



English Policy D: English Grammar, Punctuation and Spelling

Policy to be reviewed as necessary within 3 years

Subject leader: Mrs J Morrell



Agreed by Govenors
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Due for Review
Spring 2024

'for wisdom is more precious than rubies, and nothing you desire can compare with her.' Proverbs 8:13



Vision

Holy Trinity's curriculum is rooted in our Christian vision. Every subject in our curriculum has a vital part to play in making our vision a reality. Our curriculum vision or intent statement was devised in consultation with parents, children, staff and governors, with support from Liverpool Diocese. This policy aims to show how our curriculum intent is promoted through our teaching of English Grammar, Punctuation and Spelling.

Curriculum Intent Statement

Our curriculum intent statement below forms the basis of all our curriculum planning so that children's learning is firmly rooted in everything they need to flourish academically, personally and spiritually.

Curriculum Intent Statement

'for wisdom is more precious than rubies, and nothing you desire can compare with her.' Proverbs 8:13

Vision Statement						
At Holy Trinity our vision is to be the best we can be: for God, for others and for ourselves. Through our hard work we want our children to acquire the very best in wisdom, knowledge and skills to raise their aspirations, enabling them to grow and flourish as unique and precious children of God. We want to provide a safe and welcoming space where our children learn from our Christian values, live well together and experience 'life in all its fullness' (John 10:10).						
Christian Values						
Love	Hope	Forgiveness	Trust	Peace	Reverence	Justice
Strand 1 In educating to develop wisdom, knowledge and skills we intend to:						
a) meet the academic needs of all of our pupils through our curriculum by <ul style="list-style-type: none"> i) having a strongly agreed consensus of the knowledge and skills our pupils need in order to take advantage of opportunities later in later life and through this powerfully address social disadvantage ii) teach our children to read, write and use mathematical knowledge confidently by the end of key stage 1 so they are able to access a broad and balanced curriculum at key stage 2 iii) ensuring all our pupils are encouraged to develop a love of reading across the curriculum and read confidently, including aloud, at an age appropriate level iv) being clear what end points the curriculum is building towards and what pupils need to know to be able to reach those end points 						



- v) developing a curriculum that is carefully planned and sequenced logically so that new knowledge and skills build on what has been taught before and towards clearly defined end points
- vi) ensuring our curriculum meets the specific needs of our community, particularly widening vocabulary and broadening children's experiences and horizons through systematically extending their knowledge of the wider world
- vii) maintaining a healthy breadth and balance in our curriculum in all year groups
- viii) committing our time and resources to developing teachers and teaching assistants with a highly competent subject knowledge of the areas of the curriculum they teach
- ix) committing time and resources to high quality teaching materials that coherently support our ambitious intentions
- x) using assessment well to help pupils embed and use knowledge fluently, check understanding and inform teaching to address any gaps;
- b) identify and support those who are more vulnerable and who may have additional learning and personal needs by**
 - i) having high expectations and ambition for **all** our pupils across the range of subjects
 - ii) developing a curriculum that is successfully adapted to meet the needs of all our pupils, including those with special educational needs or disabilities and those whose first language is not English. This will enable them to develop their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence;
- c) support all pupils in their spiritual development, enabling all to flourish by**
 - i) equipping our pupils with the knowledge and cultural capital they need to succeed in life, introducing them to the best that has been thought and said to engender an appreciation of human creativity and achievement
 - ii) enabling pupils to reflect and explore the spiritual and ethical dimensions of all subjects.

Strand 2 In educating for character development, including hope, aspiration and courageous advocacy we intend to:

- a) support the character and moral development of all pupils, giving them aspiration and hope by**
 - i) building meaningful opportunities to enable pupils to make positive choices, developing ambition through perseverance to be the best they can be and embrace 'life in all its fullness'
 - ii) developing curriculum opportunities that promote resilience to cope well when things are difficult
- b) develop a curriculum that encourages pupils to engage in social action and be courageous advocates for change in our local, national and global communities including**
 - i) ensuring all pupils have curriculum opportunities to look beyond themselves, ask 'big questions' and think globally about life
 - ii) developing an understanding of disadvantage, deprivation and the exploitation of the natural world
 - iii) engaging in global world links
 - iv) promoting ethical and charitable activities through our curriculum, engaging in social action and challenging injustice.



Strand 3 In educating for community and living well together we intend to:	
a)	<p>promote social and cultural development through a curriculum that encourages forgiveness and reconciliation, encouraging good mental health and enabling all to flourish and live well together. We will do this by</p> <ul style="list-style-type: none"> i) ensuring our Christian values are woven through the curriculum and underpin teaching ii) planning curriculum opportunities that explore different points of view, enabling pupils to disagree well and practice forgiveness and reconciliation iii) building a curriculum that fosters a sense of belonging, embracing and celebrating difference.
Strand 4 In educating for dignity and respect we intend to:	
a)	<p>plan curriculum opportunities that embrace difference and promote a culture of dignity and respect, thus enabling all pupils to flourish. We aim to do this by</p> <ul style="list-style-type: none"> i) ensuring that our curriculum upholds dignity and values all God's children so that we are successful in preventing rather than just reacting to stereotyping and prejudice ii) making sure that the people, events and issues we study enable pupils to understand, respect and celebrate difference and diversity iii) ensuring our curriculum enables children to cherish themselves as uniquely and wonderfully made, enabling then to form healthy relationships where they respect and offer dignity to others.

