

**Clifton with Rawcliffe Primary School
Spelling, Punctuation and Grammar (SPAG) Policy**



Date of policy: September 2017

Date of review: September 2019

Person Responsible: C Harver

Description of school / background information in provision of Spelling, Punctuation and Grammar (SPAG)

Clifton with Rawcliffe Primary School is an above average size school. Nearly all pupils are from a White British background. The proportion of pupils entitled to free school meals is well below the national average. The number of pupils with learning difficulties and/or disabilities is well below the national average and the proportion of pupils with a statement of special educational need is half the national average.

Roles and Responsibilities

Governors

The Governing Body (Policies Committee) has been involved in the development of the school's SPAG policy. It will continue to review and evaluate it regularly. The link Governor for this subject area will liaise with the subject leader on a regular basis.

Identified member of staff

An identified member of staff takes overall responsibility for this policy and its implementation and for liaison with the governing body, parents, other staff members, Local Authority (LA) and relevant outside agencies.

Parents and Guardians

Parents and guardians are encouraged to support the provision of SPAG within the school programme and have access to this policy. The school plays its part in ensuring that parents are kept up to date with the SPAG activities that go on in information via the school newsletter and letters sent home with pupils.

Pupils

Pupils have an entitlement to SPAG taught in a creative way.

Staff

All staff, both teaching and non-teaching, should be aware of the policy and how it relates to them. Any staff involved in SPAG activities should have opportunities for relevant training.

Senior Leadership Team (SLT) and the English Subject Leader will also ensure regular in-school training through lesson support and whole school School Improvement Sessions.

Adults Other Than Teachers (AOTT)

The school actively seeks to include AOTTs to assist and supplement the SPAG provision, both in the curriculum and after school. These are overseen and timetabled by the Phase Leaders to ensure quality and suitability. DBS information is collected, where appropriate, and stored in the school office.

Aims and objectives of the policy

Grammar is concerned with the way in which sentences are used in spoken language, in reading and in writing. Sentences are the construct which help give words their sense. 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.

Teaching Programme and Strategies

To teach pupils about grammar and punctuation, the emphasis is on the close consideration of examples of language in use, including pupils' own writing and on the exploration of language as a system. The aim is to develop pupils' curiosity about language and their capacity to observe and reflect, which will in turn enable them to develop more control and choice in their use of language.

Sympathetic and varied teaching approaches and specific learning objectives provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. Through the selection of suitably differentiated and well-developed tasks, it is intended that pupils, irrespective of their ability, will enjoy success and be motivated to further develop their individual potential in SPAG.

The teaching of SPAG offers opportunities to support the social development of children. Groupings allow children to work together and give them the chance to discuss their ideas and feeling about their own work and the work of others. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves.

In Foundation stage, pupils expect written text to make sense and they recognise sentences in their shared reading of texts and in their own play and experimental writing. They write simple sentences based on speech and begin to use significant punctuation, for example capital letters for their own name and at the beginning of a sentence.

The work covered at Key Stage 1 & 2 is built on the National Curriculum Programme of Study. Teachers often incorporate it into the study of a theme, thus ensuring that the topic has relevance and purpose.

SPAG has considerable potential to contribute to wider areas of learning. It is considered important that SPAG is integrated into different subject areas for the development of skills.

Curriculum planning

This is organised in three stages:

Long term planning

This is based on the National Curriculum for SPAG, which details what is to be taught over the Key Stages and provides the topic basis for planning SPAG activities over a two-year cycle. It is monitored regularly and evaluated annually by the English Subject Leader.

Medium term planning

This takes the long term plan and organises the teaching of SPAG into termly or half-termly sections. The planning is more detailed and the objectives are more specific in nature. This planning is developed by the class teachers, who respond to the needs of their pupils. It also ensures a balanced distribution of work is undertaken across each term.

Short term planning

Short term planning details the activities that take place weekly. Lessons are planned in detail and specific class objectives are set, in accordance with the needs of the pupils. Individual learning goals might also be set for pupils in some lessons.

Teachers collaborate on the planning of SPAG to ensure parity in provision and to share expertise.

Health and Safety

In their planning of activities, teachers will anticipate likely safety issues. They will also explain the reasons for safety measures and discuss any implications with the children. Children are always encouraged to consider safety for themselves, others, the environment and the resources they use, when undertaking SPAG activities.

Monitoring and assessment

The SPAG curriculum is monitored on a regular basis by the Subject Leader, who examines pupils' work, monitors classroom practice and planning and ensures parity of entitlement for all pupils across the school.

They identify the training needs of the staff and plan the training programmes. They also attend training for English Subject Leaders run by the local authority and other providers.

We assess children's work in SPAG using objectives from the National Curriculum. ~~These are uploaded onto the~~ school progress tracker.

More important to the school, however, are the formative assessments, which are continuous and on-going, and identify the needs of the individual pupils. These form part of the SPAG activities and are used to determine the pupil's future developmental areas.

The monitoring of the standards of children's work and of the quality of teaching in SPAG is the responsibility of the SLT and the English Subject Leader. The work of the subject leader also involves supporting colleagues in the teaching of SPAG, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Additional educational needs

All classes consist of pupils of varying abilities and with varying needs, and our classroom practice ensures that, when possible, these needs can be met within the class organisation.

However, when a child has very specific additional needs, support is provided firstly by the school's internal organisational structure, which gives personal assistance and additional practice and is administered by support assistants within the school during the lessons. Details of this can be found in the SEND Policy.

Implementation of the policy

A copy of this policy is available for any member of staff, Governing Body, parents and relevant outside agencies.

Date of Implementation April 2015

Monitoring and evaluating the policy

This policy will be reviewed every two years by the Head teacher, Governing Body Policies Committee, Subject Leaders and relevant staff members.

Next review date: September 2019