



## **Appleton Primary School Spelling, Punctuation, Grammar and Handwriting Policy**

At Appleton we believe that the ability to spell with confidence and accuracy is an essential life skill. Spelling is a complex process which draws upon a specific working knowledge of patterns within the English language. Children who are able to employ a good range of spelling strategies will attempt more complex words to express their ideas. Confidence in spelling often has a profound effect on the writer's self-image.

### **Spelling**

#### **Aims**

Pupils should:

- Be able to spell confidently most of the words that they will use frequently in their writing.
- Recognise patterns and conventions in spelling.
- Make sensible predictions about how to spell a word they have not written before.
- Check their work for correct spelling using a word bank or dictionary.
- Use knowledge such as word history and the relationships between them to write unfamiliar words.

#### **Teaching and Learning**

The teaching of spelling aims to develop pupils as independent spellers who take an active part in their own learning.

Spelling is taught explicitly and consistently as part of a planned and systematic programme, called the Spelling Shed. Foundation Stage and Key Stage One children will encounter phonic activities on a daily basis, whereas Year 6 children may investigate a spelling convention once a week, practising it on other days. Teachers make clear what they are teaching and why they are teaching it.

Children are encouraged to practise their spellings, or spelling rules, daily at home. This can either be done on paper or using the Spelling Shed app. Parental support is crucial in helping children to become confident spellers.

## **Foundation Stage**

The emphasis at this stage is multi-sensory, linking the teaching and practising of letter shapes and patterns with the development of the pupils' ability to listen to, and discriminate between, the sounds which make up a word. Much of this occurs through games and activities which encourage focused listening in music and physical education as well as literacy activities where there is an emphasis on rhyme, rhythm and alliteration. The document *Letters and Sounds* is used as a basis for many of these activities.

## **Key Stage One**

The acquisition of sound knowledge needed for reading and spelling will continue to be taught regularly on a daily basis, using both the Spelling Shed and, where appropriate, The *Letters and Sounds* document. In addition pupils learn how to spell a number of sight words, high frequency words and common irregular words to enable them to write fluently.

Children should become increasingly independent and identify misspellings in their own work. They are taught to use word banks and simple dictionaries.

Spelling Shed spellings are sent home each week and parents are asked to help their child to learn them. They are tested on those words a week later. Dictation sentences are also given which include words learned the previous week.

## **Key Stage Two**

Building on the approaches introduced in Key Stage One, there is an emphasis on developing confidence and independence in spelling during Key Stage 2. There will be a more investigative approach to learning in addition to direct teaching, but we will also continue to build on the children's acquisition of phonic knowledge.

During shared writing, the teacher demonstrates the application of spelling strategies and teaches proof reading skills. Children need to apply their knowledge of spelling in independent writing. It is expected that pupils assume increased responsibility by identifying their own spelling errors and use word banks and dictionaries for making corrections.

Spelling Shed spellings, (including spelling rules or tricky words) are sent home each week and parents are asked to help their child to learn them. They are tested on those words a week later. Dictation sentences are also given which include words learned the previous week and words from the statutory spellings lists for years 3/4 and 5/6.

## **Marking**

Clear and consistent marking provides the opportunity to see how well individual children understand and apply what has been taught and should relate to the specific focus for teaching. For example if the pupil has been taught the rules for adding –ed to regular verbs, there is an expectation that these words are spelled correctly.

In Key Stage Two, incorrect spellings are underlined in green and the children are given time to correct them in the margin. For some children who find spelling more difficult, key words are

underlined and other words are corrected by the teacher. Year 2 work towards this by the end of the year.

### **Assessment**

Results of spelling tests are tracked by teachers. If children use the Spelling Shed app, detailed tracking of children's spelling is provided.

Children's spelling is assessed formally up to three times a year from Year One using the National Curriculum spelling words for that year group. Teachers track children's scores on these and pass them to the English co-ordinator, SENCo and the child's next teacher. Children identified as not making the expected progress may be given additional support.

Parents are informed of their child's spelling ability at least each term, in parent interviews and in the end of year report.

### **Punctuation**

#### **Aims**

Pupils should:

- Be able to use a wide range of punctuation accurately in their writing.
- Be able to choose appropriate punctuation, such as capital letters for titles or emphasis.
- Be able to understand the range of punctuation required for each text type.
- Use punctuation to make sentences more clear or for effect, such as using semi colons or hyphens.

#### **Teaching and Learning**

As with spelling, children are explicitly taught punctuation rules and how to use a wide range of punctuation marks accurately, in context. High standards of punctuation are expected in all written work, and children are encouraged to check their work for errors.

### **Grammar**

#### **Aims**

Pupils should:

- Be able to identify different word classes, sentence elements such as clauses, and sentence types.
- Explore the effect and impact of grammar in their reading.
- Use appropriate grammar for a task in their own speaking and writing.

- Recognise grammatical errors in their own writing and in other examples.
- Experiment with manipulating grammar for purpose and effect in their speaking and writing.
- Discuss and evaluate the grammar of their own speaking/writing and the texts that they read.

### **Teaching and Learning**

Explicit knowledge of grammar is an important tool to help children improve their writing. Grammar is taught in a creative and meaningful way, to encourage understanding and enjoyment of the spoken and written word. Grammar lessons are always rooted in examples from quality reading so that learning is contextualised.

### **Marking**

As with spelling, written work is marked for grammar consistently throughout the school. Children are expected to write in full sentences and with correct punctuation from the beginning. Children have time to take their feedback on board and to improve their work, including adding in missing punctuation or mending sentence structures.

### **Handwriting**

#### **Aims**

Pupils should:

- Be able to write legibly and clearly, and for a sustained period.
- Use a regular size for lower case letters, with taller capital letters.
- Use a cursive script which helps to reinforce spelling.
- Have pride in their written work.

### **Teaching and Learning**

Handwriting is taught from Foundation Stage, where they are taught to form letters correctly. A wealth of multimedia opportunities are available to help children practice letter formation, such as drawing in sand or foam. Apps are also used to help with fine motor skills and letter formation. In Foundation Stage, children can begin to add entry and exit strokes to their letters, and work on making sure that letters are more equal in size. In year 1, a cursive script is introduced, and children learn to join a variety of different letter combinations to make their handwriting more efficient.

### **Marking**

We always have high standards for handwriting and presentation, so that children are encouraged to take pride in their work. The same standards of handwriting are expected in all subjects. Children can be asked to redo written work if the handwriting and presentation is not up to the required standard.

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