



Barrowby Church of England Primary School

English Policy

1. Introduction

- 1.1 English is a Core subject in the National Curriculum. All learning takes place through the use of language which gives English a special place within the National Curriculum. It is during a child's primary education that the foundations of all areas of English are laid. This makes English the most important area of the curriculum of any primary school.
- 1.2 English is the medium through which all learning takes place, inside and outside the classroom. The teaching of English embraces all aspects of language, both spoken and written. In the literate society in which we live an ability to communicate effectively, both orally and in the written word, and to read a wide range of different types of text, is essential if children are to achieve their potential throughout their school days and on into adult life.
- 1.3 Our school views the acquisition of language skills to be of the utmost importance and so the teaching of all aspects of English will be given a high priority.

2. The Importance of English.

- 2.1 English is a vital way of communicating in school, in public life and internationally. Literature in English is rich and influential, reflecting the experience of people from many countries and times. In studying English pupils develop skills in spoken language, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively. Pupils learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts. The study of English helps pupils understand how language works by looking at its patterns, structures and origins. Using this knowledge, pupils can choose and adapt what they say and write in different situations.

3. Entitlement

- 3.1 The National Curriculum programmes of study detail the knowledge, concepts and skills which should be covered in the two key stages. These are described and planned fully in the school's English Curriculum Planning for each year group.

4. Key Stage 1 and Key Stage 2

- 4.1 The programme of study is subdivided into three areas:
 - Spoken Language
 - Reading (including word reading and comprehension)
 - Writing
 - Spelling, vocabulary, grammar and punctuation.

Spoken Language Policy

1. Introduction

- 1.1 This policy outlines the purpose, nature and management of spoken language in our school.
- 1.2 The school policy for spoken language reflects the consensus of opinion of the whole teaching staff and has the agreement of the governing body.
- 1.3 The implementation of this policy is the responsibility of all teaching staff.

2. The Nature of Spoken language

- 2.1 Children need to be able to express themselves orally in an appropriate way, matching their style and response to audience and purpose. They need to be able to listen and respond to literature and to give and receive instructions. They need to develop the skill of participating in group discussion.
- 2.2 This school values, and seeks to develop, the children's spoken language skills. The ability to express oneself orally in an appropriate manner is an essential skill throughout life.
- 2.3 Spoken language skills are fundamental to progress in other areas of the curriculum and to the general emotional and intellectual development of the child. Relationships are established inside and outside the school through the ability to communicate thoughts, ideas and feelings.

3. Spoken language – Entitlement

- 3.1 In Key Stage 1 and 2 pupils will be taught the knowledge, skills and understanding of spoken language through a range of activities, contexts and purpose, as outlined in the Programme of Study, these include:
 - listen and respond appropriately to adults and their peers
 - ask relevant questions to extend their understanding and knowledge
 - use relevant strategies to build their vocabulary
 - articulate and justify answers, arguments and opinions
 - give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
 - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
 - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
 - speak audibly and fluently with an increasing command of Standard English
 - participate in discussions, presentations, performances, role play, improvisations and debates
 - gain, maintain and monitor the interest of the listener(s)
 - consider and evaluate different viewpoints, attending to and building on the contributions of others
 - select and use appropriate registers for effective communication.

3.2 Activities within the classroom will be planned in such a way as to encourage full and active participation by all children, irrespective of ability. Children with specific speech and auditory problems will be identified and specialist help sought when appropriate. Activities will be planned so that boys and girls are able to participate fully and equally.

3.3 All children will be given the opportunity to participate at least once a year in a school performance to an audience of parents, governors and children. Opportunities for children to see local performances and visiting performances of plays, musicals and presentations etc will be provided as often as possible.

4. Spoken language – Implementation

4.1 When planning, reference will be made to the Programmes of Study for Spoken language, identified in the National Curriculum statutory orders and the Speaking and Listening Curriculum document.

