



Spelling and Grammar Policy

This policy is intended to support staff in the improvement of standards in writing and of general presentation in written work across the curriculum. Please read alongside:

LOL Marking Policy

LOL Presentation Policy

LOL Curriculum Planning Files

Contents

Part 1: Spelling

- Spelling
- Homework
- testing and assessing spelling ability
- spellings in everyday writing
- marking spelling
- teaching spelling patterns
- progression in spelling

Part 2: Grammar

- Grammar
- progression in grammar
- testing grammar
- teaching of grammar

Aims of our Spelling Policy

At Our Lady of Lourdes, we aim to:

- Provide children with a wide range of spelling strategies to enable them to be confident, competent and independent spellers.
- Deliver the spelling objectives outlined in the Little Wandle phonics programme and National Curriculum documents.
- Draw on new initiatives to enhance the teaching and learning of spelling.
- To provide a wide range of activities and experiences in spelling, in order to meet the learning styles of all children within the classroom.
- Wherever possible, link spelling with other areas of the curriculum, in order to make it more meaningful and relevant to the children.

Part 1: Spelling

Teaching Spelling

It is essential to us that the children at Our Lady of Lourdes spell as accurately and as fluently as possible. There are three main strands to spelling teaching:

- Learning and applying the spelling of High Frequency Words (HF Words)
- Learning the sounds and spelling patterns of collections of words (e.g. 'ck' 'qu', 'ch'/'tch', 'igh', 'cian'/'tion'/'sion', 'shion')
- Learning how to be as accurate as possible with 'unknown' words.

In all classes (from Year R to Year 6):

- Explicit session(s) of spelling need to happen each week
- Spelling strings and sounds from the Little Wandle phonics programme (KS1) and rules (KS2) will be taught
- Children will group and learn words according to spelling strings and rules

Suggested approach for teaching and progression in spelling by year group

Foundation Stage and Key stage 1 (YR, Years 1 and 2)

How often?	Little Wandle phonics session daily. Revision of phonics session on a daily basis during the afternoon using short sharp bursts of reinforcement.
Differentiation	Little Wandle catch up sessions will be used for those children who require additional support. These will be supplemented by work in small groups or intervention sessions incorporating spelling to support writing.
Typical structure of a spelling lesson	• Revise and review prior learning • Teach new skills • Apply new skills.

	<u>Sessions will consist of:</u> Blending and segmenting Building sight vocabulary and High Frequency spellings Using words in context Teach spelling patterns (e.g. er, ir, ur) Begin to teach strategies (e.g. by writing out the mis-spelling and correct spelling of bird/burd/berd etc)
Use of a book to record spelling work?	Yes. Phonics jotters.

Lower Key stage 2 (Years 3 and 4)

How often?	15 to 20 minute explicit session 3x a week plus a daily short activity (e.g. morning starter)
Differentiation	Differentiate groups within the classes. (Spelling groups in line with homework)
Typical structure of a spelling lesson	Teach the rule/pattern Practise the rule / pattern with words that fit/or don't Apply the rule / pattern
Use of a book to record spelling work?	Yes

Upper Keystage 2 (Years 5 and 6)

How often?	Daily sessions of 15 to 20 minutes
Differentiation	In whole class, but in groups from Spelling homework (e.g. by grouping by table or in lines on carpet. <i>*Children who are competent spellers or exceeding year group expectations may benefit more from being given higher level "tricky" words to locate the meaning of and then use in context.</i>
Typical structure of a spelling lesson	High Frequency words Teacher led explanation of the new rule Practise the rule with activities
Use of a book to record spelling work?	Evidence of spelling activities within English books

Competent spellers may use the following approaches when spelling an unknown word:

- Overlearning strategies (repetition)
- Knowing the word itself
- Knowing what the word means
- Clear pronunciation
- Rehearse the spelling of the word (e.g. "I know it starts..., I sounds like..., the end must be...")

