

Christchurch Grammar and Punctuation Policy 2015

There are four main purposes to this policy:

- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- 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 the curriculum.

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 in 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

The National Curriculum gives a clear developmental programme for the introduction and acquisition of knowledge about grammar and punctuation.

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.

The role of the teacher:

- to provide direct teaching and accurate modelling;
- to provide resources and an environment which promotes a developing understanding of grammar and punctuation;
- to observe pupils, monitor progress and determine targets for development.

Grammar is not solely about learning terminology, although children should be introduced to terminology from early on and become fluent in using the correct terminology as a means of communicating their knowledge. The use of terms to discuss language is helpful but is not an end in itself. Many pupils become adept at repeating terms they have heard, but remain unable to transfer grammatical knowledge into independent reading and writing.

Grammar should be taught explicitly (terminology and concepts) and children should be able to apply them to examples of real language through writing composition across the curriculum.

Grammar and punctuation will not solely be taught through exercises. Grammar and punctuation will be taught in context to give meaning and contextualisation. SPAG tricks books should be used daily to teach key grammar and punctuation concepts taught as part of the learning journey where possible.

Shared reading and writing provides 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 writing gives opportunities for the pupils to focus on specific aspects of grammar and punctuation, while the group/independent sessions provide helpful contexts for investigations and application of grammatical knowledge in pupils' own writing. Children are also expected to proof read all work before handing it in and make error correction in green.

Resources

Key school resources have been identified to support teaching including: Christ Church Punctuation and Grammar Scheme of Work, Rising Stars Skills Builders, Rising Stars half termly tests, Springboard Grammar, Alan Peat GYHAP and WES, Pie Corbett Talk for Writing, old Grammar for Writing. Using key resources should ensure a consistency of terminology and approach which will improve the quality of teaching of PAG

Continuity and Progression

Grammar and punctuation from previous year groups will be regularly revisited and built upon year by year.

Foundation Stage

Pupils expect written text to make sense and they recognise sentences in their shared reading of texts and in their own play and experimental writing. They write simple sentences based on speech and begin to use significant punctuation, for example capital letters for their own name and at the beginning of a sentence.

Key Stage 1

At Key Stage 1 the emphasis is on developing pupils' general awareness of language, both written and spoken. 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 structures in their own writing. Some punctuation marks are used in context. More complex sentences are developed through the use of an increasing range of conjunctions.

Key Stage 2

In Years 3 and 4 pupils are introduced to the grammatical functions of different types of word and they begin to explore how sentences are constructed. There is a broader 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 punctuation marks occurs and this is reflected by their use in pupils' writing. However, care should be taken that punctuation is taught within the context of what is being read and what the pupils need to use in their own 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 text-types for a range of different purposes and audiences. 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.

Assessment and recording

Assessment of grammar and punctuation is undertaken through continuous formative assessment using conferencing and marking strategies to see if what is being taught is systematically and accurately applied within a child's own writing and whether a child can talk about their and others writing . Independent gap tasks on green paper will be given to children at a distance from the grammar and punctuation technique taught to check understanding and retention. A summative half termly test using Rising Stars also provides information to inform teacher judgements.

Monitoring

Work scrutinies and learning walks support monitoring in this area. SENCO/Inclusion Manager ensures that provision mapping supports pupils who are in need of support in this area. Pupil Progress meetings each term provide opportunities to discuss interventions and impact.

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