Organisation of Teaching

The EGPS curriculum is carefully and coherently sequenced to enable our children to develop a growing knowledge of the themes outlined above. Pupils' knowledge builds towards clearly defined end points so teachers and leaders know what we expect our pupils to achieve by the end of each topic, each year and each key stage. The teaching of EGPS includes:

- Daily Basic Skills sessions – focused on the different areas of EGPS.
- Daily writing opportunities- writing is explicitly taught through the daily English lessons and across the wider curriculum.

End of Key Stage expectations

By the end of KS1, our pupils will:

EGPS:

- use capital letters, full stops and question marks correctly



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- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words

By the end of KS2, our pupils will:

EGPS:

- in narratives, describe settings, characters and atmosphere
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary

In Reception class, we teach our pupils to write through the use of the Letters and Sounds (supplemented with Jolly Phonics) phonics programme, which also fits in with the Reading and Writing element in the Early Years Foundation Stage curriculum. The Letters and Sounds programme enables children to develop a good foundation in spelling and letter writing. At Holy Trinity, we have clear expectations of pupils' phonics progress term-by-term from the Foundation Stage to Year 2. Further details of how the Early Years curriculum is organised can be found in our Early Years policy.

In Year 1 to 6, EPGS is taught as a discrete subject in daily Basic Skills sessions, although meaningful links are made through the teaching of daily writing and extended writing opportunities.

To support the high quality knowledge rich teaching lessons, the school has purchased the School Improvement Liverpool English plans to ensure coverage and progression in all areas of English across the school. All teaching materials are adapted to meet the requirements of our Christian vision and curriculum intent.

Medium and Short Term Planning

Our medium term plans, are from the School Improvement Liverpool English plans and link with the school reading spine. These include the National Curriculum statutory requirements for Grammar, Punctuation and Spelling for all year groups. These are kept on the staff planning drive and they are highlighted and dated regularly to show coverage. These plans define what we teach and ensure an appropriate balance and coverage across each year group.



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Our short term plans for the teaching of English include the specific objectives for each lesson and gives details of how the lessons are to be taught. It also includes details of differentiated activities, including support, where appropriate. These plans are kept on the school planning drive.

Teaching Time

EPSP is allocated the following time on our weekly timetables. Timetables are published on our website every half term.

Early Years Foundation Stage: half an hour daily phonics

Key Stage 1:

Year 1 - : half an hour daily phonics

Year 2 - four 15 minute Basic Skills sessions per week

Key Stage 2: four 15 minute Basic Skills sessions per week

The Teaching of EGPS (Implementation)

Teachers use a range of teaching strategies that best support the objectives of the lesson. The following list shows the most common methods of effective teaching related to EGPS:

- use of quality books and text extracts as a model for writing
- teacher modelling of writing
- shared writing (teacher and children)
- explicit teaching of grammar, punctuation and spelling
- weekly spelling tests

Resources

Teachers use the following schemes of work to support the teaching of EGPS:

- Use of No Nonsense Spelling scheme (Babcock Education)
- Use of No Nonsense Grammar scheme (Babcock Education)
- Letter and Sounds (supplemented with Jolly Phonics) phonics programme
- Online Testbase EGPS materials



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Recording Learning

In EGPS, pupils record their learning in the following ways:

- English books
- EGPS books

Meeting The Needs of All Pupils

All pupils are entitled to a broad and balanced curriculum that meets their needs. EGPS is taught in class groups or as a whole class with all pupils included. All our teachers know the pupils in their class and their differing needs very well. They plan and adapt lessons to help all pupils know and remember more so they make very good progress.

Some pupils, including those with special educational needs or disabilities, or those with English as an additional language, may need extra support to access, understand and remember key concepts. For these pupils, teachers use a range of effective strategies, whilst promoting independent learning as far as possible. These may include:

- adapting and scaffolding pupil activities and resources
- focussed additional support from an adult in class
- extra phonic support and teaching
- spelling interventions (such as Wordblaze or Cued Spelling)

Some pupils very quickly grasp the main concepts being taught and are able to think more deeply to extend their learning. To ensure they reach their full potential, teachers may:

- set more complex activities that require thinking at greater depth

Homework

From Y3 – Y6 children take home an EGPS homework book. It is our expectation that pupils should complete this homework once a week.

In Year 1, phonics homework may be set at particular times throughout the year.

From Y1 – Y6, spellings are sent home weekly to be learnt for a test. These words are set from the first 100- 200 word lists, CEW and Y3- 6 statutory word lists or year group statutory spelling requirement lists or year group spelling objectives as appropriate.

High Quality Teaching and Subject Knowledge



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To ensure the highest quality teaching and make sure teachers have the subject knowledge they need to meet the requirements of teaching EGPS in their class, teachers (and teaching assistants) receive a range of guidance and support, including:

- face to face and online training
- latest research and guidance in the best ways of teaching EGPS
- mutual support and discussion with colleagues, including joint planning, team teaching and peer observations

In addition, the subject leader for EGPS stays up to date with developments in the subject through leadership training, support from other subject leaders locally and within the LDST.

