SPaG FIRSY Foundation

Updated: September 2026

Intent

National Curriculum Aims:

The National Curriculum has been planned to ensure all children develop their understand of English grammar concepts, features and terminology. It also aims to provide children with the skills to use English grammatical concepts effectively in their writing to create effect and purpose. The focus on spelling, punctuation and grammar (SPAG) within the English curriculum recognises its importance in giving children more conscious control and choice in their use of language. Having a secure understanding of the rules of SPAG enables children to be clearly understood by others, as it is at the centre of both spoken and written communications.

Our aim

By the end of Key Stage 2 we aim for a child to be able to:

· Have an interest in words and their meanings, developing a growing vocabulary in spoken and written forms.
· For all children so to have a range of grammatical skills they can use to improve their writing.
· Be able to spell a range of words by understanding the spelling patterns through an understanding of morphology.

Meeting the needs of our pupils

For children who are still learning phonics, SPaG is taught at a level that is relevant to their age and stage. Children are assessed termly with GAPs assessments, this allows gaps and misconceptions to be identified. Lessons will be planned from this information in order to meet the children's needs.

Implementation

Grammar and Punctuation

As our children have varied starting points throughout the year within their SPaG learning, a set scheme would not be best suited to our school. Our SPaG teaching is based on an AFL approach to ensure our children make quicker progress in their learning from their individual starting points. SPaG is taught throughout writing units, focussing on skills that are required to meet the genre/purpose. In addition, SPaG can be taught discreetly. These discreet lessons are often during the time when phonics is also taught.
Within the discreet SPaG sessions, the children will use a 'SPaG/English jotter'. These jotters will often be self or peer assessed.
Grammar and Punctuation is also embedded within our English writing curriculum. All of the grammar and punctuation objectives have been mapped out to ensure they are all taught with purpose, link to a relevant text type and can be seen how they are used effectively in a model text/ high quality text. Children are expected to focus on these when completing their extended units of writing.
SPaG skills are also planned and embedded within our topic lessons across the curriculum.

Spelling

Linking Learning: EYFS, KS1 and KS2

The EYFS curriculum provides the foundations for early reading and spelling through phonics, speaking and listening, and vocabulary development. In Key Stage 1, children continue to develop their phonic knowledge whilst beginning to explore how words are structured. From Year 2 onwards, children follow the Spelling with Grammarsaurus programme, which builds their understanding of morphology (the meaning within words), etymology (where words come from) and orthography (the relationship between morphology, etymology and phonology). This progressive approach supports the National Curriculum and the recommendations within the Department for Education Writing Framework.

Staff Knowledge and Training

Teachers receive regular training and professional development to support the teaching of spelling. Staff are trained in the principles of morphology, orthography and etymology, ensuring a consistent approach across the school. Teachers use the Grammarsaurus guidance materials, flashcards and assessment documents to support high-quality teaching and to develop pupils' understanding of how words work.

Retention and Revisiting

Children regularly revisit previously taught morphemes and spelling concepts through retrieval practice. Morpheme flashcards are used to recap learning at the start of lessons, helping pupils build long-term memory and make connections between words. Spelling knowledge is frequently applied within writing lessons so that children can use newly learned morphemes in meaningful contexts. Assessment points throughout the year identify areas that require further consolidation we revisit learning from previous year groups / stages where necessary.

Timetabling

Spelling lessons are taught regularly throughout the week using the Spelling with Grammarsaurus programme. Each spelling objective is typically taught across three lessons of approximately 15 to 20 minutes. In addition, pupils take part in daily irregular verb practice and are encouraged to apply their spelling knowledge across all areas of the curriculum, particularly within writing lessons.

Pupils' Starting Points

Children complete a baseline assessment when beginning the programme. This allows teachers to identify strengths, gaps and any phonics knowledge that may need further support. Assessment information is used to plan teaching, interventions and next steps.

Monitoring Progress

Progress is monitored through regular spelling assessments and ongoing teacher assessment. Teachers analyse assessment outcomes to identify strengths and areas for development at both class and individual level. Children's application of spelling knowledge within their independent writing is also considered when monitoring progress and planning future learning.

SEND and Disadvantaged Pupils

The morphology-based approach used within Spelling with Grammarsaurus supports all learners, including pupils with SEND and disadvantaged pupils. By focusing on meaningful word parts and patterns, children develop an understanding of spelling that goes beyond memorisation. Visual resources, explicit modelling, discussion and targeted interventions are used to ensure all pupils can access the curriculum and make progress from their individual starting points.

Impact

Children will develop a secure understanding of how words are constructed, enabling them to become confident and independent spellers. Rather than relying on memorisation alone, pupils will use their knowledge of morphology, etymology and phonics to spell unfamiliar words accurately and make links between words. Spelling knowledge will be applied consistently across writing and the wider curriculum, leading to improved accuracy, vocabulary and writing fluency.
In the classroom, children will confidently discuss morphemes, explain the meaning of word parts and use this knowledge to support their spelling. Retrieval activities, morpheme flashcards and regular application within writing lessons will be evident across the school. Teachers will use assessment to identify gaps and provide timely support, ensuring that all pupils, including those with SEND and disadvantaged pupils, can access age-related learning and make progress from their starting points. Through this approach, pupils will develop curiosity about language and understand that English spelling is a logical system rather than a set of rules to be memorised.