



Purpose and Aims

Purpose: At Childwall, we believe that spelling accurately and understanding the structure of the English language are essential life skills. We continually aspire to offer a rigorous, in-depth curriculum that teaches all the strategies/rules needed to enable each individual child to succeed at their own level, becoming confident and competent spellers.

Aims:

- Each child has secure phonics knowledge (attain Phonics screening threshold)
- Children to be taught spelling strategies and begin to choose strategies that compliment their learning style
- Each child (as appropriate) can spell words and understand rules of spelling as set out in 2014 National Curriculum
- Confidently, with a high degree of accuracy, apply strategies to spell unfamiliar words
- Understand how the English language is structured, and how to use punctuation to add meaning and sense to sentences.

Provision

Spelling is to be taught weekly, followed up with short sessions practising, applying and reviewing the objective and weekly tests to assess children's grasp of the rule. Lessons should have an investigative, problem solving approach. Similarly, weekly grammar and punctuation lessons are taught discretely with objectives being revisited and applied through quality writing lessons. Each year group's spelling, punctuation and grammar objectives, along with the progression ladders, are shared with teachers as well as being published on the school website. Weekly homework is also set on 'Literacy Planet', with a spelling, punctuation or grammar focus.

Progression and Assessment

Progression: Our curriculum is designed in line with the 2014 curriculum. From Reception up to Year 6, gradually more demanding spellings, grammatical rules and punctuation marks are taught. In Key Stage Two, to ensure progression, teachers are to follow 'Rising Stars Spelling' scheme, using the Teachers' Guide and weekly spelling tests, supported by a range of other spelling, grammar and punctuation materials such as Skills Builders and CGP. EYFS and Key Stage One follow the Liverpool Phonics Scheme.

Assessment: We assess pupils' depth of understanding in spelling, punctuation and grammar weekly, termly and at the end of each year. Children's use of spelling rules, and their understanding of grammar and punctuation, is also assessed on a daily basis in the children's writing.

Monitoring, Evaluation and Improvement

The role of the subject leader is to monitor spelling, punctuation and grammar to ensure the programme is consistently being delivered to ensure high levels of achievement. Assessments (NFER) and evidence gathered (from book scrutinies etc.) will inform future targets, to continually improve the teaching/learning outcomes of spelling, punctuation and grammar across the school. Where necessary, the senior leadership team can examine strengths and limitations in the provision and work alongside teachers to ensure high levels of achievement. This then feeds into the subject leaders' report which sets out clear steps to improve attainment across the school.