



**Kent County Council**  
**Children, Families and Education Directorate**

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**PHONICS, SPELLING, PUNCTUATION AND  
GRAMMAR (SPAG)  
POLICY  
STATEMENT**

**OF**

**DOWNS VIEW INFANT SCHOOL**

**Written June 2014**

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**Responsible people named in this policy**

**Headteacher: Tracy Kent**

**Deputy Headteacher: Sarah Collins**

**Reviews: 3 year review**

**Signed and Date agreed.....July 2014**

## Introduction

At Downs View Infant School we believe that the teaching of high quality Phonics is vital in order for children to become competent readers and writers. We understand the importance of children being able to spell correctly and use the correct punctuation and grammar when writing.

## Phonics Teaching

At Downs View Infant School, we teach high quality integrated and discrete phonics lessons following the government recommended 'Letters and Sounds' document, alongside the 'Jolly Phonics Programme'. 'Letters and Sounds' is designed to teach children how the alphabet works for reading, writing and spelling. 'Letters and Sounds' is designed as a time limited programme of phonics. It works on securing fluent word and sound recognition skills for reading and writing by the end of Key Stage One and as an intervention in Key Stage Two. Teachers and Teaching Assistants use 'Jolly Phonics' actions, sounds and pictures to support children's early understanding of single letter and diagraph phonemes and graphemes. Within Reception, teachers use 'Cued Articulation' when teaching Phonics. 'Cued Articulation' is a series of actions that represents the way a sound is formed in the mouth and throat; it supports children to correctly pronounce sounds. 'Cued Articulation' is used throughout the school to support children with Speech and Language difficulties and children with additional educational needs.

At Downs View the teaching of Phonics is multi-sensory, encompassing simultaneous visual, auditory and kinaesthetic activities to enliven core learning. Phonics is taught in short, briskly paced sessions and then applied to reading and writing in a meaningful context (see reading and writing policies). All activities are well matched to the children's abilities and interests, and all classroom environments have an age appropriate display concentrating on both sounds and key words. At Downs View we provide ample opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum and in such activities as shared and guided reading and writing.

## Spelling, punctuation and grammar (SPAG) teaching

At Downs View Infant school we ensure that the children are taught to spell high frequency/ Common exception words that do not conform to regular phonic patterns. Children in year One and Two are taught to spell the common exception words outlined in the National Curriculum. Children are taught 'tricky' words and spelling conventions within their discrete SPAG sessions and time for checking and correcting spellings is integrated into their daily Literacy sessions.

At Downs view we teach SPAG following;

- A programme called 'no nonsense spelling'. This enables our staff to follow a progressive document with coverage of all the outcomes required by the end of Key stage 1.
- Kent progression document for punctuation and Grammar written by Kent's Literacy advisor Penny Bill.

Spelling, Punctuation and Grammar conventions are taught in context through shared and guided reading and writing sessions throughout Year One and Two.

### **Reception**

- Four discrete Phonics lessons every week for 10/15 minutes. By the end of reception children are expected to be at least secure in phase 3 of 'Letters and Sounds'.

### **Year One**

- Terms 1-5- Four discrete Phonics lessons every week for 20/25 minutes. One SPAG lesson every week for 20/25 minutes. By the end of year one children are expected to be secure in phase 5 of 'Letters and Sounds'. (See appendix 1 for expectation of SPAG at the end of year 1).  
Term 6- Three discrete Phonics lessons every week for 20/25 minutes. Two SPAG lessons every week for 20/25 minutes.

### **Year Two**

- Terms 1 and 2- Three discrete Phonics lessons every week for 20/25 minutes. Two SPAG lessons every week for 20/25 minutes.  
Term 3- One discrete Phonics lessons every week for 20/25 minutes. Four SPAG lessons every week for 20/25 minutes.  
Term 4-6- Five SPAG lessons every week for 20/25 minutes. (See appendix 2 for expectation of SPAG at the end of year 2).

### Phonics Assessment

Children's progress in developing and applying their phonic knowledge is carefully assessed and monitored. Teachers use daily phonics sessions to monitor children's progress and assess children through their writing and reading. In addition, in Year One children will take the phonics screening check. This assessment will confirm whether individual pupils have learnt phonic decoding to an appropriate standard. If a child does not reach the appropriate standard then additional support will be put in place in order for the child to make accelerated progress with their reading and writing, and the child will retake the assessment at the end of Year 2.

### Intervention

Downs View Infant School will use assessments to identify groups of children or individuals who require phonics intervention. Targeted intervention spans across all

attainment levels in phonics. Specific provision will be created, for differing periods of time, to support and progress the attainment for the identified group or child.

