Grammar and Punctuation Policy

Aim

The aim of the policy is:

- To establish an entitlement for all pupils;
- To establish expectations for teachers;
- To promote continuity and coherence across the school;
- To state the school's approaches to this subject in order to promote a public understanding of the curriculum.

Introduction

At Yohden Primary School we believe that Grammar and Punctuation are fundamentally important skills, necessary for effective learning across the curriculum.

Grammar is the study of the organisation of language - both written and spoken. It involves taking language structures apart in order to see the ways in which we can communicate effectively for different purposes. The purpose of grammar teaching is to enable pupils to become conscious of patterns in 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.

Entitlement and Curriculum Provision

The National Curriculum is used as a basis for teaching and learning in English at Yohden Primary School. This provides a clear developmental programme for the introduction and acquisition of knowledge about Grammar and Punctuation. The Literacy sessions are well suited to the practical development of this knowledge through sentence level work provided in the teaching sequences based on the Primary Framework.

At Yohden, we have developed a year by year programme of study outlining what is to be taught in terms of Grammar and Punctuation therefore ensuring consistency and continuity across the school.

Inclusion

Teachers set high expectations for all pupils at Yohden Primary School but are also aware of the requirements of equal opportunities legislation that covers race, gender and disability. A minority of pupils will have requirements which arise as a consequence of Special Educational Needs, disability or learning English as an additional language. Teachers at Yohden take account of these requirements and make provision, where necessary, to support this diverse group of pupils.

Teaching and Learning

To teach pupils about grammar and punctuation, the emphasis is on the close consideration of examples of language in use, including pupil's 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. This will in turn, enable them to develop more control and choice in their use of spoken and written language.

The role of the teacher:
- To provide direct teaching and accurate modelling;
- To follow the agreed programme of study;
- To provide an effective resources which promote a developing understanding of Grammar and Punctuation
- To provide a stimulating classroom environment which supports learning in Grammar and Punctuation
- To observe and monitor progress and determine targets for development.

The learning environment should include:
- Caterpillar writing prompts (EYFS, KS1)
- Word class definitions
- Word class colour posters
- Punctuation pyramids
- Examples of pupils investigations
- Access to dictionaries and thesauri

At Yohden Primary School we ensure that children learn the accurate terminology concerned with Grammar and Punctuation and support them in transferring grammatical knowledge into independent reading and writing.

Within the teaching sequences based on the Primary Framework, the objectives related to Grammar are located within sentence level work. Teachers also use the school's agreed programme of study to support teaching and learning. Shared reading and writing provide a helpful context for the discussion and demonstration of grammatical features at word level (morphology), sentence level (syntax), and text level (conventions of style and organisation). Guided reading and writing provides opportunities for the pupils to focus on specific aspects of grammar and punctuation, while independent activities provide contexts for investigations and applications of grammatical knowledge in pupil's own writing.

Where appropriate, children may participate in exercises related to Grammar and Punctuation but the main emphasis is on transferring grammatical knowledge into independent reading and writing.

Assessment and Recording

Assessment of Grammar and Punctuation is mainly undertaken when levelling writing against the Assessment Focuses of APP. Teachers ensure at least 2 or 3 pieces of levelled work each half term. Work in literacy will focus on key learning objectives about Grammar and Punctuation and on pupils' errors as they arise.

Grammar and Punctuation Programme of Study

	Word Structure	Sentence Structure	Text Structure	Punctuation	New Terminology for pupils
Year 1	Regular **plural noun suffixes** –s or –es (e.g. *dog, dogs; wish, wishes*) **Suffixes** that can be added to **verbs** (e.g. *helping, helped, helper*) How the **prefix** *un*– changes the meaning of **verbs** and **adjectives** (negation, *e.g. unkind*, or undoing, *e.g. untie the boat*)	How **words** can combine to make **sentences** How *and* can join **words** and join **sentences** Add simple adjectives to describe nouns To write a questions with a ? To write a simple command with !	Sequencing **sentences** to form short narratives Teach the use of present tense with -ing suffix. Teach the use of past tense with -ed suffix.	Separation of **words** with spaces Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Capital letters for names and for the personal **pronoun** *I*	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark adjectives
Year 2	Formation of **nouns** using **suffixes** such as –*ness*, –*er* Formation of **adjectives** using **suffixes** such as –*ful*, –*less* (A fuller list of **suffixes** can be found in the spelling annex.) Use of the **suffixes** –*er* and -*est* to form comparisons of adjectives and adverbs.	**Compound Sentences** **Subordination** (using *when, if, that,* or *because)* and **coordination** (using *or, and,* or *but)* Expanded noun phrases for description and specification (e.g. *the blue butterfly, plain flour, the man in the moon)* **Sentences** with different forms: statement, question, exclamation, command Use of pronouns I we it she he me they my us our her him	The consistent use of **present tense** versus **past tense** throughout texts Use of the **continuous** form of **verbs** in the **present** and **past tense** to mark actions in progress (e.g. *she is drumming, he was shouting)* Information is organised into chunks eg beginning, middle end /opening, middle and conclusion	Capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Commas to separate items in a list **Apostrophes** to mark contracted forms in spelling verb, tense (past, present) When children are ready: it is = it's Tuesday today I am = I'm we will= we'll .... Direct speech marks	verb tense past and present adjective, noun, suffix, apostrophe, comma pronoun

