

SPAG POLICY

ESKDALE ACADEMY



JULY 2019

REVIEW JULY 2020

Spelling, Punctuation and Grammar Policy

A significant emphasis is put on the teaching of Spelling, Punctuation and Grammar at Eskdale Academy. This enables pupils to become high-quality writers across a range of styles and to develop a secure understanding of how authors write and the literary techniques they use. Although SPAG teaching is done primarily through English, these skills should also be taught, practised and applied in other subject areas.

Progression

At Eskdale Academy, there is a very clear progression of spelling, punctuation and grammar within the school.

In Reception and Key Stage 1, phonics teaching precedes each English lesson and is taught in small groups. Relevant aspects of other spelling, punctuation and grammar are covered within English lessons and addressed in feedback to the pupils.

In Key Stage 2, spelling, punctuation and grammar precedes each English lesson. Where a spelling activity is not used before an English lesson, a short spelling task will normally be used at another point during the day. Where possible, the focus of the SPAG session should support the main teaching and focus of the lesson. If deemed necessary, pupils in KS2 can receive further phonics support.

Across the school, all pupils will be expected to know and understand a range of technical language and terms which are appropriate to their year group.

Teaching

At Eskdale Academy, Spelling, Punctuation and Grammar coverage is taught in accordance with the requirements of the National Curriculum. Teachers provide pupils with opportunities to apply their skills and knowledge in a range of contexts.

Spelling at Eskdale Academy, follows the Hartlepool Spelling Strategy. Daily, fun sessions are used to teach, practise and apply spelling patterns. Pupils should also learn and practise those words which they most frequently misspell as individuals. Teachers should also encourage the use of a range of technical

and subject-specific words. Teachers will use their discretion to determine whether some children may need to access something else.

Assessment

Ongoing teacher assessment is used to plan lessons and deliver appropriate content to the pupils' needs. When assessing a pupil's writing, the spelling, punctuation and grammar within the writing will form a significant part of the assessment.

When providing verbal feedback to pupils after writing, pupils will receive specific feedback on spelling, punctuation and grammar. They then have the opportunity to address any errors in their writing.

Regular formative SPAG assessments are used by teachers to inform teaching and learning. This is supplemented each term by an assessment produced by PiXL. Question level analysis is carried out to identify gaps and next steps in learning.

Spelling tests take place each week across the school to test pupil's understanding and inform planning. Each Monday, an activity sheet featuring the week's spellings is taken home. Testing normally occurs on a Friday and includes five of these spelling words plus a further five which have previously been covered. Results are recorded in a spreadsheet which generates a class average and a bar chart detailing the class progress on a weekly basis. This data is then transferred to a whole school tracker which shows progress across the whole of Eskdale Academy.

In addition to this, every half-term, teachers from Year 3 to Year 6 will test pupils on the group of National Curriculum's Statutory Word List for their year group. The results of these are recorded in each teacher's spelling file.

Spelling Bees take place in classes across the school and are used as another form of assessment.