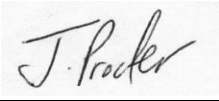


PIONEER FEDERATION



Grammar, Punctuation and Spelling Policy

Review cycle	1 / 2 / 3 years	Date: September 2025
Approved by	Full Governing Body / Executive Headteacher	
Changes made in this review cycle		
Linked policies	Pioneer Federation Writing Policy Pioneer Federation Reading Policy	
Signed		Date: September 2025
Position	Executive Headteacher	
Date of next Review	September 2026	

Aims of our Grammar, Punctuation and Spelling education

The two statutory appendices of the National Curriculum – on spelling and on vocabulary, grammar and punctuation – give an overview of the specific features that should be included in teaching the programmes of study.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation listed in the guidance relevant to their key stage. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A glossary of grammar and punctuation is provided for teachers.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

Teaching and learning

- ✦ Our approach to grammar integrates the teaching of reading and writing. The aim of this is for children to be making conscious choices about their use of grammar, based on the purpose or genre of the writing.
- ✦ Teachers will use high-quality texts to model uses of grammar. Our approach asks the children, as writers, to look through their reading, at what other writers do and asks the children to be the readers of their own writing.
- ✦ Teaching writing with attention to grammar is not about telling children how they should write; it is about showing them the repertoire of choices available to them, and discussing how those choices create different meanings.
- ✦ It is seen as best practice that grammar and punctuation is taught within Literacy lessons, however there is an understanding that grammar sometimes needs to be taught discreetly to other subjects.
- ✦ Spelling is taught from EYFS to 6 through various phonics schemes (see individual school provision) and writing. . The focus of the programme is on the *teaching* of spelling, which embraces knowledge of spelling conventions – patterns and etymology; but integral to the teaching is the opportunity to promote the *learning* of spellings. Teachers should formatively assess through marking, assessments or observations what spelling patterns their cohort needs to focus on and teach accordingly.
- ✦ Teachers can choose which format they wish to teach spelling with based on what works well with their cohort. Spelling should be taught through English lessons, discrete sessions 1-2 times weekly or within early morning work.

Equal Opportunities and Inclusion

Where pupils make limited progress in their confidence and ability to correctly apply grammar and punctuation to their writing, intervention programmes may be set up, following Pupil Progress Meetings with the Senior Leadership Team, and in consultation with the SENCO. Both class teachers and TAs lead these intervention groups, depending on the needs of the whole year group. Individual pupil English targets may cover grammar and punctuation concepts and these are planned for and set up for all children including EAL and SEND pupils.

Resources

Resources are available for each Key Stage. The 'No Nonsense Grammar' and 'No Nonsense Spelling' schemes are available for teachers. The 'No Nonsense' Spelling scheme is used for children in Year 2 – Year 6. Teachers also have access to Spelling Shed and Spelling Overviews are available for each year group to use as a guide and to ensure coverage.

Assessment, Record Keeping and Reporting

- ✦ Assessments are used diagnostically by teachers to evaluate learning, inform teaching and to inform future provision.
- ✦ Grammar, punctuation and spelling will be monitored through writing moderations (both internally across the Federation and externally at county-wide moderations) and will be a key part of assessing a child's writing ability.

- ✦ The Subject Leader will monitor the teaching of grammar at moderations, through book looks and by teacher's summative assessments.
- ✦ Staff will assess spelling within summative writing assessments, and use these assessments or their own awareness of their cohort's needs through marking and observations to inform their planning for the subsequent term.
- ✦ Staff will put their spelling focuses for the term on their termly class newsletters to ensure parents can access this information if they wish to.

Monitoring and review

The Grammar, Punctuation & Spelling subject leader is responsible for monitoring the standard of children's work and for the quality of teaching. The work of the subject leader also involves supporting colleagues in the teaching of grammar, punctuation and spelling, being informed about current developments in the subject, and providing a strategic lead and direction for this aspect of writing in the school. The subject leader will link with the governor responsible for GPS at least twice annually who will monitor the standards and actions of the subject leader.