

# Hartwell Primary School SPAG Policy

## Grammar, spelling and punctuation policy

There are four main purposes to this policy:

- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school;
- To state the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

**The importance of grammar and punctuation to the curriculum:**

Grammar is concerned with the way in which sentences are used in spoken language, in reading and in writing. Sentences are the construct which help give words their sense. The purpose of grammar teaching is to enable pupils to become conscious of patterns of language which they can apply in their own work to enhance meaning. The purpose of punctuation is to clarify the meaning of texts. Readers use punctuation to help make sense of written texts while writers use punctuation to help communicate intended meaning to the reader.

**The role of the teacher:**

- To provide direct teaching and accurate modelling; to provide resources and an environment which promotes a developing understanding of grammar and punctuation;
- To observe pupils, monitor progress and determine targets for development;
- To ensure that Grammar and punctuation will not be taught through exercises alone. While they can provide some limited opportunities for consolidation, the use of decontextualized exercises does not help the pupils to make progress in the use of grammar and punctuation in their own writing.
- To ensure that shared writing gives opportunities for the pupils to focus on specific aspects of grammar and punctuation, while the group/independent sessions provide helpful contexts for investigations and application of grammatical knowledge in pupils' own writing.
- Should occasionally set homework based on contemporary SPAG topics in class

**The Role of the Stimulus Display:**

- A literacy stimulus display that is an interactive way of showing terminology that is currently used.
- It should showcase examples, within pieces of annotated work, of how Grammatical terms and punctuation should be used and why. Shared reading and writing provides a helpful context for the discussion and demonstration of grammatical features at word level (morphology), sentence level (syntax) and text level (conventions of style and organisation).
- Children should use the stimulus display when writing as a resource.

Grammar is not about learning terminology. The use of terms to discuss language is helpful but is not an end in itself. Many pupils become adept at repeating terms they have heard, but remain unable to transfer grammatical knowledge into independent reading and writing.

The order that grammar and punctuation is learnt is laid out for each year group as follows:

<b>Year 1 Place value of Grammar and Punctuation</b>
<b>Nouns and Verbs-</b> <i>noun phrases</i>
<b>Subject/verb identification-</b>
<b>Tenses-</b> <i>Present and past tense are consistent</i>
<b>Where does my full stop go?</b> <b>Aa ? !</b>
<b>Co-ordinating conjunctions</b> <b>(and, but, or)</b> <i>Subordinating conjunctions</i> <i>(but)</i>

<b>Year 2: Place value of Grammar and Punctuation</b>
<b>Nouns and Verbs-</b> <i>expanded noun phrases</i>
<b>Subject/verb identification-</b>
<b>Tenses-</b> <i>past simple</i> <i>Past progressive</i> <i>Present simple</i> <i>Present progressive</i>
<b>Replace the subject with a pronoun</b>
<b>Where does my full stop go?</b> <b>Aa ? !</b>
<b>Prepositions</b>
<b>Sentence types-</b> <i>statement</i> <i>Command</i> <i>Question</i> <i>Exclamation</i> <i>Aa !?</i>
<b>Co-ordinating conjunctions</b> <b>(BOA)</b> <i>Subordinating conjunctions</i> <i>(WITB)</i>
Adverbs
Inverted commas
Commas to separate a list
Apostrophe for omission and possession

## Year 3: Place value of Grammar and Punctuation

**Nouns and Verbs- action and being**  
*Expanded noun phrases*

**Subject/verb identification-**

**Tenses-** *past simple*  
*Past progressive*  
*Present simple*  
*Present progressive*  
*Past perfect*  
*Present perfect*

