



## Spelling, Punctuation & Grammar Policy

### Aims

### Intent

At St Marks Primary School, we aim to ensure that all pupils have the knowledge and skills necessary to produce writing that includes accurately spellings based on their phonics teaching and spelling patterns, appropriately and correctly used punctuation to enhance the content of their writing and a secure understanding of grammar in order to maximise the impact that they have on the reader.

We expect all pupils to be able to:

- Understand a wide range of punctuation that is appropriate to their age and be aware of where/when it is correct to include it within their own writing.
- Correctly react to the presence of punctuation within a text in order to improve fluency of reading and deepen their understanding of what they have read.
- Develop accurate pronunciation in order to be more effective and confident public speakers with a focus on their correct use of grammar.
- Accurately spell a range of words appropriate to their year group including those that have been altered due to tense or that require the addition of a prefix or suffix.
- Have confidence in manipulating grammar in order to achieve atmosphere, a particular purpose or to address a specific audience.

### Implementation

The teaching of SPAG across the school links with our belief that children should be '**Reading as Writers and Writing as Readers**', therefore teachers incorporate learning opportunities across all curriculum areas as well as discretely during English lessons. Spelling and vocabulary are integral to our approach and play a huge role in developing the writing and reading skills of our pupils. Each classroom incorporates rich and varied language collected during

shared reading opportunities into their displays and pupils are actively encouraged to use these to help further develop their own writing and knowledge of spelling patterns and rules. Grammar and punctuation skills are taught before (Starter Activities), during (Oral feedback) and after (Plenaries) English lessons to help consolidate skills and this is also heavily reinforced through our marking policy by all adults. Children are also given time to employ their purple pens in order to correct, polish or develop their writing.

Spelling lessons are taught discretely throughout the week and within English lessons. This will take the form of Phonics sessions for EYFS and Key Stage 1 and if appropriate Key Stage 2. Children are provided with statutory spelling lists based on their year group and lists of high frequency words and common exceptions words are provided for KS1. They are expected to work on these at home and within lessons. Smaller groups for intervention are provided for children who require further support and this ensures that every child has a strong foundation in spelling that they are then able to apply across the curriculum.

### Impact

At St Marks, we want to ensure that all children have the best outcomes in every aspect of learning and that every child is able to fulfil their own potential. By the end of Key Stage 1 and 2, children are assessed formally in the Phonics Screening Check and SATS as well as through the mastery and application of skills within their writing. We want our children to be confident in applying strategies in order to spell both familiar and unfamiliar words as well as being proactive in broadening their own vocabulary and use of grammar within writing. Raising our pupil's expectations for their own outcomes and use of knowledge and vocabulary is a school-wide goal, which we hope will help to aid them in all areas of their lives.

### **Support for our Pupils**

All children are fully included in all aspects of the teaching of Spelling, Punctuation and Grammar and lessons are appropriately structured and taught in order to support those less able and challenge those that are working at a greater depth.

If there are children that are consistently struggling to retain knowledge of spelling patterns, grammatical concepts and correct use of punctuation, they are identified for additional support and provided with 1-to-1 intervention sessions

in order to make greater progress and achieve the expected outcomes for their year group.

Digital programmes such as '**Spelling Shed**' have been implemented in order to allow children more opportunities to access learning at home and improve their spelling. It is also incorporated into learning within school in order to engage pupils further and add an element of competition and achievement.

### **Assessment for Learning**

Teachers use every opportunity in order to assess the understanding and progress of their children. This may involve questioning during lessons, targeted tasks where a specific outcome is identified, presentations, spelling tests and end-of-term assessment tests. The '**Rising Stars Assessment**' tests are used in conjunction with ongoing teacher assessment in order to provide an attainment level for each pupil based on their year group.

Where appropriate, oral or written feedback will be provided by staff and following the marking policy, pupils may need to respond or edit in a purple pen.

Year 1 will undertake the Phonics Screening check in order to assess their phonetic understanding. At the end of KS1 and KS2, pupils will sit the SATS examinations in SPAG and these results will be used to assess their attainment and progress.

### **Monitoring and Reviewing of this Policy**

This policy was written and adapted by the English Subject Leader (Mrs J Piper) through the consensus and agreement of all teaching staff as a result of collaborative discussion. Policy is reviewed regularly and updated in accordance with practices of the school.

**Reviewed January 2026**