This policy is written in conjunction with our teaching and learning policy and equality scheme.

Renewed 2017.

# Appendix 1

Year 1 Writing	Transcription		Composition	
	Spelling	Handwriting	Composition: structure and purpose	Vocabulary, grammar and punctuation
Emerging	Write from memory, short and simple dictated phrases or sentences containing the GPCs and words taught so far.	Some letters are correctly formed and orientated, including lower case, capital letters and digits.	Say out loud what they are going to write about; talk about where the sentence begins and ends, with support.	Write phrases, simple sentences or sentence-like structures, which can be partly understood.
				Often use 'and' to join words and clauses.
	Spell words containing each of the phonemes taught so far.	Capital letters formed correctly for own name and the personal pronoun 'I'.		Sometimes use a capital letter and full stop to show sentence boundaries, sometimes in the right place.
	Spell words using the prefix un- e.g. unhappy, unfair; some of the suffixes -ing, -ed, -er and -est where no change is made to the root word.	Some spaces are left between words, although inconsistently.	Attempt to write to the task.	Talk about question marks and exclamation marks; begin to know their purpose
	Spell some common exception words in the YR 1 spelling appendix.		Write simple phrases and sentences to form narratives based on real or fictional experiences.	
	Recognise and understand what a compound word is.	Most letters sit on the line, sometimes with guidance.	Orally compose and write simple poems, usually as a group.	Use a capital letter for their name and for the personal pronoun 'I'.
	Begin to understand the words 'singular' and 'plural'. Know how to add s to make plural nouns.		With support, re-read writing to check it makes sense.	With prompting, include adjectives to describe something.
	Name most letters of the alphabet; know some letter sequences in alphabetical order.		Discuss own writing with others; make simple changes where suggested.	Begin to use some features of Standard English, with prompting.
Expected	Write from memory, simple dictated sentences containing the GPCs and words taught so far.	Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size.	Compose sentences orally before writing; talk about where the sentence begins and ends.	Write sentences or sentence-like structures which can be clearly understood.
	Spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered.			
	Spell words using the prefix un- e.g. unhappy, unfair; the suffixes -ing, -ed, -er and -est where no change is made to the root word.	Capital letters formed correctly for some names of people, places and the days of the week.	Attempt to write appropriately to the task.	Often use 'and' to join words and clauses.
	Spell most common exception words in the YR 1 spelling appendix.		Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences.	Sometimes use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place.
	Recognise and spell a set of simple compound words.	Some spaces are left between words, although inconsistent.	Compose orally and write simple poems.	Sometimes use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'.
	Understand the difference between singular and plural. Add suffixes s and es to words e.g. cats, witches, catches.	Most letters sit on the line correctly.	Re-read writing to check it makes sense	Sometimes include adjectives for description.
	Name the letters of the alphabet in order.		Discuss own writing with others; make simple	Begin to use some features of Standard

			changes where suggested.	English e.g. I did.
<b>Exceeding</b>	Confidently write from memory, simple dictated sentences containing the GPCs and words taught so far.	Most letters are correctly formed and orientated, including lower case, capital letters and digits.	Compose sentences orally before writing; talk with some confidence about where the sentence begins and ends.	Write sentences which are usually grammatically accurate.
	Spell words containing all of the 40+ phonemes; demonstrate confidence with consonant digraphs and vowel digraphs.		Write appropriately to the task.	Experiment with a range of joining words.
	Spell words using the prefix un- e.g. unhappy, unfair; the suffixes -ing, -ed, -er and -est where no change is made to the root word; know how the affix affects the meaning of the word.	Capital letters formed correctly and appropriately, relative to lower case letters.	Write sequences of accurate sentences to form narratives based on real or fictional experiences.	Reliably use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place.
	Spell at least all the common exception words in the YR 1 spelling appendix.	Spaces between words are appropriate in size.	Orally compose and write a variety of simple poems, sometimes independently.	Use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'.
	Recognise and spell a wide range of simple compound words.	Letters sit on the line correctly.	Re-read writing independently, to check it makes sense.	Often include adjectives for description.
	Understand the difference between singular and plural. Add suffixes s and es to words e.g. cats, witches; and to 3rd person singular e.g. catches.	According to the school handwriting policy, some letters may be joined.	Discuss own writing with others; make appropriate revisions.	Use some features of Standard English e.g. I did, we were.
	Name the letters of the alphabet in order, quickly and confidently.			