4.2 All teachers will be responsible for the implementation and teaching of spoken language.

4.3 Children will usually be taught in their normal class groups.

4.4 Programmes of Study will be used to enhance the teaching and learning within the cross-curricular themes, including personal, social and health education. They will be organised so that they speak and listen in groups of varying sizes. All children will be encouraged to develop an awareness of audience by being given opportunities to speak to the whole school in class assemblies, and to their own class.

4.5 Staff will take every opportunity to engage in conversation with individual children. Our aim is to listen attentively to children so that they feel valued and so that their communication skills are extended. Children will be encouraged to value each other's local accents and dialects, though they will be encouraged to speak in Standard English.

4.6 We will ensure that children have the opportunity to respond to stories from other cultures.

5. Spoken language - EYFS

5.1 Great emphasis will be placed on developing listening skills in the Foundation Stage through a range of experiences. Spoken language will be encouraged in the context of structured play. Reception children will be involved in drama activities and role play in the home corner, shop etc. They will learn nursery rhymes and will build up a repertoire of stories and traditional tales

6. Spoken language – Key Stage 1

6.1 During Key Stage 1 pupils learn to speak clearly, thinking about the needs of their listeners. They work in small groups and as a class, joining in discussions and making relevant points. They also learn how to listen carefully to what other people are saying, so that they can remember the main points. They learn to use language in imaginative ways and express their ideas and feelings when working in role and in drama activities. They will read and recite poetry by heart.

6.2 Building on the early learning goals:
Pupils' prior experience of spoken language includes:

- Using language to imagine and recreate roles and experiences.
- Attentive listening and response.
- Interacting with others in play and to get things done.

7. Spoken language - Key Stage 2

7.1 During Key Stage 2 pupils learn how to speak in a range of contexts, adapting what they say and how they say it to the purpose and the audience. They will work in small groups, as a class, and in pairs. Taking varied roles in groups gives them opportunities to contribute to situations with different demands. They also learn to respond appropriately to others, thinking about what has been said and the language used.

8. Spoken language - Resources

8.1 A very wide range of resources are available in the central resource area, with some being held in classrooms.

- Laptops
- Ipads
- Sounds button
- Voice recorders

9. Spoken language – Parents

9.1 Within the context of the home/school partnership parents will be encouraged to see the value in time spent talking and listening to their children. They will be helped to see how spoken language skills enrich the skills of reading and writing.

9.2 The annual meeting for the parents of pre-school children and a meeting for Reception parents will suggest ways in which parents can encourage the oral skills of their children.

9.3 Parents will be helped to understand the holistic nature of English through the Prospectus.

10. Spoken language - Background documentation

10.1 This policy was compiled with reference to the National Curriculum statutory orders for English.

11. Spoken language – Review

This policy is reviewed by the Head teacher, staff and Governors in accordance with Barrowby School's Policy and Review Cycle for approval by the Full Governing Body, every 3 years.

Last reviewed: September 2025

Next review: November 2028

Reading Policy

1. Introduction

- 1.1 This policy outlines the purpose, nature and management of reading in our school.
- 1.2 The school policy for reading reflects the consensus of opinion of the whole teaching staff and has the agreement of the governing body.
- 1.3 The implementation of this policy is the responsibility of all teaching staff.
- 1.4 When planning, reference will be made to the Programs of Study for Reading, identified in the National Curriculum statutory orders and the school's English Curriculum planning document.

2. The Nature of Reading

- 2.1 Competence in reading is the key to independent learning therefore the teaching of reading is to be given a key priority by all staff.
- 2.2 Success in reading has a direct effect upon progress in most other areas of the curriculum and is crucial in developing children's self-confidence and motivation.
- 2.3 Reading is not simply the decoding of marks on the page but involves the ability to read, with understanding, a wide range of different types of text including fiction, non-fiction, real texts such as labels, captions and lists, and print in the environment.

