



Edleston Primary School

Denver Avenue

Crewe

CW2 7PX

01270 685770

Headteacher: Mrs R Bagni

Spelling, Punctuation, Grammar and Handwriting Policy

At Edleston Primary School, we believe the improving of pupils' Spelling, Punctuation, Grammar and Handwriting 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 or informal. The whole school Spelling, Punctuation, Grammar and Handwriting Policy aims to draw together a consistent approach promoting the development of spelling 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 expectations.

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.

Intent

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 confidently to dictionaries and thesauri;
- use but understand the limitations of the spellchecker on their computer in helping them check their work;
- routinely use words displayed in the classroom;
- know how to break multi-syllabic words into sections and use their knowledge of phonemes, 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'

Implementation:

- Pupils will be taught how 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 will be addressed by teaching staff. This includes Common exception words (CEW), high frequency words and taught spelling patterns. Hence all staff must be clear on what the CEW and high frequency words are for the children they are working with. Please see **English Appendix 1: Spelling** document for a full list. Please see marking and feedback policy for details.

- 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.

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.
- where appropriate - 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.

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 outlined in Appendix 1] for KS1 and KS2.

Handwriting

Handwriting will be taught through the discrete spelling sessions each week.

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?