies which apply to this subject:

- Marking
- Teaching and Learning

Middlefield Primary Academy – SPAG Policy

- Assessment
- Homework
- ICT
- Health and Safety
- Equal Opportunities

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