3. Reading – Entitlement

- 3.1 In Key Stage 1 and 2 pupils will be taught the knowledge, skills and understanding of reading through a range of activities, contexts and purpose, as outlined in the Programme of Study and the English Curriculum Document. Pupils will be taught to read with fluency, accuracy, understanding and enjoyment - to make sense of what they read. Children will be encouraged to enjoy reading and will be given opportunities to share a wide range of books and other reading materials.

- 3.2 Learning will be planned so that both boys and girls are able to participate fully and equally.

Key Stage 1

- 3.3 At Key Stage 1 pupils will be taught to use a range of reading strategies, including ;
- Phonemic awareness and phonic knowledge (through daily phonic lessons following Essential Letters and Sounds)
 - Word recognition and graphic knowledge
 - Grammatical awareness
 - Contextual understanding
- 3.4 Pupils will be taught to read for pleasure and information.
- 3.5 Pupils will be taught to develop their understanding of literature, including, fiction, poetry and drama.
- 3.6 Pupils will be taught about language structure and variation (the characteristics of different types of texts).
- 3.7 Breadth of study at Key Stage 1
The knowledge, skills and understanding will be taught through a range of literature and non-fiction.

4 Key Stage 2

- 4.1 At Key Stage 2 children will be taught a wide range of reading strategies.
- 4.2 Pupils will be taught to develop their understanding of texts.
- 4.3 Pupils will be taught to read for information.
- 4.4 Pupils will be taught to develop their understanding and appreciation of literature, including literary texts and non-fiction and non-literary texts.
- 4.5 Pupils will be taught about language structure and variation; (to identify and comment on features of English at word, sentence and text level).
- 4.6 Breadth of Study
Pupils will be taught the knowledge, skills and understanding through a range of literature; fiction, non-fiction and non-literary texts, including the use of ICT.

5 Reading – Foundation Stage

- 5.1 Reception children will develop experience of literacy through a range of activities structured to work towards the Early Learning Goals.
Their experience of reading will include
- Knowledge of initial and final sounds and short vowel sounds in words.
 - Stories, poems and other texts
 - Recognition of some familiar words

6 Reading – Implementation

- 6.1 When planning reference will be made to the programmes of study for reading identified in the National Curriculum Programmes of Study and in the implementation section of English Curriculum document. Children will be encouraged to develop a positive attitude towards reading and all children will be encouraged to view themselves as readers.
- 6.2 All teachers will be responsible for the planning and teaching of reading.
- 6.3 Children will normally be taught in their class groups.
- 6.4 Programmes of study will be used to enhance the teaching and learning within cross-curricular themes, including; personal, social and health education.
- 6.5 Our core reading stepping stones documents are supplemented by a selection of books from other commercial schemes and also a range of good quality paper backs and hard backed books. This gives children the opportunity to develop their reading skills with texts which have appropriate vocabulary and sentence structure. Children also have access to a wide range of reading material with varying levels of difficulty, which they will be encouraged to read for pleasure and for information. Books have been graded and colour coded to facilitate selection of appropriate material. At all stages children will be given advice and guidance about the books they should choose to read.
- 6.6 Children in Foundation Stage and Year 1 will be given a phonics reading book so that they can practice and apply phonetic reading skills. As children become more fluent and competent readers they are encouraged to use a range of reading strategies that focus on stamina and fluency and to that end will stop taking phonically decodable books home.
- 6.7 A selection of 'e' books, 'big books', group reading books and texts are available to support the curriculum.
- 6.8 All children will be encouraged to develop a sense of audience when they are reading aloud. They will be given the opportunity to read to a variety of audiences, including other children, their own class, adults and the whole school in assembly. Children will take part in regular reading conferences when they will share books with the teacher and support assistants.
- 6.9 The books within school will be chosen carefully so that issues related to equal opportunities are handled sensitively. The interests of boys and girls will be taken into account when reading activities and materials are prepared. We will ensure that the books and literature available to children represent as wide a range of cultures as possible.
- 6.10 Children with learning difficulties in reading will be given appropriate support with reference to the school's special needs policy. Materials to support will be available. A selection of 'Dyslexia friendly' books are also available.

