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**SPELLING POLICY**

The purpose of this policy is to support our pupils to become confident spellers by teaching them a range of strategies, rules and conventions both systematically and explicitly. By becoming confident spellers, pupils will be able to focus on the skills of composition, sentence structure and precise word choice within their writing.

Within the teaching of spelling, there should be opportunities to:

• Revisit, explain, use

• Teach, model, define

• Practise, explore and investigate

• Apply, assess and reflect

**AIMS**

* To ensure that teachers plan for the teaching of spelling every week and that planning is shared with members of support staff, who are also responsible for delivering spelling programmes to targeted groups of children.
* To ensure that spellings are set at an appropriate level for the child and build on what they already know and can apply.
* To teach a range of approaches to learn spellings.
* To provide children with a range of strategies to help them become secure with spelling rules.
* To ensure children’s spelling is assessed on a regular basis and that this is used to inform future planning.

**The Teaching of Spelling in the Foundation Stage and Year 1**

Spelling within Reception and Year 1 is linked to the children’s phonic programme: Letters and Sounds. The primary skills for reading and spelling which ‘Letters and Sounds’ highlights are blending and segmenting and these skills are integral throughout the phases.

During daily phonics sessions, children will have opportunities to learn strategies for spelling, including spelling patterns linked to each of the phases. They will also practise recalling key/tricky words. It is essential that children apply their knowledge of spellings, and practise the skill of segmenting through a variety of writing opportunities across a range of curriculum areas - for example: topic and science activities.

**Year Two**

Transition of spelling from Year 1 to Year 2 follows a programme of phonics teaching in Reception and Year 1. By the end of Year 1, the expectation is that most children will be secure at Phase 5. The spelling objectives for Year 2, which work in conjunction with Phase 6 of the Letters and Sounds document, ensure that children have knowledge and understanding of alternative spellings for each phoneme. For those children who are not yet secure at Phase 5, it will be necessary to continue with this phase before moving on to the Year 2 objectives and writing framework. In Year 2, the spelling of common exception words is a requirement to meet the expectation for writing and this is tracked and assessed regularly to ensure that the children are on track to meet ARE in writing at KS1. Spelling jotters are used to practise the skills of spelling used regularly alongside the children’s personal dictionaries.

**Key Stage Two**

Spelling from Year 3 onwards currently follows the ‘No Nonsense Spelling Approach from Babcock Spelling. This outlines the objectives taught in each year group, each term. The expectation is that pupils have access to a daily ten minute spelling activity. However, there is flexibility in how this is delivered and managed within the curriculum as teachers may choose to consolidate previous learning with a more detailed twenty minute spelling session instead of the daily ten minute session. Spelling jotters are used to practise the skills of spelling used regularly alongside the children’s personal dictionaries.

**ASSESSMENT**

Teachers assess the spelling age of pupils in September and April and use these assessments to inform future planning. The key words from Appendix 1 of the National Curriculum are also assessed biannually to monitor and target specific spelling rules.

When focusing on spelling within writing, children should firstly be given the opportunity to write freely and be encouraged to use spelling strategies they know, promoting independence when spelling. Children are encouraged to edit their own working by referring to reference tools available to them.

Marking will, however, assess the use of spelling strategies and evaluate the children’s understanding of sounds and conventional spelling patterns. These assessments can then be used to inform planning.

Teachers will not correct every spelling error but instead focus on key words that an individual child would be expected to spell. These words will be written correctly for the child in the margin. The child will then re-write these words as part of ‘Gel pen Response’.

**HOMEWORK**

The children are tested on up to 8 words each Friday. These words are identified from the long term spelling plan which has been devised to support and work alongside our spelling programme. Differentiated lists are provided for each year group, focusing on the key spelling rules as outlined in the National Curriculum for English. This is another form of assessment made by teaching staff to ensure that coverage of spellings in both class and during intervention work is appropriate.

Irby Primary School has opted to adopt the above policy guidance and agrees to operate under its terms

Signed Chair of Curriculum Committee Date

Signed Head teacher Date

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**GRAMMAR & PUNCTUATION POLICY**

At Irby Primary we believe that good grammar is central to good quality writing. The purpose of our grammar policy is to ensure that children are taught to express their ideas in as clear and direct a way as possible and any explicit teaching of grammar should work alongside a rich and stimulating English writing curriculum.

Grammar is concerned with the way in which sentences are used in spoken language, in reading and in writing. Sentences help give words their sense and the purpose of grammar teaching is to enable pupils to become conscious of patterns of language which they can apply in their own work to enhance meaning.

The purpose of punctuation is to clarify the meaning of texts. Readers use punctuation to help make sense of written texts, while writers use punctuation to help communicate intended meaning to the reader.

AIMS

* Enable children to write independently.
* Enable children to punctuate their writing so that it can be clearly understood.
* To ensure that teachers plan for the teaching of grammar at least twice a week
* Encourage correct grammar in spoken and written English to aid expressiveness and comprehension
* To ensure that grammar skills are applied in writing
* To teach a range of approaches to grammar.
* To provide children with a range of strategies to help them become secure with grammar
* To ensure children’s grammar is assessed on a regular basis and that this is used to inform future planning.

**PLANNING**

The National Curriculum provides a clear overview of the grammar skills and terminology required for each year group. These skills are identified on our long term plans and progression of skills document.

Grammar is not simply about learning terminology. The use of terms to discuss language is helpful but is not an end in itself. The real skill should be in the transference of grammatical knowledge in independent reading and writing.

Shared reading and writing provides a helpful context for the discussion and demonstration of grammatical features at word, sentence and text level.

Guided writing gives opportunities for pupils to focus on specific aspects of grammar and punctuation and should be identified on weekly plans or intervention planning.

Grammar and punctuation should not solely be taught through exercises and we at Irby Primary believe that good quality grammar should be embedded into the daily teaching of reading and writing. While there may be a requirement at times to explicitly teach a term or skill, it is our firm belief that children will learn and practise a given skill through a variety of means:

* Speaking and listening activities, including drama
* In a short 20 minute ‘burst’ of grammar work
* To practise correct grammar in a range of genres, constructing sentences based on useful phrases and vocabulary taken from the stimulus materials
* Discreet punctuation and grammar lessons
* Punctuation and grammar through the Alan Peat exciting sentences approach
* Grammar will be a key focus in conversational English, with teachers picking up on errors and politely correcting pupils when needed.
* During a stand-alone grammar session (it is important that pace and coverage of learning is effective if a longer session is to be preferred so that the children’s learning is equally comprehensive)

**ASSESSMENT**

The progression of skills long term plan identifies a key set of skills for each year group. Assessments are made against these skills in a number of ways:

* Weekly annotation of English plans
* Intervention assessments
* Tracking of skills in guided writing sessions (Ros Wilson and guided writing assessment sheets)
* Informal assessments made in class through the Assessment for learning approach
* Marking of children’s work
* Irby Primary School has opted to adopt the above policy guidance and agrees to operate under its terms
* Signed Chair of Curriculum Committee Date
* Signed Headteacher Date
* *(Each page must also be initialled)*