

# **Newbridge Primary School**

## **Spelling, Vocabulary, Grammar and Punctuation Policy**

Author:	Jane Edmunds and Laura O'Byrne
Role:	English Subject Leaders
Date written:	September 2024
Review:	September 2027

# **Newbridge Primary School**

## **Spelling, Vocabulary, Grammar and Punctuation Policy**

### **SPELLING**

At Newbridge, we want pupils to become fluent and effective writers; accurate spelling is a means to that end. Competent spellers need to spend less time and energy in thinking about spelling to enable them to channel their time and energy into the skills of composition, sentence structure and precise word choice. We at Newbridge believe that teaching spelling is about learning about words, how they are built and how they fit into our language. It is not just about learning lists of random words.

#### **Creating Confident Spellers**

The keys to supporting our pupils to become confident spellers lie in teaching the strategies, rules and conventions systematically and explicitly, and helping pupils recognise which strategies they can use to improve their own spelling.

- understanding the principles underpinning word construction (phonemic, morphemic and etymological);
- recognising how (and how far) these principles apply to each word, in order to learn to spell words;
- practising and assessing spelling;
- applying spelling strategies;
- developing children's ability to proof-read and self-correct their own spellings;
- building pupils' awareness as spellers and enabling them to make good choices in their spellings

#### **Spelling Programme**

- Spellings and specific rules and patterns are based on the English National Curriculum 2014.
- In EYFS and Key Stage 1 teachers follow the Twinkl phonics programme to deliver daily phonics and spelling lessons.
- In Key Stage 2, teachers follow the programme Spelling Shed to deliver daily spelling lessons.
- Pupils' spelling vocabulary is developed by not only introducing patterns or conventions but continually practising those already introduced through revisiting previous patterns and rules using the loops of learning approach.
- Spelling strategies need to be taught explicitly and applied to statutory high-frequency and cross-curricular words and individual pupils' words.
- All teachers appreciate the need for regular practise and input in the teaching of spellings.
- Links should be made to the teaching of handwriting within daily spelling lessons.

#### **Links with handwriting**

Developing a fluent joined style is an important part of learning to spell and the teaching of spelling and handwriting should be closely linked. All children at Newbridge from Years 2 to 6 are expected to use the cursive style of handwriting when writing and practising their spellings. Children in EYFS and Year 1 are taught print letter formation and are expected to use this handwriting when practising their spellings.

## **Teaching of Spelling at Newbridge**

Spelling should be taught regularly and systematically through a short daily input of up to 30 minutes. On occasions there may be the need for a longer session to introduce or embed a focused spelling rule but this should not be instead of daily practise and input.

- In the Early Years Foundation Stage, initial letter sounds, actions and stories are introduced through Twinkl Phonics. Pupils should complete Levels 1-4 in Twinkl Phonics by the end of EYFS.
- Twinkl Phonics forms the basis of discrete phonics teaching of spelling in Year 1 and Year 2. Pupils should complete Level 5 of Twinkl Phonics by the end of Year 1 and Level 6 of Twinkl Phonics by the end of Year 2.
- Year 3 to Year 6 follow the English National Curriculum objectives using Spelling Shed.
- Through Spelling Shed, children should also be given opportunities to carry out investigations into spelling patterns and make links with any patterns found, explaining the rules themselves to an adult or to a partner or group.
- From Year 3, children will be taught how to use a dictionary effectively to support the checking of spellings.
- There should be short, lively, focused daily sessions which are enjoyable and effective as well as explicit longer sessions.
- Spellings should be displayed in the classroom and used regularly for each new spelling pattern, allowing children to develop their knowledge of the pattern as well as research and record words they find that follow the pattern.
- Proof-reading should be taught during shared and guided writing sessions.
- Each child from year 3 to year 6 will also have a Have A Go Book (which is not closely marked by the class teacher) that is used as a tool to gather and collect spellings and to be available when needed for any independent writing.

## **Marking Spelling**

From Year 1, children are encouraged to improve their independent writing through responding to IPs (Improvement Points) as set out in the Marking and Feedback Policy. Regarding spelling errors, teachers are to highlight words that they should know in that specific year group and give children time to edit and write the correct spelling in their book. (See Appendix in the Marking and Feedback Policy for marking symbols to be used)

- From Year 1, children are expected to write out any appropriate mis-spelt keywords or spellings 3 times.

## **Spelling Patterns**

From Year 2 onwards, children will be given via the school website, a termly list of words that follow the spelling patterns that will be looked at in each week of the term, following either Twinkl Phonics or Spelling Shed programmes. Children in KS1 will be given up to 6 words for each spelling pattern to help identify the spelling rule they will be learning in class. Children in KS2 will be given up to 10 words for each spelling pattern. Children are encouraged to discuss spelling patterns at home and practise writing the words in a variety of ways which are laid out in their Reading Record Log Books. The difficult part or the spelling rule in the words will be highlighted in red. Children in Year 1 will be sent home their spelling patterns from term 3.