7. Reading – Resources

- 7.1 A wide range of resources are available to support the teaching of reading.
- 7.2 Essential Letters and Sounds reading materials are held in the Library. Teachers have a range of ORT support material, including access to Oxford Owl online, puppets and photocopiable resources.
- 7.3 The school library will be used by all classes. At KS2 children will be taught to use the library independently. Each classroom will have a class library in the form a book/ reading corner.
- 7.4 Each class has a range of resources to support the English Curriculum e.g. dictionaries, thesaurus, word mats etc
- 7.5 Big books for use primarily with Key Stage 1 are stored in in the Year 1 and 2 classrooms.
- 7.6 Each class has access to lap tops, ipads and the internet for stories.
- 7.7 Book stock in the school library, class libraries will be regularly updated. Funding for this will be carefully planned.

8. Reading – Parents

- 8.1 Within the context of the home/school partnership parents will be encouraged to see the value in time spent reading with their children. They will be helped to see that parents have a vital role to play in their children's reading development and will be shown ways in which they can foster a love of reading in their children. Children will take home books and games to share and enjoy with their parents. We ask that parents listen to their child read at home at least 3 times a week. This is monitored by class teachers.
- 8.2 The annual meeting for the parents of pre-school children and a meeting for Reception parents will suggest ways in which parents can encourage the reading skills of their children. This will include information; about the school's reading policy, about the development of reading and about how parents can best help at home. A booklet entitled 'Reading Together' will be provided to maximise support and to encourage a good home/school partnership.
- 8.3 An annual 'Phonics' meeting for KS1 parents is held to provide parents with information about synthetic phonics and how they can support their children at home.
- 8.4 Parents will be helped to understand the holistic nature of English through the School Prospectus.

9. Reading - Assessment

9.1 All staff will make regular assessments against the key elements for assessment outlined in the school's schemes of work, which are formulated from the Programmes of Study.

Formative and summative assessment including end of Key Stage Attainment tests and analysis of achievements, will be used to monitor progress.

Rigorous, termly assessment will also be undertaken to monitor progress and attainment:

- A standardised reading test (YORK Single Word Reading) will be used to assess each pupil's reading at two points in the school year in KS1 and KS2. Teachers will record a standardised score to track progress along with a reading age to aid decisions RE book bands for 'free readers'.
- A further standardised test (NTS) will be used each term to assess children's reading comprehension and derive a scaled score from which progress can be monitored.
- 1:1 Reading Interviews will be held termly to assess children reading stamina, accuracy and fluency against the standard for the year group using an age appropriate text.
- At Key Stage 1 children's word recognition will be regularly assessed using the National Curriculum Common Exception word lists.
- At FS and where appropriate in KS1 children's phonic awareness will be checked
- Children in Y1 will be assessed termly using the assessment materials from ELS to monitor phonic understanding and development.
- Children in Year 1 undertake the DFE Phonic Screening Check

9.2 At KS1 teachers, parents and children will keep a log of their reading experiences.

9.3 At KS2 children will keep a log of their reading experiences. Teachers will keep evidence of children's competencies in reading, their attitudes to reading and their experience in reading a range of different types of text in children's reading books, used in Reading lessons.

10. Reading - Background documentation

10.1 This policy was compiled with reference to the National Curriculum statutory orders for English, the school's English Curriculum document and Essential Letters and Sounds scheme (ELS).

11. Reading – Review

This policy is reviewed by the Head teacher, staff and Governors in accordance with Barrowby School's Policy and Review Cycle for approval by the Full Governing Body, every 3 years.

Last reviewed: September 2025

Next review: November 2028

Writing and Handwriting Policy

1. Introduction

- 1.1 This policy outlines the purpose, nature and management of writing and handwriting in our school.
- 1.2 The school policy for writing and handwriting reflects the consensus of opinion of the whole teaching staff and has the agreement of the governing body.
- 1.3 The implementation of this policy is the responsibility of all teaching staff.