Assessment (Evaluating The Impact of Teaching)

Teachers constantly assess how far their pupils understand the key concepts they are teaching throughout lessons, mainly through questioning, observation and games are regularly used to assess how far pupils have remembered learning from the lessons before. Teachers then adapt their teaching to ensure misconceptions or gaps in knowledge are addressed. In addition, they may need to introduce opportunities for more challenge or deeper thinking.

Marking

Teachers always mark pupils' individual written work before the next lesson. This is so they can assess how far each pupil has achieved the objective of the lesson. This means they can adapt the next lesson if they need to and target support or challenge to the right children. When completing written work, the lesson's objectives are clearly set out at the beginning. When marking work, teachers tick the lesson objective as follows to assess how far a pupil's work shows they have understood the lesson.

- ✓ working towards understanding the objective
- ✓✓ understood the lesson objective
- ✓✓✓ understood the lesson objective at greater depth.

In line with the school's assessment and marking policy, other marking codes may be used to give a context for work.

Teachers may add a comment for the child to read or ask them to think again about an aspect of the lesson. Marking is always positive and helpful.

Pupils learn a lot from reviewing their own and each other's work. Pupils sometimes mark their own or each other's work (peer marking) or evaluate their own or their classmate's thinking. They do this in the context of mutual support and trust.

End of Term Assessments

At the end of every term:



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- teachers in Y1 and Y2 complete Common Exception Words checks half termly.
- teachers also evaluate the achievement of each child in their class in EGPS using agreed EGPS tests. These are either past SATS papers (Y2 and Y6) or NFER tests (Y1, Y3, Y4 and Y5). This is recorded on a school data base and helps teachers plan and adapt future lessons. The subject leader collates and analyses assessment data across the school. They pick out trends, strengths and weaknesses across the school and for different classes and groups. This information is shared with senior leaders and governors. All subjects have an action plan and a budget. Analysing pupil achievement helps the subject leader plan for improvements in the subject. This may take the form of targeted training, staff discussion and problem solving to improve an aspect of the curriculum. If analysis shows a particular group of children are underachieving, for example disadvantaged children, further measures are agreed and put in place to address this gap. Teachers are responsible for producing targeted teaching plans and EGPS attainment and progress is monitored in the end of term Pupil Progress reviews and mid-term review meetings.

End of Year Assessments and Reporting To Parents

End of term assessments are pulled together at the end of each academic year to evaluate each pupils' overall attainment in EGPS. A child's attainment in EGPS is reported to parents through the end of year reports. For pupils in Y1 to Y6 a child's attainment is reported in the following way.

- wts working towards end of year expectations
- exs meeting end of year expectations
- gds meeting end of year expectations at greater depth.

In Reception class, writing comes under the Reading and Writing element in the Early Years Foundation Stage curriculum area of learning. Each child in Reception is assessed as emerging, expected or exceeding the early learning goals in that area.

An INSET day is allocated towards the beginning of July where class teachers 'handover' their class to the next teacher. They discuss pupil achievement across the curriculum and ways future teaching should be adapted to meet the differing needs of the class.

Monitoring and Evaluation

The subject leader for EGPS monitors teaching and learning regularly in accordance with the school's monitoring timetable. At set times during the year the subject leader evaluates the quality of teaching in EGPS through:

- learning walks and drop ins, usually with a member of the senior leadership team, and sometimes with a governor.
- book looks. The subject leader looks at a range of books or other evidence across the school and across subjects, sometimes with senior leaders or an adviser / officer from the LDST or a governor.
- scrutiny of planning, particularly to evaluate coverage and progression within the curriculum as well as the extent to which planning is catering for the range of needs of pupils



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- pupil conferencing
- surveys for pupils and/ or staff
- more formal lesson observations (with a member of the senior leadership team).

Subject leaders have regular support meetings with the senior leadership team where aspects of the subject policy and action plan are monitored and discussed. Resulting actions may emerge with additional leadership support, resources or policy changes implemented. Subject leaders routinely have a teacher appraisal objective linked to an aspect of their subject leadership.

Following all these activities, strengths and areas for development are reported and discussed with staff. Resulting actions are recorded on the subject action plan and reported to governors. At the end of each year the action plan for EGPS is fully evaluated and published. In addition, the subject leader evaluates how far EGPS is meeting our curriculum intent statement. This evaluation feeds into the action plan for the following year. Evaluated action plans and evaluations are reported to the senior leadership team and governors.

Role of Governors (from September 2020)

Every aspect within the school improvement plan has an allocated pair or small group of governors. This pair of governors evaluates the activities within this aspect and the impact on the quality of education and pupil outcomes. They meet with subject leaders on a termly basis and review aspects of the subject, including seeing lessons in practice and talking to children. Their findings are reported to the Local Governing Board. In this way, leaders are held accountable for the aspects they are responsible for and subject leaders are able to access the appropriate support and resources to achieve their aims.