

SPAG Policy

Spelling

Punctuation

Accurate Key Words

Grammar

Several exam boards (WJEC, OCR, AQA) refer to performance in SPAG along these lines...

Performance	Descriptor
High	Students spell, punctuate and use the rules of grammar with consistent accuracy. There is effective control of the meaning. They use a wide range of accurate key words adeptly and with precision.
Intermediate	Students spell, punctuate and use the rules of grammar with considerable accuracy. There is a general control of the meaning. They use a good range of accurate key words
Threshold	Students spell, punctuate and use the rules of grammar with reasonable accuracy. Errors have not hindered meaning. They use a limited range of accurate key words.
0	Students have not reached the threshold performance.

NB: SPAG marks are only awarded where students have clearly attempted to answer the question and there is positive evidence of performance.

This policy will ensure that teachers develop students' reading and writing in all subjects to support their acquisition of knowledge. (National Curriculum, 2014) Therefore, SPAG performance will be assessed on every assessment. All assessments, in accordance with the Assessment Policy, afford the opportunity to write at length.

Up to a maximum of three different instances of each need for SPAG improvement should be highlighted using the SPAG highlighters. This can also be used as a teaching and learning activity using peer or self-marking to further encourage proof reading and cement progress.

Written feedback will be given and all students will have an opportunity for directed improvement and reflection time in order to secure their progress. ("Inspectors will consider whether outcomes are consistent across areas of learning, particularly in the prime areas and the specific areas of literacy and mathematics" - OFSTED School Inspection Handbook, 2015)

The Leader of Transition, Literacy and Numeracy (LTNL) will also quality assure the provision, assessing and feedback resulting from the SPAG policy, as well as moderate across subjects and teachers. This quality assurance will assist in the development of students' progress, the whole school initiative and the sharing of best practice amongst staff.

General SPAG marking of work that students have completed in lessons need not highlight every example where development is needed, rather alight upon important and/or

reoccurring issues. Classwork feedback should also provide feedback on a student's reading and oral communication skills and whether they are equipped with the phonic strategies to tackle unfamiliar words. Therefore, teaching and learning activities must provide for opportunities to read fluently, understand extended prose and to encourage reading for pleasure. (National Curriculum, 2014). ("There may be occasions when inspectors need to hear lower-attaining pupils read in Years 7 and 8 in secondary schools." – OFSTED School Inspection Handbook, 2015) Teaching and learning must also afford opportunity to develop writing stamina utilising narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read. (National Curriculum, 2014)

The LTNL will coordinate the assessment of students' reading and spelling ages in order to further assist teaching and learning and students' progress. The LTNL will also lead on the use of a literacy and numeracy catch-up premium for students who would benefit from additional input in Year 7. The LTNL will also lead on the whole school promotion of wider reading and develop a culture of the love of reading.

SPAG Policy Feedback Guidance

Spelling

Each subject's scheme of work must make it clear which specialist terminology needs to be learned, deployed and spelt accurately. Teaching and learning activities need to highlight spelling conventions and common misconceptions. As a foundation, all words need to be spelt accurately. There are list of words available in the MyCestrian SPAG folder that the National Curriculum requires students to know at the end of each year of primary education.

Punctuation

Punctuation includes any conventional features of writing other than spelling and general layout: the standard punctuation marks . , ; : ? ! - - () " " ' ' , and also word-spaces, capital letters, apostrophes, paragraph breaks and bullet points. Most subjects will usually only require students to show mastery of basic punctuation marks. Guidance on the correct use of punctuation is in the MyCestrian SPAG folder.

Accurate Key Words

Each subject's scheme of work must make it clear which specialist terminology needs to be learned, deployed and spelt accurately. The key words should be used in the correct context that conveys meaning (using/alluding to a definition). Wherever possible students should be encouraged to use accurate key words rather than general descriptive prose or inaccurate or misused terminology.

Grammar

This is the structure, meaning and correct use of language. When marking for grammar be aware of:

- commonly confused words
- appropriate sentence structures using nouns and verbs
- subject verb agreement
- use of the correct tense
- appropriate language use (e.g. formal for essays)
- avoiding over use of pronouns
- the use of me/I, who/which/that, who/whom, who's/whose, have/of
- double negatives
- following the paragraph rule

Further guidance on the correct use of grammar is in the MyCestrian SPAG folder.

Appendix

Examples

Use a case study to explain how ecotourism has contributed to sustainable development.

Ecotourism is sustainable because it's a place where the environment is thoroughly looked after. The Galapagos Islands receive many visitors, but precautions such as: Not many people are allowed there at a time – this is to preserve wildlife, lots of money is used to keep the area as natural as possible so it's quite expensive and keeping tourists far away from the animals are used to keep the islands safe. All these factors contribute into making sustainable living because they all are put in place to keep the animals and wildlife happy – which will keep the Galapagos Islands running for many years to come.

Answers

1. This comma is not required.
2. 'not' does not require a capital 'N' in this instance.
3. The use of a hyphen is unnecessary here. It would be better to contain this sub clause within commas or a set of brackets.
4. Punctuation should be used here to indicate the end of the list and to affiliate the 'are used' with the initial 'precautions such as'.
5. This is grammatically incorrect. The start of the sentence should read 'All these factors contribute to sustainable living...' or 'All these factors make for a sustainable living environment...'
6. Loss of the control of the meaning is demonstrated here.