2. The Nature of Writing

- 2.1 Our school views writing as a developmental process and therefore what the child is able to do at each stage is valued, praised and built upon. However, we have high expectations of what each child can achieve in writing, with appropriate support from the teacher.
Children learn to write in order to be able to communicate meaning to a wide range of audiences.
- 2.2 Writing skills are fundamental to progress in most other areas of the curriculum and can also have an effect on individual self esteem.

3. Writing – Entitlement

- 3.1 In Key Stage 1 and 2 pupils will be taught the knowledge, skills and understanding of writing and handwriting, through a range of activities, contexts and purpose, as outlined in the Programme of Study and in the schools' English Curriculum planning.
- 3.2 All children will be helped to develop their writing skills using appropriate resources.
- 3.3 learning will be planned so that both boys and girls, SENd pupils and vulnerable groups are able to participate fully and equally.

4. Implementation

- 4.1 Planning for writing will be based on the objectives of the National Curriculum Programme of Study and the school's English Curriculum Planning.
- 4.2 Children will be encouraged to write independently from Reception and they will be shown how to find the spelling of unknown words using dictionaries and word banks. They will be given 'real' reasons for writing whenever possible. They will write for a range of audiences and will be given the opportunity to read their written work to their peers and a wider audience when appropriate.

Throughout the school children will be given opportunities to draft and re-draft their written work. Key Stage 1 children will do this in discussion with the teacher,

often in shared writing sessions. Key Stage 2 children will be given frequent opportunities to be involved in the whole writing process of planning, drafting, re-drafting and presentation, in both shared and guided writing sessions. Children will be taught how to structure their writing and how to use a rich vocabulary to interest their reader.

The key characteristics of different types of writing will be taught in English lessons and will be developed in cross-curricular contexts.

The content of writing will be valued. The correct use of punctuation will be taught and encouraged but will not dominate marking and assessment.

- 4.3 Cross-curricular opportunities will be used wherever possible for providing real purposes and audiences for writing.
- 4.4 No specific commercial scheme will be used but a variety of schemes and resources are available some stored in the central resource area, others in specific classes.
- 4.5 Children will be taught in their normal class groups.
- 4.6 All teachers are responsible for the planning and teaching of writing.
- 4.7 The Foundation Stage will develop experience in literacy through a range of activities structure to achieve the Early Learning Goals. Writing will be encouraged within the context of structured play eg 'writing' shopping lists and messages in the home corner.
- 4.8 All children will be given opportunities to write to the best of their ability and their work will be valued and built upon.
Children will be helped by an adult or more able child to compose more than they could manage alone.
Collaborative writing will be encouraged, sometimes in mixed ability groups.
- 4.9 Children will be able to competently use word processing skills by the end of KS2 to communicate their ideas in writing.
- 4.10 Topics which the children are asked to write about should be of interest to both boys and girls and where possible link to the class topic to allow opportunities to play and embed knowledge and learning from across the curriculum. The interests of children from other cultures should be taken into account when writing tasks are planned. Children will be given the opportunity to empathise in their writing with people of different gender, different races and different cultures.
- 4.11 The annual meeting for parents of pre-school children will suggest ways in which parents can encourage the writing development in their children. They will be informed about the school's writing policy and will be helped to understand the developmental nature of writing through information in the school's brochure.
- 4.12 Children will be given advice about writing implements. They will have access

to a range of different types of paper and will be given advice about which paper is appropriate for different purposes.

5 Handwriting

5.1 The Nature of Handwriting

5.2 Handwriting is a fine motor skill which is not dependent on intelligence. Therefore, most children should be able to achieve a legible, attractive style of handwriting e.g. letters formed correctly with consistency in shape and size; joined in a fluent style.

