

Thomas Gray Primary School

Grammar and Punctuation Policy

There are four main purposes to this policy:

To establish an entitlement for all pupils;

To establish expectations for teachers of this policy;

To promote continuity and coherence across the school;

To state the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of this subject.

Introduction

The importance of grammar and punctuation to the curriculum.

Grammar is concerned with the way in which sentences are used in spoken language, in reading and writing. Sentences are the construct which help give words their sense. The purpose of grammar teaching is to enable pupils to become conscious of patterns of language which they can apply in their own work to enhance meaning.

The purpose of punctuation is to clarify the meaning of texts. Readers use punctuation to help make sense of written texts while writers use punctuation to help communicate intended meaning to the reader.

Strategy for implementation

Entitlement and curriculum provision

Grammar and punctuation are taught as part of a planned whole-school programme, following the guidelines of the 2014 Primary Curriculum and the teaching overview for Vocabulary, Grammar and Punctuation.

The table within the curriculum sets out when concepts should first be introduced, not necessarily when they should be completely understood. It is important to recognise that having being "exposed" to a concept, children may still not understand that concept by the end of the academic year. It is therefore paramount that content in earlier years be revisited in subsequent years to consolidate knowledge and build on pupils' understanding. Teachers should also go beyond the content set out if, in their professional judgement, they feel it is appropriate.

1. Teaching and learning

To teach pupils about grammar and punctuation, the emphasis is on the close consideration of examples of language in use, including pupils' own writing and on the exploration of language as a system. The aim is to develop pupils' curiosity about language and their capacity to observe and reflect which will in turn enable them to develop more control and choice in their use of language.

Grammar and punctuation knowledge enables writers and readers to:

- Control and use language to meet the needs of purpose (genre) and audience
- Control sentence structure for impact through:
 - Construction
 - Expansion
 - Manipulation
 - Reduction
 - Transformation
- Proof read, edit and revise their writing

Children need to know:

- What a sentence is
- That they can't always write the way they speak
- That grammar and punctuation changes according to text type and purpose
- That grammar and punctuation can be manipulated for effect

2. Role of the Teacher

- To follow the school's grammar and punctuation policy enabling every child to develop as a confident and independent writer.
- To create a learning ethos and environment that promotes confidence.
- To provide direct teaching and accurate modelling of grammar and punctuation.
- To ensure that all pupils are suitably challenged and engaged in fun, fast paced, interactive learning.
- To ensure that children have the time to talk about and discuss language choices.
- To ensure that children can explain the choices they have made and how they impact upon the reader.
- To observe pupils, monitor and assess their progress and development, through questioning, differentiated tasks and regular developmental marking.

3. Continuity and Progression

Foundation Stage

In Reception, the accurate use of grammar in speech and writing is consistently modelled from the outset. Children learn the difference between numbers, letters and words. They learn what makes a simple 'sentence' and, through whole class and small group teaching, they are 'exposed' to a range of punctuation such as capital letters and full stops.

Key Stage 1

At Key Stage 1 the emphasis is on developing pupils' general awareness of language, both written and spoken. This is taught through a high quality text based literacy curriculum. Pupils are encouraged to attempt more complex spoken language and to observe the use of punctuation in written texts as a pointer for pausing, intonation and as an aid to meaning. They recognise sentences, expect them to make sense and use basic sentence structure in their own writing. Some punctuation marks are used in context. More complex sentences are developed through the use of an increasing range of connectives; this is taught through high quality texts and a weekly grammar session.

Key Stage 2

In Years 3 and 4 pupils continue with high quality text based literacy curriculum. They are introduced to the grammatical functions of different types of word and they begin to explore how sentences are constructed. The emphasis here is not about grammatical labelling (the naming of parts of speech) but on discovering their function, i.e. what words can be made to do. Explicit teaching of a wider range of spelling, grammar and punctuation marks occurs in a weekly grammar session and this is reflected in pupils' writing.

In Years 5 and 6 this basic knowledge is extended through the close reading and discussion of carefully chosen examples from a range of high quality text types. In their writing pupils are encouraged to draw on this understanding to develop a sense of style, to experiment with the construction of complex sentences and to restructure sentences for clarity and effect. This will necessitate the use of a wider range of punctuation marks, including punctuation within a sentence.

4. Planning

Following the 2014 Primary Curriculum (English) requirements, teachers identify and plan for grammar and punctuation teaching, using the following key principles:

- Exploration of and response to examples in texts used - considering the way writers use grammar and punctuation to impact (quality and purpose) on readers.
- Sentence games and word play activities to embed and play about with the language and feature.
- Use of examples as models to experiment with and provide initial scaffolds.
- Direct and explicit teaching of grammatical features relevant to the writing and introduced at the appropriate time.
- Consistent use of terminology - see 2014 Primary Curriculum (English) glossary p80-98
- Sufficient time to review and rework editing through improvement time.