## Appendix 2

Year 2 Writing	Transcription		Composition	
	Spelling	Handwriting	Composition: structure and purpose	Vocabulary, grammar and punctuation
Emerging	Write from memory simple dictated sentences which include familiar words and GPCs.	Holds pencil correctly.	Compose sentences orally. Use the drafting process to gather and write down ideas and key words.	Write sentences which are usually grammatically accurate, sequenced to form short narratives; combine words to form single clause sentences.
		Writing is legible.		Co-ordinate some sentences using and, or, but.
	Spell accurately most words containing previously taught phonemes.	Letters and digits are mostly formed and orientated accurately, with some consistency in size.	Write narratives about personal experiences or those of others, whether real or imagined, sometimes maintaining form.	Use capital letters for some proper nouns and the personal pronoun 'I'.
	Accurately spell words using affixes e.g. un-, -ing, -ed, -er and -est where the root does not change.	Uses spaces between words; attempts appropriate size to suit letters.	Write about real events, sometimes maintaining form.	Use punctuation to mark some sentences, including capital letters, full stops, question marks and exclamation marks; some use of commas in lists.
	Spell most common exception words from Y1 spelling appendix, and some from Y2 e.g. child, who, again, any, Mrs.	Some letters are joined correctly, according to the school's handwriting approach.	Write poetry in a variety of forms, beginning to recognise its difference from other forms, e.g. narrative.	Show some examples of varied vocabulary, such as expanded noun phrases, to add descriptive detail.
	Spell some common homophones e.g. to, two; hear, here; blue, blew.		Re-read and check own writing. With support, proof read for errors. Talk about word choice, grammar and punctuation e.g. re-read sentence aloud and discuss where full stop should go.	Begin to identify some of the following word classes: noun, adjective, verb and adverb.
Attempt to spell some common contractions e.g. it's, can't; or to mark singular possession e.g. Dad's coat.	Recognise past and present tense verbs and, with support, attempt to maintain tense orally and in writing.			
Expected	Write from memory, simple dictated sentences which include familiar words and GPCs.	Holds pencil correctly.	Compose sentences orally. Use the drafting process to gather and write down ideas and key words.	Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements
		Writing is legible.		Co-ordinate sentences using and, or, but.
	Spell common decodable two and three syllable words which include familiar graphemes.	All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.	Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form.	Sometimes use subordination e.g. when because.
	Accurately spell words with suffixes –ment, -ness, -ful, -less, -ly, including those requiring a change to the root word.	Spacing is appropriate to the size of letters.	Write about real events, maintaining form and purpose.	Demarcate most sentences with capital letters and full stops, with some use of question marks and exclamation marks; use commas to separate items in a list.
	Spell most common exception words from Y2 spelling appendix e.g. because, every, children, father, would, old.	Some letters are joined correctly, according to the school's handwriting approach.	Compose orally and write poetry in a variety of forms.	Use some varied vocabulary to create detail and interest, including adjectives to make noun phrases; adverbs and verbs.
	Spell most common homophones in YR 2 spelling appendix e.g. to, too, two; hear, here; see, sea; blue, blew.		Re-read and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation; make revisions.	Identify word classes: noun, adjective, verb and adverb.
Spell some common contractions accurately e.g. it's, can't, didn't; or to mark singular possession e.g. Mark's football.			Choose the past or present tense, mostly correctly and consistently. Experiment with the progressive form e.g. she was swimming.	
Exceeding	Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.	Holds pencil correctly.	Compose sentences orally. Use the drafting process to gather and write down ideas and key words, drawn from	Use appropriate features of Standard English.
				Consistently write a range of sentence structures which are grammatically accurate e.g. commands, questions and statements.

	Spell confidently at the national standard, using phonemic knowledge and familiarity with YR 2 spelling rules and conventions.	Writing is legible.	wide reading.	Vary the ways in which clauses are joined whether by co-ordination (using and, or, but) or subordination (when, if, because).
	Attempt to spell more ambitious vocabulary.	All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.	Maintain appropriate narrative form, through longer pieces of writing about personal experiences or those of others, whether real or imagined.	Punctuate sentences mostly correctly, including capital letters, full stops, question marks and exclamation marks; commas and lists.
	Spell all common exception words in the YR 2 spelling appendix accurately.			Consistently use varied vocabulary to create detail and interest.
	Spell all common homophones in the YR 2 spelling appendix.	Spacing is appropriate to the size of letters.	Write about real events, independently maintaining form and purpose.	Identify four word classes and select appropriate usage of word.
	Spell most contractions accurately e.g. it's, can't, didn't; or to mark singular possession.	Appropriate letters are joined consistently, according to the school's handwriting approach.	Confidently and independently write poems which are effective, in a variety of forms.	Choose the past or present tense appropriately, including the progressive form.
			Re-read writing and make revisions and additions, often without prompting.	Consistently use appropriate features of Standard English.