Handwriting is important for aiding effective composition. The assessment of the content of a child's writing includes assessment of the standard of handwriting and presentation and therefore at our school will place emphasis on the teaching of an appropriate handwriting style so that children will not be at a disadvantaged when their work is assessed. Furthermore, we actively encourage our children to take pride in their work, handwriting and presentation.

5.3 Handwriting is taught as a specific skill across the school on a regular basis. This is supported by the Nelson which ensures progression across the school.

5.4 In KS1 and lower Key Stage 2 children use special handwriting exercise books to practise handwriting fluency and accuracy.

5.5 Children are taught to develop their own style of handwriting and to write in a good legible cursive style e.g.

- consistent letter shapes and sizes
- consistent use of ascenders and descenders
- presented in a joined, cursive style
- legible

5.6 Good handwriting is modelled to the children throughout the school and opportunities given to practise throughout the curriculum.

5 Spelling, vocabulary, grammar and punctuation

5.1 The Nature of Spelling

5.2 Children will be taught strategies, rules and conventions of spelling, as outlined in the National Curriculum Framework, Essential Spelling scheme from Herts for Learning and Essential Letters and Sounds scheme.

They will learn how to use phonetic, visual, morphemic and etymological knowledge to spell words i.e. sounds, the 'look' of words, meanings of parts of words and the derivation of words. Children will begin to understand how our spelling system works and how our history has influenced spelling.

We see spelling as an important aspect of writing but one that should not be allowed to dominate our marking and assessment. The content of children's writing should be valued as much as the secretarial skills of spelling and

handwriting.

- 5.3 As the ability to spell correctly is often linked with self-esteem and effects performance in many areas of the curriculum children will be given support and encouragement to develop as confident, competent spellers.

6 Implementation

- 6.1 The objectives for spelling will be taken from the programme of study, our English Curriculum and Essential Spelling (Y2-Y6).
Work specifically related to spelling will be undertaken daily, based upon medium term planning and the Essential Spelling scheme.

- 6.2 We want children to develop as confident spellers. They will be encouraged to write independently from Reception, attempting as much of a word as they can manage. Children will be discouraged from becoming dependent on the teacher for the spelling of words. They will be taught to use sentence books, word books, word cards, dictionaries, word banks and spell-checkers on the computer to gain access to correct spellings of words.

The 'look, cover, write, check' approach to spelling will be diligently encouraged. The teaching of spelling and handwriting will be closely linked so that spelling of common letter strings becomes automatic. This is strongly supported by the Handwriting Scheme, Nelson.

Children will be taught to look for common letter strings and patterns in words and an interest in words will be fostered. Spelling games will encourage children to look closely at words.

Where possible, children will be encouraged to identify their own spelling errors. They will be given opportunities for presenting written work for display so that they will understand the need for correct spelling.

- 6.3 The school's approach to spelling will be applied in all cross-curricular activities but spelling strategies will be taught in subject specific ways.

- 6.4 WE use the Herts for Learning Essential spelling scheme for Y2-Y6. For Foundation Stage and Y1 pupils spellings is carefully aligned to phonics teaching and learning so that children recognise and use associated graphemes for phonemes correctly in their writing.

- 6.5 Children are taught in their normal class groups in KS2 and year groups for spelling and Phonics in KS1.

- 6.6 All teachers will be responsible for the planning and teaching of spelling.

- 6.7 Children's early attempts to communicate in writing will be valued and built upon. From the earliest stages they will be encouraged to look closely at words and will be helped to develop strategies for writing when they are unable to spell whole words or parts of words. They will be given a lot of experience of rhymes and rhyming words and their attention will be constantly drawn to print in the environment, highlighting familiar letters and words, and words within words.

