

Intent

National Curriculum Aims:

The national curriculum has been planned to ensure all children develop their understanding of English grammar concepts, features and terminology. It also aims to provide children with the skills to use English grammatical concepts effectively in their writing to create effect and purpose. The focus on spelling, punctuation and grammar (SPAG) within the English curriculum recognises its importance in giving children more conscious control and choice in their use of language. Having a secure understanding of the rules of SPAG enables children to be clearly understood by others, as it is at the centre of both spoken and written communications.

Our aim By the end of Key Stage 2 we aim for a child to be able to:

- Have an interest in words and their meanings, developing a growing vocabulary in spoken and written forms.
- For all children so to have a range of grammatical skills they can use to improve their writing.
- Be able to spell a range of words by understanding the spelling patterns.

Meeting the needs of our pupils

For children who are still on Read, Write Inc programme, SPaG is taught at a level that is relevant to their age and stage. For the children coming off Read, Write Inc, they will be assessed half termly with GAPs formative assessments to understand their starting point. Lessons will be planned from this information in order to meet the children's needs.

Implementation

As our children have varied starting points throughout the year within their SPaG learning, a set scheme would not be best suited to our school. Our SPaG teaching is based on an AFL approach to ensure our children make quicker progress in their learning from their individual starting points. These discreet lessons are often during Read, write Inc times. Within the discreet SPaG sessions, the children will use a 'writing/English jotter'. These jotters will often be self or peer assessed.

SPaG skills are also planned and imbedded within our talk for writing and topic lessons across the curriculum. If a child is falling behind, we have GAPs shine interventions that are implemented based on the formative assessment data imputed onto the SHINE system.

Impact

Progress and attainment are monitored through ongoing assessment for learning within lessons, book looks, lesson visits, pupil and teacher voice. Half termly summative assessments include GAPs Assessments and DFE SATs papers (Year 2 and 6), Termly 'Diminishing the Difference' meetings enable pupil progress to be discussed on an individual basis, with the SLT and SENDCo, to ensure children are receiving the support they need to meet their full potential.