

*Grammar and Punctuation
Policy and Scheme of Work*



*Thorn tree Primary School
2016 - 2017*

Thorntree Grammar and Punctuation Policy and Scheme of Work

Overview

Grammar and punctuation are taught both within daily English lessons and throughout the entire creative curriculum, further contributing to English holding a special place in all teaching. Both verbally and in writing our children are encouraged to apply grammatically correct structures to language use, understanding the difference between their own every-day language and 'writer's language', so that verbal and written compositions are of a consistently high quality.

Aims

We want children to develop a confident understanding of grammar and punctuation at each stage of their primary education, applying their knowledge accurately to a wide range of tasks and purposes. They should:

- understand the vocabulary linked to grammar and punctuation relevant to their year group;
- be able to write grammatically correct structures for a variety of audiences and purposes;
- acquire carefully taught habits of checking their use of grammar;
- recognise the uses and purposes of a range of punctuation marks.

Objectives and Implementation

The use and application of grammar rules and punctuation is taught within the daily English lesson. In the Foundation Stage and Key Stage 1, teachers introduce the vocabulary and concepts that act as a foundation for the subsequent development of skills and understanding, and which are imperative in the construction of simple verbal and written compositions. This teaching occurs naturally as part of the daily 'Read Write Inc' sessions through both reading and writing activities.

In Key Stage 2, each English lesson begins with a grammar and punctuation focussed starter activity, providing children with specific time to learn, apply and develop their grammatical understanding and use of punctuation. This approach is also adopted for any children in Key Stage 1 who successfully complete the RWI programme and participate in more 'formal' English lessons.

'The Model English Curriculum' (produced by the MSTA Working Party) outlines an overview of the end of year objectives in grammar and punctuation for each year group (or paired year group) in line with the updated 2015 curriculum, in addition to an overview of how these objectives are to be achieved.

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Ongoing Assessment

In Key Stage 1 achievement and progression in grammar and punctuation will be monitored daily as part of the Read Write Inc. programme, where assessments will inform teachers' understanding of children's strengths and areas for development.

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Reception and Year 1

Grammar

- leave spaces between words when writing a sentence
- use capital letters for proper nouns (including people, places and days of the week)
- use a capital letter for the pronoun 'I'
- join sentences using the conjunction 'and'
- understand the meaning of 'noun', 'verb' and 'adjective'

Punctuation

- punctuate sentences with a capital letter and a full stop
- punctuate sentences using a question mark and exclamation mark

Key Vocabulary

letter	exclamation mark
sentence	noun
capital letter	verb
full stop	adjective
question mark	

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Year 2

Grammar

- recognise different forms of sentence (statement, question, command, exclamation)
- use expanded noun phrases to add detail/specify
- use a range of conjunctions to join ideas (eg. and, but, so, because, if, when, that)
- use standard written English (verbally and in writing)
- understand the meaning of 'noun', 'verb', 'adjective', 'adverb', 'pronoun' and 'phrase'
- use correct tense in writing
- use progressive forms of verbs to show when an action is in progress (eg. 'She *is swimming*' or 'They *are going*') - accurate verb phrases

Punctuation

- punctuate sentences with a capital letter and a full stop accurately
- punctuate sentences using a question mark and exclamation mark and commas in a list
- use an apostrophe for contraction (eg. he's, didn't they're)
- use an apostrophe for single noun possession (eg. Amy's teddy bear, John's book)
- use inverted commas to punctuate speech

Key Vocabulary

all vocab from Y1 SoW	comma
apostrophe	inverted comma (NOT speech mark)
conjunction	noun phrase
verb phrase	question
command	exclamation
statement	

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Year 3

Grammar

- use conjunctions, adverbs and prepositions to express time, place and cause within a sentence
- use expanded noun phrases to describe and specify details
- use standard written English (verbally and in writing)
- understand the meaning of 'noun', 'verb', 'adjective', 'adverb', 'pronoun', 'phrase' and 'preposition'
- use fronted adverbials
- use a wider range of conjunctions (eg. also, before, after, even though)
- use present perfect form of verbs (ie. use of auxiliary verbs - He *has lived* there for many years... I *have been listening* all of the time)

Punctuation

- punctuate sentences accurately with capital letters, full stops, question marks, exclamation marks, commas in a list, apostrophe for contraction and apostrophe for single noun possession (eg. Amy's teddy bear, John's book)
- increase accuracy of speech punctuation, including inverted commas, commas, question marks and exclamation marks
- use commas to add a subordinate clause within a sentence
- use a comma after a fronted adverbial

Key Vocabulary

all vocab from Y2 SoW	names of punctuation marks
main clause	subordinate clause
fronted adverbial	tense (past and present)
preposition	direct speech

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Year 4

Grammar

- choose nouns and pronouns appropriately for clarity, cohesion and to avoid repetition
- expand noun phrases using adjectives and prepositions
- identify and use compound and complex sentences
- use a wider range of conjunctions to link ideas (eg. whilst, although, however, in addition, due to)
- use reported speech
- understand the meaning of 'noun', 'verb', 'adjective', 'adverb', 'pronoun', 'phrase', 'preposition', 'clause', 'pronoun' and 'determiner'
- identify phrases and clauses within a sentence (including main clause and subordinate clause)