- 6.8 Teaching will take into account each child's developmental stage in spelling and all the child's best attempts at spelling will be valued and built upon.
- 6.9 if required, computer spelling games will be used to reinforce the learning of spellings and to make the task enjoyable.
- 6.10 Parents will be helped to understand the school's spelling policy so that they can work in partnership with the school. They will be encouraged to draw attention to the 'look' of words and to use the 'look, cover, write, check' method to practise spellings, in KS1. In KS2 parents are asked support learning in spelling through the use of the Spelling Jotter.
- 6.11 All children will have access to suitable, age appropriate and attractive dictionaries.
Children will have word books or sentence books in which they can build up a bank of words which they want to spell regularly in their own writing.

Spelling- Assessment

- 6:12 All staff will make regular assessments against the key elements of spelling. Children's spelling ability is assessed twice in the school year using YORK Single word spelling to ascertain a standardised spelling score and spelling age.
- 6:13 Teachers will carry out half termly assessments to track spelling ability against Year group standards/ expectations using the NTS Assessments

7. Writing and Handwriting Policy Review

This policy is reviewed by the Head teacher, staff and Governors in accordance with Barrowby School's Policy and Review Cycle for approval by the Full Governing Body, every 3 years.

Last reviewed: September 2025

Next review: November 2028

Spelling, Punctuation and Grammar (SPaG) Policy

1. Introduction

- 1.1 This policy outlines the purpose, nature and management of SPAG in our school. The school policy for SPAG reflects the consensus of opinion of the whole teaching staff and has the agreement of the governing body. The implementation of this policy is the responsibility of all teaching staff.

2. The Nature of Spelling, Punctuation and Grammar

- 2.1 The grammar of English is learnt naturally and implicitly through a range of experiences and conversations. Opportunities to enhance children's vocabulary will arise naturally through lessons across the curriculum and from their reading and writing.

Children need to develop a wide range of vocabulary so that they are able to express their ideas in writing and can engage the interest of the reader.

Children's use of punctuation will be closely linked to the writing element of English and children will practise and embed their use of accurate punctuation in a variety of transcription activities, extended and creative writing contexts.

Our school believes that grammar has to be accorded considerable importance at every stage, along with the formal skills of spelling and punctuation. Learning to understand the structure of the language is integral to the development of reading and writing skills.

We place importance on our children mastering spoken and written literacy skills and in order to be successful at this we hope that all children will be able to:

- Spell words efficiently and accurately whilst drawing on knowledge of phonics and spelling patterns.
- React to punctuation when reading; be aware of all parts of punctuation and where / where not to apply them and to be able to write using these devices accurately.
- Become aware of correct English grammar in terms of subjects, tenses and plurals whilst having a secure grasp of these linguistic skills both orally and in any form of written work.
- Develop accurate oracy in the form of being effective and confident public speakers and story tellers who practise precise grammar and diction.

3. Spelling

- 3.1 Children will be taught strategies, rules and conventions of spelling as outlined in the National Curriculum. They will learn how to use phonetic visual, morphemic and etymological knowledge to spell words i.e. sounds, the 'look' of words, meaning of parts of words and the derivation of words. Children will begin to understand how our spelling system works and how our history has influenced spelling.

3.2 As the ability to spell correctly is often linked with self-esteem and effects performance in many areas of the curriculum children will be given support and encouragement to develop as confident, competent spellers.

4. Implementation

4.1 The objectives will be taken from the National Curriculum, school English Curriculum, Essential Spelling and Essential Letters and Sounds (ELS) documentation. Work specifically related to spelling will be undertaken daily following these guidelines.

4.2 We want children to develop as confident spellers so they will be encouraged to write independently from Year R, attempting as much of a word as they can manage. Children will be discouraged from becoming dependent on the teacher for the spelling of words. They will be taught to use sentence books, word books, word cards, dictionaries, word banks and spell-checkers on the computer to gain access to correct spellings of words.

4.3 The 'look, cover, write, check' approach to spelling will be diligently encouraged. The teaching of spelling and handwriting will be closely linked so that spelling of common letter strings becomes automatic. This is strongly supported by the Nelson Handwriting Scheme. Where possible, children will be encouraged to identify their own spelling errors. They will be given opportunities for presenting written work for display so that they will understand the need for correct spelling.

