



Healey Primary School

Spelling and Grammar Curriculum Statement

Intent

Through our English curriculum, we strive to teach the children how important their reading, writing, speaking and listening skills will be in the real world. By providing an enriched and engaging English curriculum, we develop confident and enthusiastic learners who are equipped with the tools they need to participate fully as a member of society both now and in their future.

At Healey, we ensure that our children have curiosity and an understanding of the meaning of language. Pupils will feel ready to understand the evolving English language and acquire strategies to enable them to become independent learners in English. They will have the building blocks necessary to become successful writers and be ready for life beyond Healey.

Implementation

Phonics:

The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. Phonics is taught four times a week to all children in Foundation Stage, Year 1 and Year 2. Using the 'Little Wandle Letters and Sounds' phonics scheme staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. Phonics is delivered in a whole class format because it enables staff to ensure that all children progress together. This approach also allows application across all subjects, embedding the learning in a rich literacy environment for early readers. Intervention is planned for those children who are working below expected levels or who require additional practice before moving on. Little Wandle is visual, audial and progressive and has an array of reading books available which closely match the phase of phonics that children are currently working within.

Spelling Sessions:

Pupils from Year 2 upwards are taught key spelling rules and patterns are taught and explored, along with effective strategies for learning, remembering, understanding and applying. Staff use 'Spelling Shed' to ensure progressions across the school and consistency. We aim to regularly use assistive technology to support the learning and practicing of spellings, through the use of applications such as Clicker.

Each year group sends a weekly list of spellings home based upon the spelling sessions that week. Pupils are to practice their words and ensure that they understand them before taking part in the weekly spelling test.

Common Exception Words:

Common exception words are the words that do not follow the common phonetic spelling rules that children are taught.

At Healey, Spelling Shed refers to these words as 'Challenge Words.' Each year group studies 10 common exception words once a half term.

Punctuation and Grammar:

Punctuation and Grammar is taught alongside the English scheme of work. In KS2, classes study punctuation and grammar intensively in explicit Literacy lessons as well as alongside their writing lessons and studying of a text stimulus. All children analyse texts to explore the different features of vocabulary, grammar and punctuation. Here, children are introduced to new punctuation and grammatical concepts, which are evident within the resource being used as a stimulus (for example, inverted commas and the correct layout for speech may be taught using a book which contains dialogue).

Impact

- Pupils can use their phonic skills effectively when blending phonemes for reading and when segmenting phonemes for spelling.
- Pupils have an interest in words, their meanings and their origins, developing a growing vocabulary both for speaking and writing.
- Pupils write with confidence and creativity while developing the skills to self-edit, correct and improve.
- Skills progression (grammar and punctuation) throughout the school is evident in children's books.
- Pupils acquire the knowledge and learn the skills to apply their spelling, grammar and punctuation skills to a variety of purposes in a range of thematic, cross-curricular contexts.
- Parents and carers will have a good understanding of how they can support spelling, grammar and composition at home.
- Teacher marking provides positive support and directs the pupil on their next steps to improve their writing.
- Pupils use classroom resources to support their learning.
- Pupils are able to use the spelling functions available upon assistive technology.
- Pupils will leave Healey being able to effectively apply spelling rules and patterns they have been taught.
- The percentage of pupils working at ARE within each year group will be at least in line with national averages.
- The percentage of pupils working at Greater Depth within each year group will be at least in line with national averages.
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged).