- Link the word to others known
- Knowing homonyms
- Be systematic
- Does it look right?
- Use dictionaries
- How many syllables/ letters might this have?
-

Effective teaching of spelling will incorporate a range of strategies and not expect the children to rely on one. Emphasising some of the following strategies will support the quality teaching of spelling:

- Put the word into a sentence
- Know the root word
- Know the place of origin
- Link the word to the sounds it contains
- Repeat the word and spelling regularly
- Saying the word out loud and in your head

Progression in spelling

Key Stage 1

In accordance with the requirements of the National Curriculum 2014, Key Stage 1 will:

- Make a very strong emphasis on the correct spelling of HF words in their spelling sessions AND in everyday writing.
- Use the Little Wandle programme to guide the correct spelling of words ALONGSIDE the teaching of reading these sounds and words. It should be emphasized that the spelling requirements of the National Curriculum should be adhered to by class teachers alongside the Little Wandle programme, to ensure continuity and consistency.

Key Stage 2

Key Stage 2 will:

Use the National Curriculum requirements to guide the Year 3 – 6 spelling rules and patterns. In addition to this, Years 3/4 and Years 5/6 will need to learn 100 spellings which are common to their writing over these years.

Word lists- Years 3 and 4

Y3 T1	Y3 T2	Y3 T3	Y3 T4
Accident(ally)	Breath	Certain	Difficult
Actual(ly)	Breathe	Circle	Disappear
Address	Build	Complete	Early
Answer	Busy/business	Consider	Earth
Appear	Calendar	Continue	Eight/eighth
Arrive	Caught	Decide	Enough
Believe	Centre	Describe	Exercise

Bicycle	Century	Different	Experience
Y3 T5	Y3 T6	Y4 T1	Y4 T2
Through Various Weight Woman/women Occasion(ally) Special Notice	Experiment Extreme Famous Favourite February Forward(s) Fruit Grammar	Often Opposite Ordinary Particular Peculiar Perhaps Popular Position	Possess(ion) Possible Potatoes Pressure Probably Promise Purpose Quarter Minute
Y4 T3	Y4 T4	Y4 T5	Y4 T6
Question Recent Regular Reign Remember Sentence Separate Material Medicine	Increase Important Interest Island Knowledge Learn Length Library Mention	Straight Strange Strength Suppose Surprise Therefore Though Although Thought	Group Guard Guide Heard Heart Height History Imagine Naughty Natural

Word lists- Years 5 and 6

Y5 T1	Y5 T2	Y5 T3	Y5 T4
Accommodate Accompany According Achieve Aggressive Amateur Ancient Apparent	Appreciate Attached Available Average Awkward Bargain Bruise Category	Cemetery Committee Communicate Community Competition Conscience Conscious Controversy	Dictionary Disastrous Embarrass Environment Equipped/ment Especially Exaggerate Excellent Existence
Y5 T5	Y5 T6	Y6 T1	Y6 T2
Convenience Correspond Criticise (Critic+ise) Curiosity	Pronunciation Queue Recognise Recommend	Secretary Shoulder Signature Sincere(ly)	Symbol System Temperature Thorough

Definite Desperate Determined Develop	Relevant Restaurant Rhyme Rhythm Sacrifice	Soldier Stomach Sufficient Suggest Explanation	Twelfth Variety Vegetable Vehicle Yacht
Y6 T3	Y6 T4	Y6 T5	Y6 T6
Opportunity Parliament Persuade Physical Prejudice Privilege Profession Programme	Marvellous Mischievous Muscle Necessary Neighbour Nuisance Occupy Occur	Identity Immediate(ly) Individual Interfere Interrupt Language Leisure Lightning	Familiar Foreign Forty Frequently Government Guarantee Harass Hindrance

Spelling homework

Spellings are set weekly for the children to learn from year 3 to 6. Formats for this may vary according to class teacher. For example, in Year 2 pupils will use a think, write and check approach before using a selection of words in context. However, in all year groups spellings should be differentiated to ensure success for LA pupils and offer challenge for HA pupils. Here is an example of how teachers may plan and set a weekly spelling homework at Y3

GROUP A	GROUP B	GROUP C
Brother Could Should Would One Children What Who How	Lunch Lunches Dish Dishes Church Churches Hiss Hisses Can you find any words which end in o and require "es" when they become plural?	City Cities Lorry Lorries Cry Cries Baby Babies I will be testing you on other words not given on your list to check if you can remember the rule y changes to ies. Can you find any other words like these?

