

WHITEFIELD PRIMARY SCHOOL

Grammar and Punctuation Policy



Adopted: March 2015

Review date: March 2018

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Grammar and Punctuation Policy

This policy exists:

- 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.

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

Grammar and punctuation is taught mainly through 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 areas for development;

Grammar is not about learning terminology. 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.

Shared and guided reading and writing and reciprocal reading 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 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.

Grammar and punctuation is taught following the National Curriculum. Additional resources are available from 'Grammar Bug' (Pearson) .

Grammar and punctuation will not be taught through decontextualised exercises. It will be taught through specific instruction in a meaningful context.

Continuity and Progression

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 taught 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. Punctuation is used in context. More complex sentences are developed through the use of an increasing range of connectives and sentence structures.

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 more complex sentences are constructed. Explicit teaching of a wider range of punctuation marks occurs and this is reflected by their use 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 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.

Learning Environment

The learning environment must be print rich and provide appropriate support for age related learning of punctuation and grammar. Examples of teachers' and childrens' writing demonstrating appropriate age related use of grammar and punctuation should be displayed on working walls.

Assessment and recording

Formative Assessment

Assessment of grammar and punctuation is undertaken using conferencing and marking strategies which will inform next steps in learning.

Summative Assessment

Children will take summative termly tests which will be analysed and used to inform next steps for learning.

Head teacher

March 2015

Chair of Governors

(This Policy will next be reviewed in March 2018)