



Edleston Primary School

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EPS Whole School SPAG and Presentation Policy

Aims and Objectives

Our school policy aims to ensure pupils:

- know how to spell all common misconception words for their year group;
- know and can apply spelling rules and patterns [See Appendix 1 for Spelling Progression document];
- refer readily to dictionaries and thesauri;
- use but understand the limitations of the spellchecker on their computer in helping them check their work;

- KS2 to use personal spelling journal to record target words at the back and spelling tests at the front plus a copy of the common exception words for their year group;
- readily use words displayed in the classroom;
- know how to break long words into sections and use their knowledge of prefixes, suffixes, roots and words within words;
- learn and apply effective strategies and approaches, such as spelling strategies to help remember how to spell and use 'look, say, cover, write and check';
- use editing and proof-reading [self or peer] readily to identify and correct errors;
- have clear expectations for how errors in spelling, punctuation and grammar will be marked and addressed;
- have a consistent approach and expectation for presentation set out in our Presentation Promise.
- Handwriting will be taught through the 4 spelling sessions each week.

At Edleston Primary School, we believe the improving pupils' SPAG and presentation is the responsibility of every member of staff involved in supporting pupils' learning. Pupils' spelling must be supported and monitored in every subject across the curriculum and in every learning opportunity, whether formal, informal or informal. Whilst each subject will have its own subject specific needs and will have flexibility in addressing these, in order to maintain a consistent, whole school approach to developing the spelling of all pupils in all subjects will incorporate the school spelling policy.

The whole school SPAG and presentation policy aims to draw together a consistent approach whilst facilitating subject specific needs.

Whole school spelling and presentation will be monitored by the English Team Leader and Leadership Team through book monitoring to inform the changing needs of the whole school approach to spelling; ensuring consistency in how it is being addressed and similarly with presentation expectations.

SPAG checklist:

- Pupils should be encouraged to self-monitor their spelling using dictionaries, spellcheck and search engines (where appropriate) to locate spellings independently.
- spelling mistakes that the child should be able to spell correctly should be identified by an S in the margin on the line where the error is. 3 is recommended as a minimum in longer pieces of writing. Children must be given time to correct these – they must not be told these, they must find them out themselves. Common exception words [CE], high

frequency words and taught spellings must always be corrected. Hence all staff must be clear on what the CE and high frequency words are for the children they are working with. Please see **Appendix 1** for a full list.

- Any words that are spelt incorrectly regularly need to be followed up by the year group staff. Our aim is for all children to spell the common exception words and high frequency words.
- any age-expected errors that a child makes need to be identified for correction. P written on the same line in the margin for Punctuation mistakes and for grammatical errors the same but marked G.

Presentation checklist:

- expectations of presentation need to be consistent and a priority across the school.
- each child will follow the rules set out in the Presentation Promise.
- if a child does not, staff need to address this quickly and the child will need to re-write some of the passage adhering to the Promise in their own time. All adults have responsibility to ensure children they are working with are following the policy. If you are the group teacher, it is your responsibility to ensure the children follow the Presentation Promise and if not, ensure you get them to re-write some of their work.

Context

“As pupils become more proficient at writing, they need to learn about writing in different forms and for different purposes and audiences as well as to further their knowledge of spelling, punctuation and grammar.” Estyn June 2014

Spelling errors are usually highly visible in written work and often impact negatively on the quality of pupils' work. Pupils need to be able to spell accurately, edit and proof read their work to eliminate errors.

Because the English language and its spelling are complicated, almost 25% of words which are phonetically irregular are difficult for our pupils to spell. Therefore it is important that our whole school approach to teaching spelling includes a range of strategies that can be utilised by our learners as they become increasingly more independent and proficient as spellers.

When pupils are confident about spelling and know how to check a word, they are more likely to choose a wider range of words that will add interest to and improve the quality of their writing.

Best practice for supporting a whole school spelling policy suggest pupils keep their own spelling journals in KS2, rather than lists derived from external sources such as spelling lists or subject lists. Pupils should be encouraged to devise their own problem words and

use their journals as independent learners. Where peers, parents and carers are also involved in this process, pupils will become increasingly confident and competent spellers.

Spelling Strategies

Choosing the best way to learn to spell:

At Edleston Primary spelling is explicitly taught in discrete spelling lessons, as well as through literacy and reading lessons and the application of literacy skills across the curriculum. We aim to support our pupils to become increasingly independent accurate spellers, who are able to select from a wide range of strategies to improve spelling accuracy across the curriculum.

Words in context

Single words can mean different things. Words need to be learned in context, as part of a sentence where their meaning is clear. When writing words that have been memorised, learners should place them in a sentence.

Irregular words – show the word and name the letters [not sounds], cover the word, tell the learner to close their eyes and say the word naming each letter, tell the learner to write the word on a tactile surface saying each letter name as they write it. Then ask the learner to read the word they have written. Now ask the child to write the word 3 times from memory. Then ask them to write the word in a sentence.

If it is a phonetic spelling, encourage the child to sound it out using pure sounds. Segment the phonemes and say the word. Write the word from memory.

Spellings will go home weekly [using the assertive mentoring scheme] for KS1 and KS2.

Handwriting checklist:

- Is the letter beginning and ending the correct place?
- Does the letter have an appropriate exit stroke?
- Are the letter heights consistent?
- Are the vertical strokes parallel?