



St. Columba's Catholic Primary School

Grammar and Punctuation Policy

FOCUS ON THE TEACHING OF GRAMMAR, NOT THE TESTING OF GRAMMAR

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 in writing 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. This will be reinforced through cross curricula Literacy.

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. A multi-sensory approach will also need to be followed.

The Role of the Teacher:

- to provide direct teaching and accurate modelling, especially spoken language;
- 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.

Children's understanding and use of grammatical terminology is helpful when discussing the effectiveness of language but its acquisition is not an end in itself.

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.

Teachers distinguish between the teaching objectives listed for a particular term and the learning objectives for individual pupils or groups of pupils.

CONTINUITY AND PROGRESSION

Foundation Stage

Pupils begin to 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 connectives and punctuation.

Key Stage 2

In Year 3 and Year 4 pupils 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 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. 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.

THE LEARNING ENVIRONMENT

Classrooms use a range of stimuli including working-walls, IWB saved Notebook material, wall charts, grammatical word banks and examples of pupils' investigations to stimulate and provide information. Pupils have good access to a range of appropriate dictionaries and thesauruses. All staff throughout school has a shared responsibility to model accurate use of spoken language.

THE ROLE OF PARENTS AND CARERS

Whilst teachers recognise that the correct use of grammar and punctuation is of great importance in order to communicate meaning clearly, it is important that become over-concerned about inaccurate usage in their child's writing. The approach to the identification of incorrect usage and remedial procedures is outlined in the marking policy. A grammar or punctuation focus is sometimes set for homework in order to consolidate or develop work covered in the classroom.

ASSESSMENT AND RECORDING

Assessment of grammar and punctuation is mainly undertaken using conferencing and marking strategies set within the daily teaching and marking routines. Work in the English lesson will often focus on key learning objectives and is also carried out on a more informal basis as a part of the daily teaching routine where often pupils' misconceptions and misuse of grammar or punctuation will be addressed as they arise. Individual or group targets will be set and reviewed where appropriate. Teachers give explicit feedback regarding the successful strategies used and knowledge employed. Children with significant difficulties with grammar or punctuation will have targets drawn up as part of an IEP.

CONCLUSION

Through following the guidance in this policy for Grammar and Punctuation, the staff at St Columba's Catholic Primary School endeavour to meet the aims and objectives as laid down at the outset of this policy document.

Policy agreed by Governors on	May 2015
Signature of Chair of Governors	<i>Mrs J Simms</i>
Signature of Head Teacher	<i>Miss M Evans</i>
Date to be reviewed	May 2016