



Intent, Implementation and Impact in Grammar, Punctuation and Spelling

Intent	Implementation	Impact
<p>The intent of our GPS curriculum is to make grammar accessible and achievable for all pupils to master as it underpins both our spoken and written communications and allows us to be clearly understood by others.</p> <p>As our pupils progress, we intend for them to be able to use correct grammar verbally as well as in their writing. We intend for them to be able to use a range of punctuation for effect and be able to spell accurately.</p> <p>The mapping of GPS across KS2 shows clear progression in line with age related expectations and sufficiently</p>	<p>In Years 4-6 GPS is taught explicitly and also incorporated into reading and writing lessons. In Year 3, Read Write Inc phonics is used to assess all pupils in September and areas for development are targeted in both whole class teaching and small groups. Once children are secure in phonics, they move on to discrete GPS lessons when appropriate.</p> <p>Each year group has a GPS coverage long-term plan to follow, to ensure there is progression throughout the school. Teachers use this plan alongside the GPS QLAs from their class's previous Nfer test to plan lessons. GPS is taught both discretely and as part of English writing units where it is taught to be used in the context of the genre covered. Children record GPS work in their English Jotters or in their English writing books depending on the aim of the lesson. Teachers assess children's understanding through individual and whole class feedback.</p> <p>Meaningful activities are planned by teachers which involve a range of language features and discussion of</p>	<p>The impact of our GPS curriculum is that pupils are able to use Standard English and precise grammar when communicating verbally as well as on paper. Pupils are also able to apply correct spellings and accurate punctuation in their writing.</p> <p>Skills progression (grammar and punctuation) throughout the school is evident in pupil's books.</p> <p>Pupils are adventurous with their vocabulary choices and have the confidence to spell ambitious words.</p>

prepares them for their next stage of learning in KS3.

grammatical terminology. Teachers take advantage of cross-curricular links wherever possible.

The Spelling Shed spelling scheme is used to teach spelling throughout the school. Spelling is taught daily through the use of videos and games.

Spellings which follow the spelling pattern being taught in class are sent home to learn each week and pupils are tested on these the following week.

GPS work and sets of spellings are differentiated as required.

Intervention groups led by teaching assistants include: Read Write Inc phonics. These sessions may replace the GPS session in class or may be run in addition to this.

We work alongside other local schools and those within the Aquila Multi Academy Trust to share best practice and to enhance the teaching and learning of GPS.

Nfer:

We follow the Nfer assessment calendar and assess 3 times a year for Yrs 3-5 and 4 times a year for Year 6. These assessments help class teachers to gather a deep understanding of their pupil's existing understanding of topics. Through forensic use of QLAs teachers are able to identify strengths and areas for development for each child, class and across the cohort. This information also informs our planning, intervention groups and pre-teaching groups.

Bromcom:

3 times a year teachers enter the current attainment of each child onto Bromcom using teacher assessment. This data is then used to track progress and attainment for each child and groups of children.

Phonics

Phonics is assessed using RWI on entry to Year 3 and termly

		<p>thereafter until the child is deemed secure in their phonological knowledge. All assessments are undertaken by the same adults to ensure consistency.</p>
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