Spellings are very clearly differentiated:

Group A

Spelling list is made up of 'High frequency' or common 'topic' words

Group B

Spelling list is made up of core spelling patterns and words for the given year group

Group C

List consists of more challenging spellings from that year group's targets or even from the next year group targets.

Children should be assigned to a particular spelling list and group so that they are sure about which spellings to learn. There is nothing precluding them from learning the spellings in the other bands should they wish to challenge themselves, though they will not immediately be tested on these in the weekly spelling test.

Spelling tests

The weekly spelling test is administered as a class after the homework set in the previous week is completed. The class teacher will organize the class appropriately and will ask each group to write down the words to be tested from their given list.

LA group will be tested ONLY on their spelling list.

AA group will be mainly tested on their spellings, though some from the LA may also appear.

HA group will mainly be tested on their list spellings. However, to provide an element of challenge these children may be tested on words which adhere to the rule learned but which were not part of the original list (e.g. for the example above, the children could be tested on lollies, curries, and 'the plural of berry'. There may be some red herrings thrown in too (as for the example above, the word 'toffees' which sounds like the others but has a different spelling pattern!). As a school, this allows us to offer our more able pupils a wider and more challenging coverage of the spelling curriculum.

Spelling in everyday writing

To raise the profile of the importance of good spelling, in any piece of written work completed by a child, the teacher should, where appropriate, mark or correct spellings accordingly in line with our Marking Policy (see below).

Examples of when this correction might be appropriate include:

- A common word, usually spelled correctly, has been incorrectly spelled.
- 'Sloppy' spelling, where a word given on the board or on a word bank has not been looked at properly to ensure correct spelling

- A word given in previous tests has been incorrectly spelled, e.g. 'cities' in a 'C band' Year 5 child's writing.
 - As part of the child's improvement work, following the teacher's marking, the child should look at these spelling improvements and evidence should be visible in books that children have undertaken corrections.
- a) Children in Key Stage 1 and less able children in Key Stage 2 should have the words corrected fully by the teacher writing the word above the incorrect spelling or in the margin. It should be clear to the child how exactly to spell the word and their 'improvement' might be to copy that word or sentence underneath the piece of work marked.
 - b) Children in Key Stage 2 or More able children in Key Stage 1 should have incorrect spellings underlined. At Key Stage 1 it is beneficial to correct the sound only e.g write "aw" to correct the spelling of "claw" when written as clor. They should then attempt to spell the word correctly or use a dictionary to help.

It can be demoralizing for children to have too many spellings corrected in each piece of writing (refer to our marking policy regarding positive feedback and constructive criticism) Therefore a maximum of three spellings is sufficient as the total number which could be marked in any given piece of work.

Part 2: Grammar

Progression in grammar and punctuation

The suggested structure of grammar teaching below will help staff to ensure that each year-group builds upon and extends the work they have covered in previous years to ensure that grammar and punctuation skills are fully consolidated by Year 6 for the majority of children.

Please see the OLOL skills progression documents for writing providing the structure of skills which should be used as guidelines for each year group's coverage. Each teacher must use the progression documents with care: some lower attaining children will need to work on previous year-group targets and may make slower progress; higher attaining and gifted children will work on the statements from later year-groups. Most children, however, will cover thoroughly the statements from their own year group.

Year R children will:	Write simple sentences Sometimes use full stops and capitals
In addition, Year 1 children will:	Leave spaces between words Use full stops and capitals Join sentences and clauses with 'and' Use question marks Use exclamation marks Use capital letters for people, places, days of the week and 'I'

In addition, Year 2 children will	Use interesting verbs when writing (E) Know and identify nouns Know and identify adjectives Write extended noun phrases Know and identify verbs Use commas for lists Know what an apostrophe is Use apostrophes for simple contracted forms Use apostrophes to show singular possession e.g. Sid's book Recognise and write statements Recognise and write questions Recognise and write exclamations Recognise and write commands Join sentences with 'or' and 'but' Use 'when', 'if', 'that' and 'because' to extend sentences Write consistently in 'past' or 'present' tense Use the continuous form of verbs (-ing) to write about actions in progress e.g. He was thinking Use some features of basic written Standard English
In addition, Year 3 children will	Know what a pronoun is Know what a personal pronoun is e.g. I, me, we, us, you, he, she, it, him, her, they, them (E) Know what a conjunction is Use causal and time conjunctions e.g. when, so, before, after, while, because Know what adverbs are Use adverbs as connectives to express time and cause e.g. then, next, soon, therefore Know what prepositions are Use prepositions to express time and cause e.g. before, after, during Use 'have' or 'has' before a verb to create the 'perfect form' e.g. Fred has walked to school To know and recognise direct speech and inverted commas Start to use inverted commas Know what simple and compound sentences are (E)
In addition, Year 4 children will	Know what a possessive pronoun is e.g. my, mine, our, ours, its, his, her, hers, their, theirs, your, yours, whose, and one's Use pronouns and nouns appropriately (for clarity and cohesion) Use connectives for cohesion across a text Use adverbs to express frequency e.g. often and manner e.g. loudly Know and recognise adverbial phrases and clauses

