

**Intent:**

Children will be GPS savvy and aware with a secure knowledge of their age-related subject content. Children will be able to apply these skills confidently to writing and oracy skills across the curriculum, being able to improve and develop their writing and communication skills accurately.

**Why is this relevant to our community?**

Whilst we celebrate and encourage local dialects and accents, we want our pupils and community to be able to know the difference between standard English and local dialects. It is essential, in preparing our children for secondary education, employment and beyond, that they are able to adapt appropriately and select between the two according to their audience and purpose.

**Implementation:**

● **What is our curriculum?**

**EYFS:** Grammar, punctuation and spelling is interwoven in our Phonics scheme. Working walls, displays and a variety of written examples in the environment expose pupils to early punctuation and grammar. Within oracy, standard English is modelled and expected of pupils. Teachers and adults encourage and expect pupils to self-correct and use standard English within their environment. Spelling is developed through phonics lessons and embedded across the curriculum.

**KS1:** In Year 1, children will begin to follow the whole school GPS structure from the Summer Term. In Autumn and Spring terms, children will be exposed to GPS in their Read, Write Inc phonics programme, Big write lessons and through oracy, modelled writing and texts across the curriculum. High expectations are held of all pupils. Children are given weekly spellings from the high frequency word list and common exception word list for year 1.

**KS2:** In Years 2-6, children have weekly taught GPS sessions. A termly overview is followed where different objectives are taught and embedded each week. Each week provides opportunity for revision of previously taught concepts, explicit teaching of new concepts or areas of misconceptions as well as opportunity to apply new knowledge to GPS style test questions to prepare pupils for exam success and to plan next steps whilst monitoring progress.

● **When is it taught?**

**KS1:** GPS is taught in two sessions per week. A 30 minute session to focus on teaching and application and 30 minute spelling session.

**KS2:** GPS is taught in two sessions per week. A one hour session to focus on teaching and application and a 30 minute spelling session.

● **How is it taught?**

Teachers plan and deliver their GPS sessions based on their termly overviews. Some content will be covered in English and Big Write sessions. It is at a teacher's discretion and flexibility to decide where this happens, providing that the overview is followed and termly content is covered. The start of each GPS session begins with a Smart Start which revises previously taught concepts and skills. It could be a prerequisite for the lesson. E.g. verbs before teaching adverbs. The rest of the session is a combination of teaching the week's spelling rule and explicit teaching of a grammar or punctuation objective. Teachers may choose to teach their spelling content in their spelling test session but only if they can fit this in. After modelling and teaching, children are set tasks of differing challenges to complete which provides them opportunity to rehearse, embed and apply the skill/s. This follows the Teach To The Top process where all pupils are provided with sufficient challenge. Work is completed in GPS books where date, LO and activities are to be printed for pupils. Where extended writing is expected, children can record in the lines in their book to ensure they are not limited to the quantity they can write. At the end of the session, children are given 3 plenary test style questions which are to be completed independently and in line with Teach To The Top.

A final session of the week involves a spelling test of the week's spellings: 3 year group words, 4 words following the spelling rule taught (in line with the termly overview) and 3 high frequency words. They will then complete a pretest which will test pupils on their next week's spellings. This gives pupils a score to beat and an incentive to learn and develop their spelling capabilities. A look cover write sheet is taken home for pupils to learn their spellings and spelling games are set on EdShed for further practice.

**Impact:**

● **How is impact measured?**

Weekly spelling tests are recorded to monitor progress and to identify pupils making little to no progress so that intervention can occur. Termly GAPS assessments monitor progress as well as weekly Big Writes and half-termly writing assessments using Writing Grids.

● **How do we know children have made progress?**

Application of taught skills across the curriculum. Success in plenary test style questions as well as progression from one TTTT colour to another. Improved scores in termly assessments: GAPS and Big Writes.

● **How do we challenge and support lack of progress?**

Communicating lack of progress to parents, particularly in weekly spelling tests. Targeted intervention inline with QLA from assessments. Mini plenaries and guided teacher support to address misconceptions. Scaffolding tools to support pupils during lessons.



### How are we inclusive?

Work is differentiated to support children of all levels. Teachers must provide work which is accessible to all pupils and provides opportunity for all pupils to challenge themselves further and to achieve the highest possible outcomes. Greater depth learners are provided with opportunities to apply skills and to use higher order thinking skills to problem solve within lessons and beyond.

