



Pioneer Federation

Grammar, Punctuation & Spelling Policy

Aims of our Grammar, Punctuation and Spelling education

The two statutory appendices of the National Curriculum – on spelling and on vocabulary, grammar and punctuation – give an overview of the specific features that should be included in teaching the programmes of study.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation listed in the guidance relevant to their key stage. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A glossary of grammar and punctuation is provided for teachers.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

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Teaching and learning

- Our approach to grammar integrates the teaching of reading and writing. The aim of this is for children to be making conscious choices about their use of grammar, based on the purpose or genre of the writing.
- Teachers will use high-quality texts to model uses of grammar. Our approach asks the children, as writers, to look through their reading, at what other writers do and asks the children to be the readers of their own writing.
- Teaching writing with attention to grammar is not about telling children how they should write; it is about showing them the repertoire of choices available to them, and discussing how those choices create different meanings.
- It is seen as best practice that grammar and punctuation is taught within Literacy lessons, however there is an understanding that grammar sometimes needs to be taught discreetly to other subjects. Across the Pioneer Federation, there is a range of different methods for teaching grammar: this is something that will be evolving over the next two academic years.
- Spelling is taught from Year 2 to 6 through the No Nonsense Spelling Scheme. The focus of the programme is on the *teaching* of spelling, which embraces knowledge of spelling conventions – patterns and rules; but integral to the teaching is the opportunity to promote the *learning* of spellings. Teachers should use the resources and assessments outlined in the No Nonsense Spelling Scheme to ensure progress is monitored and misconceptions are addressed in planning.
- In Year 2, spelling rules should be taught every day (each session is around 15 minutes) and spelling lists should be sent home for homework each week. From Year 3 – 6, spelling rules should be taught at least twice weekly. The class teacher is to decide what is best for their cohort and how the scheme can be adapted to suit the needs of their class. However, the full spelling curriculum for each year group will need to be covered in order for a child to meet the expected standard in writing by the end of the academic year.

Equal Opportunities and Inclusion

Where pupils make limited progress in their confidence and ability to correctly apply grammar and punctuation to their writing, intervention programmes may be set up, following Pupil Progress Meetings with the Head Teacher, and in consultation with the SENCO. Both class teachers and TAs lead these intervention groups, depending on the needs of the whole year group. Individual pupil English targets may cover grammar and punctuation concepts and these are planned for and set up for all children including EAL and SEN pupils.

Resources

Resources are available for each Key Stage. The 'No Nonsense Grammar' scheme is available for teachers to use and there are teaching ideas on the Writing Medium Term Plans for each year group to fit with each school's curriculum map.

The 'No Nonsense' Spelling scheme is used for children in Year 2 - Year 6.

Assessment, Record Keeping and Reporting

- Assessments are used diagnostically by teachers to evaluate learning, inform teaching and to inform future provision.
- Grammar, punctuation and spelling will be monitored through writing moderations and will be a key part of assessing a child's writing ability.
- The Subject Leader will monitor the teaching of grammar at moderations, through book looks and by teacher's summative assessments.
- Teachers should use the assessment structure provided in the No Nonsense Spelling Scheme to monitor spelling progress. Staff will assess spelling in particular three times across the academic year, to tie in with summative writing assessments, and use these assessments to inform their planning for the subsequent term.

Monitoring and review

The Grammar, Punctuation & Spelling subject leader is responsible for monitoring the standard of children's work and for the quality of teaching. The work of the subject leader also involves supporting colleagues in the teaching of grammar, punctuation and spelling, being informed about current developments in the subject, and providing a strategic lead and direction for this aspect of writing in the school.

This policy will be reviewed in 2021.