	Use fronted adverbials Know some differences between standard and non-standard English Use commas to mark off fronted adverbials Know what a clause is Know what a subordinate clause is Know what a complex sentence is (E) Write complex sentences (E) Use commas for marking off subordinate clauses Use inverted commas appropriately Use apostrophes to show plural possession e.g. The boys' house
In addition, Year 5 children will	Know what determiners are Know what a relative pronoun is e.g. which, that, who (whom, whose), when, where Use relative pronouns appropriately Combine simple, compound and complex sentences successfully in a text (E) Know what a relative clause is e.g. beginning with who, which, where, why, whose Use relative clauses to expand sentences Know what a modal verb is e.g. might, should, could, would, can, may, must, shall, will Know what a modal adverb is e.g. perhaps, surely, obviously Use modal verbs and adverbs to indicate degrees of possibility e.g. must, perhaps Ensure correct subject verb agreement Use connectives for cohesion within a paragraph Use adverbs and adverbials as connectives to show time (e.g. after five minutes), place (e.g. nearby) and number (e.g. secondly) across a text Know what parenthesis is Recognise and identify brackets and dashes Use brackets, dashes or commas for parenthesis Use commas to avoid ambiguity or clarify meaning
In addition, Year 6 children will	Understand the basic grammatical structure of subject, object and verb Know and recognise active and passive voice Use passive voice in writing Use more extended noun phrases to convey information concisely e.g. the colourful comic strip on the back page Recognise and understand 'the subjunctive' e.g. If Fred were here, things would be different Use grammar to show formality or informality

	Use grammar to manipulate the reader (E) Know how colons are used Use colons appropriately Know how semi-colons are used Use semi-colons appropriately Know how hyphens are used Use hyphens appropriately Know how ellipsis is used (omission of predictable words and phrase as well as ...) Use ellipsis appropriately Use a range of devices for cohesion across a text e.g. repetition, adverbials, connectives, ellipsis etc. Know how to use punctuation with bullet points Use punctuation consistently with bullet points
--	---

Many of the skills of answering test questions fluently and accurately are covered as part of the revision element of the curriculum in Year 6, though **younger children can still be exposed to these formats of questions**. As the test itself lasts for 45 minutes, with a substantial number of questions to answer, **it is important that children become very confident at knowing and understanding the terminology associated with Grammar exercises**.

In addition, it is vital that children are taught grammar and punctuation in an as varied and stimulating 'real' context as possible.

Teaching of grammar

Good grammar and high level vocabulary is central to good quality writing. Children should be taught to express their ideas in as clear and direct way as possible and so the **explicit teaching of grammar should work alongside a rich and stimulating English writing curriculum**.

Children should be taught skills from the OLOL Progression documents during explicit Grammar Teaching sessions, though they should also work on these skills **embedding them in their general writing and exploring the ways in which they enhance the quality of their expression**.

It is recommended that explicit grammar teaching happens in every classroom in the school. However, each individual teacher may decide on the best approach for their own class. Therefore, grammar teaching may be done in one of two ways or, more likely, a combination of the two.

Short sessions (10-15 minutes)

Children will learn and practise a given skill in a short 20 minute 'burst' of grammar work. If this is chosen, then **two or three** of these sessions may be apparent in the timetable for a class each week.

Grammar lesson as one of the five English sessions (50 - 60 minutes) Children will learn and practise a given skill in an English lesson. It is important that pace and coverage of learning is effective if a longer session is to be preferred so that the children's learning is equally comprehensive.