4.4 The school's approach to spelling will be applied in all cross-curricular activities but spelling strategies will be taught in subject specific ways.

4.5 In KS1, children are taught in year groups linked with their daily phonics lessons. We provide a systematic programme for teaching phonic skills from our Reception year, with the aim of them becoming fluent readers by the end of KS1, using ELS

4.6 In KS2 children are taught in their normal class groups daily.

4.7 All teachers will be responsible for the planning and teaching of spelling.

4.8 Children's early attempts to communicate in writing will be valued and built upon. From the earliest stages they will be encouraged to look closely at words and will be helped to develop strategies for writing when they are unable to spell whole words or part of words. They will be given a lot of experience of rhymes and rhyming words and their attention will be constantly drawn to print in the environment, highlighting familiar letters and words, and words within words.

4.9 Teaching will take into account each child's developmental stage in spelling and all the child's best attempts at spelling will be valued and built upon.

4.10 Parents will be helped to understand the school's spelling policy so that they can work in partnership with the school. They will be encouraged to draw attention to

the 'look' of words and to use the 'look, cover, write, check' method to practise spellings.

- 4.11 All children will have access to suitable, attractive dictionaries. Children will have word books or sentence books in which they can build up a bank of words which they want to spell regularly in their own writing.

5. Punctuation

- 5.1 Punctuation is taught discretely and as part of English lessons in all classes. This covers correct and incorrect usage as well as offering pupils the opportunity to use this learning at text level during longer writing sessions.
- 5.2 Pupils are given opportunities to link this knowledge to reading aloud and adapt their pace or intonation accordingly when they encounter punctuation devices in a text.

6. Grammar

- 6.1 Grammar is taught in accordance with the New Curriculum guidance and English Curriculum document appropriate to each year group. Adequate opportunities are given to ensure that the children understand and can use the new concepts and terminology.
- 6.2 Grammar is a key focus in conversational English, with teachers picking up on errors and sensitively correcting pupils when needed. The expectations for this the an outline of progression are explained the English Curriculum document. There are opportunities for public speaking in each class whilst grammar will also be a focus in longer tasks. All adults in school model correct spoken English to support our pupils. Children are encouraged to practise correct grammar in the form of recounting stories and constructing sentences based on useful phrases and vocabulary taken from the stimulus materials. This in turn will impact on children's ability to write using correct punctuation and grammar and is intended to develop the 'writing voice' of all children throughout school.

7. Supporting Our Children

- 7.1 All children are fully included in all aspects of SPAG teaching and are appropriately supported and challenged by teachers and teaching assistants.
- 7.2 If there are children who are consistently struggling to retain knowledge of spelling patterns, grammatical concepts and punctuation devices in either a discrete or contextualised setting (putting concepts into practice in writing tasks) they may be identified for additional support in the form of literacy interventions. This will facilitate those children receiving any help they require in order to attain the standards of achievement expected within their year group.

8 Assessment of Spelling, Punctuation and Grammar

- 8.1 Teachers assess children informally and make any necessary corrections to

spoken or written SPAG knowledge. Next Steps and targets will be recorded in books.

- 8.2 In years 2-6 children will be assessed half termly using the NTS Assessments. This will indicate progress since the previous assessment, generate new personalised targets for each child and consequently enable teachers to track development effectively throughout each key stage.
- 8.3 All KS1 children will also be assessed termly on their spelling of the Common Exception Words. This will form a good foundation of spelling knowledge and enable the children to be confident spellers on entry to KS2.
- 8.4 Year 6 undertake the Spelling, Punctuation and Grammar test as part of their SAT assessments.

9 Review

This policy is reviewed by the Head teacher, staff and Governors in accordance with Barrowby School's Policy and Review Cycle for approval by the Full Governing Body, every 3 years.

Last reviewed: September 2025

Next review: September 2028