Commentary

Simple, accurate sentence structure, with largely correct grammar. Limited range of specialist terms used.

Threshold performance. SPAG - 1 mark.

Explain how a non birth control policy can help achieve sustainable development.

Indonesia has the 4th largest population in the world and is made up of lots of different islands. However, the population is not evenly distributed so overcrowding is a problem. So they created the 'transmigration policy' to target this. Millions have been moved from their homes on islands like Java, to less populated islands like Sumatra. When the population is evenly distributed, overcrowding is less of a problem. This will reduce the chance of disease spreading quickly and causing high infant mortality rate. If more of their children survive and there is less overcrowding in schools so they get a better education,

they will need less children to work on the farms. So the birth rate will naturally decrease. This is sustainable and will help Indonesia become more of a MEDC, which will also decrease the birth rate more.

Answers

1. '4th' should be written out fully for more grammatically correct approach (fourth).
2. 'So' should not be used to start a sentence here. It would be better to use a comma in place of the full stop and to use a phrase such as 'as a result' or 'therefore' in place of 'so'.
3. A comma is not necessary here.
4. 'So' should not be used to start a sentence here. It would be better to remove the full stop and replace with a comma followed by 'therefore'.
5. This is grammatically incorrect, alternatively it could read '...will also help decrease the birth rate' or '...will also reduce the birth rate.'

Commentary

Simple, slightly disjointed sentence structure but it remains accurate and effective and the candidate has control of the meaning. While the sentence structure is simple and straightforward, where punctuation is required it is accurate and appropriate. Deploys a good range of terms and these are used appropriately and clearly.

Intermediate performance. SPaG – 2 marks.

Use a case study of one renewable energy source to explain how it might help achieve sustainable development.

Sustainable development is where a country must reduce its impact on the future generations by using renewable energy sources. An example of this is wind farms in Norway. The large farms generate enough power to run thousands of houses, all by using energy from the wind. It releases no CO₂ (unlike burning fossil fuels) and in Norway the wind turbines are made from recyclable material. This means they can be removed easily without leaving a trace. Using this energy means that we are not using up resources such as oil and coal that future generations will need, and we are not releasing as much CO₂, protecting the Earth's atmosphere. This makes it sustainable as we are not affecting future generations and are in fact protecting and conserving the planet for them.

Answers

1. The use of a comma here is unnecessary, the sentence could also be improved by using the word 'just' in place of 'all'.

2. The use of a new sentence here interrupts the flow and means the sentence starting with 'This' is not a full sentence. It would be better to either put a comma before 'this' or to change the word to 'which'.
3. A comma should not be placed before the word 'and' unless 'and' comes at the end of a list. Here the location of the ', and' is incorrect, not just the use of the comma before the conjunction.
4. The use of the word 'therefore' instead of a comma would be more accurate here.

Commentary

The meaning is clear and ideas are communicated eloquently and simply. The sentence structure is generally sound and use of specialist terms is clear.

High performance. SPaG - 3 marks.

Practice your SPaG

There are a Mixture of SPaG Errors in this passage

Religion is an important part of all societies around the world. Even though it might only seem relevant to the people what practise the religion, it provide certain values, and society would not of developed in the same way without it.

Some societies are secular: religion and government are kept completely separate. In a secular society, people are free to follow a religious faith if we want to, but they don't have to follow any religion. The government won't take religious beliefs into account when it makes decisions passes laws or spends taxes. Some people believe that this is a fair system because it doesn't give preference to followers of won faith.

Even if a society is secular, religious festivals still play an important role. For example, many people choose to celebrate christmas or Hanukkah. These celebrations can brought people together and give believers and non-believers a sense of comunity. Non-religious people can enjoy events that have been organising by a religious group or take part in it's activitys.

Spelling, Punctuation & Grammar. CGP.

(Answers overleaf)

Page 55 (SPaG Passage)

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- 1) **important** — this word is spelt with an 'm'.
- 2) **who** — this should be 'who' (or 'that') because it is referring to people.
- 3) **provides** — this should be 'provides' because it is a third person singular present verb.
- 4) **have** — use 'have' because it follows the verb 'wouldn't'.
- 5) **they** — the text is written in the third person, so the pronoun should be 'they'.
- 6) **religion.** — a full stop is needed to end a sentence.
- 7) **decisions,** — 'decisions' is part of a list, so there should be a comma to separate it from the other items.
- 8) **taxes** — words ending in 'x' take '-es' to make them plural.
- 9) **one** — this should be 'one' as this is a number.
- 10) **Christmas** — the names of festivals are spelt with a capital letter.
- 11) **bring** — this should be 'bring' as it is an infinitive.
- 12) **community** — 'community' is spelt with a double 'm'.
- 13) **organised** — this should be 'organised' as it's in the past.
- 14) **its** — the activities 'belong' to the religious groups, so you should use 'its'.
- 15) **activities** — words ending in a consonant and 'y', drop the 'y' and take the plural ending '-ies'.

The National Curriculum

Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. Fluency in the English language is an essential foundation for success in all subjects.

Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home. Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils' current knowledge. They should increase pupils' store of words in general; simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write. In addition, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils should be taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language.