## **VOCABULARY**

At Newbridge we believe it is important that children are given opportunities to develop the breadth and depth of their vocabulary. Therefore not only increasing the number of words that a child can use and understand, but also develop an enjoyment for the English language.

### **Creating Vocabulary Rich Learners**

Vocabulary is a key element to achieving high standards of language and literacy in reading, writing and the spoken word. As children mature and their vocabulary increases, they will be encouraged to not only make links with their understanding of words but also be given strategies on how to work out the meaning of unknown words.

- Children will be encouraged and prompted to use Standard English in both their speaking and their writing.
- Children will be taught strategies on how to work out the meaning of unknown words in their reading.
- As part of their spelling focus, children will also develop an understanding for how words are linked e.g. through word families and how suffixes and prefixes change base words.
- Teachers will teach the vocabulary needed so that pupils can discuss their reading, writing and spoken language.

### **Teaching of Vocabulary**

- Teachers will use quality reading texts as well as Modelled, Shared and Guided Writing sessions to promote and introduce rich vocabulary on a regular basis.
- Strategies such as 'Words of the Week' can be used so that the children are encouraged and rewarded by using more challenging words in their independent writing.
- When giving oral feedback to a child's work in class, teachers will highlight inspiring vocabulary used as well as check that the words have been used correctly and within context.
- Unfamiliar words such as technical and cross-curricular words will not be used in isolation but used in multiple ways so that the child can 'learn' that word e.g. through role play, PE activities.
- During daily whole class reading in Key Stage 2 or story time in Key Stage 1 and EYFS, teachers will create opportunities to discuss any new vocabulary used e.g. discussing how words are used as well as asking children to generate any synonyms for a specific word.
- Reading sessions will also generate opportunities to develop the children's strategies for trying to work out the meaning of unknown words.
- Children in EYFS and Year 1 (for this academic year only until Year 1 use Curious Quest from September 2025) will take part in Drawing Club sessions to develop their vocabulary, creativity and language skills.

### **GRAMMAR AND PUNCTUATION**

In order for children to write clearly, accurately and coherently, it is important that they have a secure knowledge of grammar and linguistic conventions for reading, writing and spoken language and the ability to use a variety of punctuation effectively and competently. At Newbridge we feel it is also important for the children to use the 'language of language' and so use the correct terminology for grammar so that they are able to discuss how to improve their work as well as how to identify their mistakes.

### **Grammar Progression**

Grammar will be planned and taught referring to the 'Grammar Progression' document created by Integra. This ensures progression of grammar skills across the school and makes sure that certain word classes such as subordinating conjunctions are used correctly and introduced in a gradual approach.

One of the main key points to the teaching of grammar is that it has to be discussed and investigated in context. Children need to see and appreciate the impact of using certain devices such as identifying pronouns within a set text and not just list them on their own. Children need to get a whole 'feel' of the English language and what makes a piece of writing fluent and coherent.

With regards to punctuation, at Newbridge we feel it is important to not only introduce more complex punctuation as they go further up the school, but also to keep reminding them of the basic punctuation so that it is not lost as they use more complex forms such as semi-colons.

- The focus of EYFS is to develop the children's understanding and use of spoken language, making sure they speak using Standard English as well as in sentences.
- Throughout the school, children are encouraged to pause at commas and full stops when they are reading to reinforce sentence structure.
- From Year 1, when planning a certain area of focus for writing, teachers will refer to the school's Long-Term Plan as well as the Progression of Grammar document developed by Integra which are built on the English Programmes of Study for Key Stage 1 and 2.
- During English lessons, grammar and punctuation should be taught and revisited regularly within context of the quality text looked at to embed the children's understanding and knowledge of language.
- Within lessons and feedback, teachers will share the correct terminology highlighted for that year group with the children and encourage them to use the terminology themselves when discussing a text or assessing their peers' work as well as their own.
- Success criteria will also highlight any key terminology, ensuring children can use them independently.
- During reading sessions, teachers will also discuss the author's choice of words and punctuation for effect and meaning.
- During Modelled Writing, Shared Writing and Guided Writing sessions, teachers will also use this opportunity to demonstrate how to proof-read writing to check for any grammatical or punctuation errors including missing words to ensure the writing is coherent and clear.
- After each draft has been produced, children from year 1 upwards will be given opportunities to edit their writing for spelling, punctuation and grammar errors. Key Stage 2 children will also have time to revise their writing to make it more effective for the audience and purpose.
- Children in Key Stage 2 should also be given opportunities to explore Non-Standard English and the effect of using this for certain occasions such as character dialogue and play scripts.

Policy issued    September 2024

Policy to be reviewed    September 2027

Signed ..... (Head Teacher)

Date .....

Signed ..... (Chair of Governors)

Date .....