



FERNDALE PRIMARY
SCHOOL

Grammar and punctuation.

2015

Grammar and Punctuation Policy

There are three main purposes to this policy:

- To establish an entitlement for all pupils.
- To establish expectations for teacher of this subject.
- To promote continuity and coherence in writing across the school.

➤ 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 indented 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. The format of Literacy sessions is well

suitable to the practical development of this knowledge through the sentence level provided in the national literacy strategy.

➤ **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 pupil's 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 promoted 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.
- To follow Ferndale Primary school scheme of work to ensure continuity. (Recorded in the folder ready to hand up to the next teacher/September 2014).

Within the National Literacy Strategy, the objectives relating to grammar are located within sentence level work. Shared reading (new reading assessment trial/white folders including new levelling system/October 2013)and writing provides a helpful context for discussion and demonstration of grammatical features at word level, sentence level gives opportunities for the pupils to focus on specific aspects of grammar and punctuation, while the group/independent sessions provide helpful contexts for investigation and application of grammatical knowledge in pupils own writing.

The National Literacy Strategy Framework offers many opportunities to revisit and consolidate particular aspects of work at sentence level. Teachers distinguish between the

teaching objectives listed for particular term and learning objectives for individual pupils or groups of pupils or class.

Continuity and Progression

Foundations Stage

Pupils begin to expect written text to make sense and they recognise sentence 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 pupil's 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 use in context. More complex sentences are developed through the use of an increasing range of connectives.

Key stage 2

In year 3 and 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 names of parts of speech) but on discovering their function, i.e. what words

can be made to do. Explicit teaching of a wide 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 year 5 and 6 this basic knowledge is extended through the close reading and discussion of carefully chosen examples from a 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, wall charts, grammatical word banks and examples of pupil's investigations to stimulate and provide information. Pupils have access to a range of appropriate dictionaries and thesauruses.

The role of parents and carers

Whilst teacher recognise that the correct use of grammar and punctuation is of great importance in order to communicate meaning clearly, it is important that parents do not become over concerned about inaccurate usage in their child's writing. The grammar of 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. Working in the literacy lesson will often focus on key learning objectives and is also carried out on a more informal basis and part of the daily teaching routine where often pupil's misconceptions and misuse of grammar or punctuation will be addressed as they arise. Individual targets will be set and reviewed where appropriate. Teachers give explicit feedback regarding the successful strategies used and knowledge employed. The children will also peer assess, self assess and teacher marked which will also give feedback.

Children with significant difficulties with grammar or punctuation will have targets drawn up as part of an IEP.