The teaching of grammar and punctuation is taught and delivered using a "balanced approach" within the national curriculum framework.

5. Assessment

Teachers assess the development of the children's grammar and punctuation through observed application in their written work and speech. Often, success criteria within a literacy lesson will be grammar based, enabling teachers to formally assess whether children are successfully applying what they have been taught. Opportunities to address any problems or misconceptions are provided through regular development and AFL marking. We also use Headstart Grammar and Punctuation assessment at the end of every term in Years 3,4 and 5. Year 2 and 6 will use previous SATs papers to base their assessment upon.

6. Inclusion

Where pupils make limited progress in their confidence and ability to correctly apply grammar and punctuation to their writing, intervention programmes may be set up, following Pupil Progress Meetings with the Head Teacher, and in consultation with the SENCO. Both class teachers and TAs lead these intervention groups, depending on the needs of the whole year group. Individual pupil English targets may cover grammar and punctuation concepts and these are planned for and set up for all children including EAL and SEN pupils.

7. The Learning Environment

Classrooms display wall charts, grammatical word collections and examples of pupils' investigations to stimulate, support and provide information. Pupils have good access to a range of appropriate dictionaries and thesauruses.

Review: Spring term 2019

Signed: A. P. Taylor Chair of Gov
Date: 5/12/17

 Chair of Governor
05.12.17

Thomas Gray Teaching Overview - Vocabulary, Grammar and Punctuation (English Programme of Study)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Structure	<p>Regular plural suffixes -s or -es (for example, dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun.</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the prefix un- changes the meaning of verbs and adjectives (unkind or undoing; untie the boat)</p>	<p>Formation of nouns using suffixes such as -ness, -er</p> <p>Formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found in the spelling annex.)</p> <p>Use of the suffixes -er and -est to form comparisons of adjectives and adverbs</p>	<p>Formation of nouns using a range of prefixes, such as super-, anti-, auto-</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)</p> <p>Word families based on common words, showing how words are related in form and meaning (for example, solve, solution, solver, dissolve, insoluble)</p>	<p>The grammatical difference between plural and possessive s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</p>	<p>Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify)</p> <p>Verb prefixes (e.g. dis-, de-, mis-, over- and re-)</p>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)</p> <p>How words are related by meaning such as synonyms and antonyms (For example, big, little, large)</p>
Sentence Structure	<p>How words can combine to make sentences.</p> <p>Joining words and joining clauses using and</p>	<p>Subordination (using when, if, that, or because) and coordination (using or, and, or but)</p> <p>Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation, command</p>	<p>Expressing time and cause using conjunctions (e.g. when, before, after, while, because, so), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because of)</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Fronted adverbials (For example, Later that day, I heard the bad news->)</p>	<p>Relative clauses beginning with who, which, where, why, or whose or an omitted relative pronoun.</p> <p>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely)</p>	<p>Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me))</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech)</p>
Text Structure	<p>Sequencing sentences to form short narratives</p>	<p>Correct choice and consistent use of present tense versus past tense throughout texts</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past (For example, He has gone out to play contrasted with He went out to play)</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across</p> <p>Sentences to aid cohesion and avoid repetition.</p>	<p>Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (For example, He had seen her before.</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as, on the other hand, in contrast, or as a consequence), and ellipsis.</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>

<p>Punctuation</p>	<p>Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Capital letters for names and the personal pronoun I</p>	<p>Capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where the letters are missing in spelling and to mark singular possession in nouns (for example, the girl's name)</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>Use of inverted commas and other punctuation to indicate direct speech (for example a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, "Sit down!")</p> <p>Apostrophes to mark plural possession (e.g. the girl's name, the boys' boots)</p> <p>Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses (for example: It's raining; I'm fed up)</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)</p>
<p>Terminology</p>	<p>Letter capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>	<p>verb tense (past, present), adjective Noun, noun phrase Suffix Apostrophe Comma Compound Statement, question, exclamation, command</p>	<p>word family, conjunction, adverb, preposition, direct speech, inverted commas (or speech marks, consonant, consonant letter vowel) vowel letter, clause, subordinate clause</p>	<p>pronoun, possessive pronoun, adverbial, determiner</p>	<p>relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, cohesion, ambiguity</p>	<p>active and passive, subject and object, hyphen, antonym, synonym, colon, semi-colon, bullet points ellipsis</p>