Punctuation

- punctuate sentences accurately with capital letters, full stops, question marks, exclamation marks, commas in a list, apostrophe for contraction and apostrophe for single noun possession (eg. Amy's teddy bear, John's book)
- further increase accuracy of speech punctuation, including inverted commas, commas, question marks and exclamation marks
- use commas more accurately to add a fronted adverbial and subordinate clauses within a sentence

Key Vocabulary

all vocab from Y3 SoW	determiner
pronoun	direct and reported speech
compound sentence	complex sentence

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Year 5

Grammar

- choose nouns and pronouns appropriately for clarity, cohesion and to avoid repetition and ambiguity
- use a range of devices to build cohesion within a paragraph (including conjunctions, eg. in addition to, on the other hand, further to, and fronted adverbials)
- identify and use compound and complex sentences, including fronted adverbials (using the appropriate vocabulary of main clause and subordinate clause)
- use relative pronouns (eg. who, that, which) and relative clauses to specify details
- indicate degrees of possibility using adverbs and modal verbs
- use expanded noun phrases to convey complicated information concisely

Punctuation

- punctuate sentences accurately with a wide range of punctuation marks
- use more specific and accurate speech punctuation
- use commas accurately to add a fronted adverbial and/or subordinate clause within a sentence
- use commas to clarify meaning and avoid ambiguity within a sentence (eg. parenthesis, subordinate clauses, relative clauses)
- use commas, brackets and dashes to indicate parenthesis
- use semi-colons to separate clauses within a compound sentence

Key Vocabulary

all vocab from Y4 SoW	brackets
dash	parenthesis
semi-colon	ellipsis
modal verb	

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Year 6

Grammar

- choose nouns and pronouns appropriately for clarity, cohesion and to avoid repetition and ambiguity
- use a range of devices to build cohesion within a paragraph (including conjunctions, eg. furthermore, including, for example, especially; fronted adverbials; and repetition of key words and phrases)
- identify and use compound and complex sentences with appropriate vocabulary
- use relative pronouns (eg. who, that, which) and relative clauses to specify details
- indicate degrees of possibility using adverbs and modal verbs
- use expanded noun phrases to convey complicated information concisely
- recognise degrees of formality in speech and in writing, including subjunctive forms (eg. to emphasise importance or urgency)
- use passive verbs to manipulate the presentation of information within a sentence
- use vocabulary associated with grammar and punctuation accurately and confidently

Punctuation

- punctuate sentences accurately with a wide range of punctuation marks
- use commas accurately to add a fronted adverbial and/or subordinate clause within a sentence, clarifying information and avoiding ambiguity
- use commas, brackets and dashes to indicate parenthesis
- use semi-colons to separate clauses within a compound sentence
- use a colon to introduce a detailed list, followed by semi-colons to separate items
- use bullet points when appropriate to concisely list information
- use hyphens to avoid ambiguity (eg. a man eating shark/a man-eating shark)

Key Vocabulary

all vocab from Y5 SoW	colon
hyphen	relative pronoun
active	passive

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Gifted and Talented Children

These children are highlighted through both formal and informal assessment and teachers plan work accordingly.

Teacher Role

All teachers are responsible for the planning and teaching of grammar and punctuation. They follow the Medium Term plans provided by the Literacy Co-ordinator. Teachers need to have a clear understanding of the objectives being taught and to share them with the children. Teachers should aim to:

- make clear what is expected of the children;
- use the skills learnt in the English and apply them in other subjects.

Co-ordinator's Role

The co-ordinator is responsible for raising standards in English and for monitoring teaching and learning across the school. The co-ordinator is available to offer support and help as necessary and to raise staff awareness of new national initiatives.

Governors

Governors are invited in to observe English lessons to see how English is being delivered in Thorntree Primary School. They also receive invitations to any special events that take place (such as book week). Furthermore, governors are informed about any major changes regarding English and also receive copies of the policies.

Assessment

Assessment is an ongoing process. Termly formal assessments are made using the National Curriculum levels. A portfolio of children's work is also kept. In the summer term SATs testing and non-statutory SATs take place. In addition to formal assessment teachers are expected to make judgments about progress in writing through the use of regular APP routines.

Children with Special Needs

Children who are experiencing learning difficulties will be identified and placed on the SEN register. An IEP (Individual Education Plan) will be devised and implemented. Outside agencies will be called upon for advice and support.

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Parental Involvement

Parents are consulted about targets set for each child during parent, pupil and teacher consultations. Parent courses are run to help parents support their children. Spellings are incorporated in the children's homework in a variety of ways.

Entitlement/Equal Opportunities

Thorntree School endeavours to ensure that all children have equal access to the curriculum irrespective of race and gender. The school provides learning environments that enable all pupils to make progress and participate fully in activities.

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