**Replace the subject with a pronoun**

**Where does my full stop go?**  
**Aa ? !**

**Prepositions**

**Co-ordinating conjunctions**  
**(FANBOYS)**

**Adverbs and adverbials**  
**(TRaMP)**

**Subordinating conjunctions**  
**(A WHITE BUS)**

**Sentence types-** *statement*  
*Command*  
*Question*  
*Exclamation*  
*Aa !?*

**Adverbs**

**Inverted commas**

**Commas to separate a list**

**Apostrophe for omission and possession**

**Commas for fronted adverbials**

## Year 4: Place value of Grammar and Punctuation

**Nouns and Verbs- action and being**  
*Expanded noun phrases*

**Subject/verb identification-**

**Tenses-** *past simple*  
*Past progressive*

<p><i>Present simple</i>  <i>Present progressive</i>  <i>Past perfect</i>  <i>Present perfect</i></p>
<p><b>Co-ordinating conjunctions  (FANBOYS)</b></p>
<p><b>Prepositions</b></p>
<p><b>Adverbs and adverbials  (TRaMP)</b></p>
<p><b>Commas for fronted adverbials</b></p>
<p><b>Subordinating conjunctions  (A WHITE BUS)</b></p>
<p><b>Commas for clauses and clarity</b></p>
<p><b>Sentence types-</b> <i>statement</i>  <i>Command</i>  <i>Question</i>  <i>Exclamation</i>  <i>Aa !?</i></p>
<p>Adverbs</p>
<p>Inverted commas</p>
<p>Commas to separate a list</p>
<p>Apostrophe for omission and possession</p>
<p><b>Year 5: Place value of Grammar and Punctuation</b></p>
<p><b>Nouns and Verbs-</b> <i>action and being</i>  <i>Expanded noun phrases</i></p>
<p><b>Subject/verb identification-</b></p>
<p><b>Tenses-</b> <i>past simple</i>  <i>Past progressive</i>  <i>Present simple</i>  <i>Present progressive</i>  <i>Past perfect</i>  <i>Present perfect</i></p>
<p><b>Co-ordinating conjunctions  (FANBOYS)</b></p>
<p><b>Prepositions</b></p>
<p><b>Adverbs and adverbials  (TRaMP)</b></p>

<b>Commas for fronted adverbials</b>
<b>Subordinating conjunctions (A WHITE BUS)</b>
<b>Commas for clauses and clarity</b> and to separate a list Commas for fronted adverbials
Sentence types- <i>statement</i> <i>Command</i> <i>Question</i> <i>Exclamation</i> <i>Aa !?</i>
<b>Relative clauses</b> and relative pronouns
Modal verbs
<b>Punctuation for parenthesis (commas, brackets, dashes)</b> hyphens
Inverted commas
Apostrophe for omission and possession

<b>Year 6: Place value of Grammar and Punctuation</b>
<b>Nouns and Verbs- action and being</b> <i>Expanded noun phrases</i>
<b>Subject/verb identification-</b>
<b>Tenses- <i>past simple</i></b> <i>Past progressive</i> <i>Present simple</i> <i>Present progressive</i> <i>Past perfect</i> <i>Present perfect</i>
<b>Co-ordinating conjunctions (FANBOYS)</b>
<b>Semi colons, colons, linking, adding detail</b>
<b>Prepositions</b>
<b>Adverbs and adverbials (TRaMP)</b>
<b>Commas for fronted adverbials</b>
<b>Subordinating conjunctions (A WHITE BUS)</b>
<b>Commas for clauses and clarity</b> and to separate a list Commas for fronted adverbials
Sentence types- <i>statement</i> <i>Command</i>

<p style="text-align: center;"><i>Question</i> <i>Exclamation</i> <i>Aa !?</i></p>
Passive and active
<b>Relative clauses</b> and relative pronouns
Modal verbs
<b>Punctuation for parenthesis (commas, brackets, dashes)</b> hyphens
Inverted commas
Apostrophe for omission and possession
Subjunctive form

Please note that the order of the bold items cannot be changed.

## **Spelling:**

**In Foundation Stage:** spelling lists are not sent home but each child has two A5 plastic wallets; 1 that houses the sounds that they are currently working on and 1 that contains the sounds that they know. Children need to know a sound for three weeks before it is deemed ready for the 'sounds I know wallet'. Alongside these sounds sets of tricky words are also learnt in the same way. See the end of this policy for the list of these sounds.

**In Key Stage 1:** The same system is continued until children know all of their sounds. In Year 1 children also start to take home a weekly list of ten spellings that follow patterns laid out in the NC.

**In Key Stage 2:** All children participate in a half termly spelling challenge that ranges from Bronze to Silver to Gold to Platinum to diamond and final mega-mix level words. These words enable the children to learn to Statutory word lists for years 3 to 6 as laid out in the NC. All children take home a weekly spelling list which is then tested the following week and the coverage of spelling patterns is laid out in the following appendix.