Year 3	Formation of **nouns** using a range of **prefixes**, such as *super–, anti–, auto–* Use of the **determiners** *a* or *an* according to whether the next **word** begins with a consonant or a vowel (e.g. *a rock*, *an open box*) **Word families** based on common **words eg teach teacher** **Beginning to understand the use of spoken** 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*)	Complex Sentences Expressing time and cause using **conjunctions** (e.g. *when, before, after, while, because*), **adverbs** (e.g. *then, next, soon, so*), or **prepositions** (e.g. *before, after, during, in, because of*)	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation In non- fiction use of topic sentences Use of the **perfect** form of **verbs** to mark relationships of time and cause (e.g. *I have written it down so we can check what he said.*)	More controlled use of speech marks to **punctuate** direct speech including the closing punctuation. To separate main and subordinate clauses with a comma (when using a subordinating conjunction to a open a sentence)	word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause
Year 4	The grammatical difference between **plural** and **possessive** *-s* 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*)	Appropriate choice of **pronoun** or **noun** within a **sentence** to avoid ambiguity and repetition Fronted **adverbials** (where the adverbial starts the sentence) e.g Later that day, I heard the bad news. Introduce sandwich complex sentences where main clause is separated by subordinate (dropped in) clause. E.g - The old man, who had grey hair, completed the London Marathon.	Use of paragraphs to organise ideas around a theme Use a range of appropriate **pronouns** or **nouns** across **sentences.** Some attempts to establish simple links between paragraphs.	Accurate use of speech marks to **punctuate** direct speech. Apostrophes to mark singular and **plural** possession (e.g. *the girl's name, the boys' boots*) Use of commas after fronted **adverbials** (e.g. *Later that day, I heard the bad news.*) Use of commas for sandwich complex sentences.	pronoun, possessive pronoun, adverbial, complex,

Year 5	Converting **nouns** or **adjectives** into **verbs** using **suffixes** (e.g. *–ate; –ise; –ify*) **Verb prefixes** (e.g. *dis–, de–, mis–, over– and re–*)	**Relative clauses** beginning with *who, which, where, why,* or *whose* (start with a relative pronoun) *The children, whose parents drove cars, arrived at school earlier.* *Why there were so many incidents of lateness was unclear* *.* Indicating degrees of possibility using **modal verbs** (e.g. *might, should, will, must*) or **adverbs** (e.g. *perhaps, surely*)	Devices to build **cohesion** within a paragraph (e.g. *then, after that, this, firstly*) Linking ideas across paragraphs using **adverbials** of time (e.g. *later*), place (e.g. *nearby*) and number (e.g. secondly) Within paragraphs, contents may be developed around a topic sentence.	Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity (I went to the museum with Alfred, a pensioner, a historian and a friend. Ambiguity - how many people?)	relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity
Year 6	The difference between structures typical of informal speech and structures appropriate for formal speech and writing (e.g. *said* versus *reported, alleged*, or *claimed* in formal speech or writing)	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*) Expanded **noun** phrases to convey complicated information concisely (e.g. *the boy that jumped over the fence is over there,* or *the fact that it was raining meant the end of sports day*) 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)	Linking ideas across paragraphs using a wider range of **cohesive devices**: semantic **cohesion** (e.g. 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 **elision**. Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text	Use of the semi-colon, colon and dash to indicate a stronger subdivision of a **sentence** than a comma. **Punctuation** of bullet points to list information How hyphens can be used to avoid ambiguity (e.g. *man eating shark* versus *maneating shark,* or *recover* versus *re-cover*)	active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points