



Date	Minute number	Amendments	signed

Grammar and Punctuation Policy

The vision of the school

'Learning and Growing Together'

Is underpinned by our school's core values of Hope, Friendship, Forgiveness, Perseverance, Respect, and Honesty.

We nurture the tiny seeds (that are each individual child and our community) to grow into the mighty tree, as Jesus describes the Kingdom of Heaven (Parable of the Mustard Seed- Matthew 13)

Individuals flourish in a school which is a safe, respectful and welcoming Christian community.

Learning-

we develop our wisdom, knowledge and skills

Growing-

in our character development, hope, aspiration, resilience and social action

Together-

so our community can live well together, showing dignity and respect.

Intent

St. Oswald's school believes that Grammar and Punctuation is an essential skill that allows children to communicate their understanding in all curriculum subjects. Grammar is concerned with the way in which sentences are used in spoken language, in reading and in writing. It is also about developing 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.

Understanding the concept of a sentence and manipulation of different sentence types is a key factor in ensuring children's progress in writing. It allows children to become more

confident and versatile in their use of language. Punctuation helps readers make sense of written texts and helps writers convey their meaning accurately.

'The grammar of our first language is learnt naturally and implicitly through interactions with other speakers and from reading. Explicit knowledge of grammar is, however, very important, as it gives us more conscious control and choice in our language. Building this knowledge is best achieved through a focus on grammar within the teaching of reading, writing and speaking. Once pupils are familiar with a grammatical concept [for example 'modal verb'], they should be encouraged to apply and explore this concept in the grammar of their own speech and writing and to note where it is used by others. Young pupils, in particular, use more complex language in speech than in writing, and teachers should build on this, aiming for a smooth transition to sophisticated writing.' (National Curriculum 2014 Appendix 2)

Aims:

In order for pupils to use and develop their grammar and punctuation knowledge, grammar and punctuation is taught actively and explicitly in all lessons with the understanding that it will enable learners to: control and use language to meet the needs of the purpose and audience, control sentence structure for impact and to proof read, edit and revise their writing.

Children need to know: what a sentence is, that they can't always write the way they speak, that grammar and punctuation changes according to text type and purpose, that grammar and punctuation can be manipulated for effect and to talk about grammar as a language.

In each class, Grammar and Punctuation is taught as part of a planned whole-school programme, following the 2014 Primary Curriculum – see 'English Appendix 2: Vocabulary, grammar and punctuation' for each Year group.

This table sets out when concepts should first be introduced, not necessarily when they should be completely understood. It is important to recognise that having being 'exposed' to a concept, children may still not understand that concept by the end of the academic year. It is therefore important that content in earlier years be revisited in subsequent years to consolidate knowledge and build on pupils' understanding.

Implementation of Grammar and Punctuation.

To follow the school's grammar and punctuation policy enabling every child to develop as a confident and independent writer.

To use the progression maps for grammar and punctuation to ensure concepts are revisited and understood.

To create a learning ethos and environment that promotes confidence – classrooms display wall charts, grammatical word collections and examples of pupils' investigations to stimulate, support and provide information. Pupils have good access to a range of appropriate dictionaries and thesauruses. Working walls stipulate current year group grammar and punctuation together with areas that are revisited from previous years.

To provide direct teaching and accurate modelling of grammar and punctuation.

To ensure that all pupils are suitably challenged and engaged in fun, fast paced learning.

To ensure that children have the time to talk about and discuss language choices.

To ensure that children can explain the choices they have made and how they impact upon the reader.

To observe pupils, monitor and assess their progress and development, through questioning, differentiated tasks and regular developmental marking.

Continuity and Progression

In Reception, the accurate use of grammar in speech and writing is consistently modelled from the outset. Children learn the difference between numbers, letters and words. They learn what makes a simple 'sentence' and, through whole class and small group teaching, they are 'exposed' to a range of punctuation such as capital letters and full stops.

In Years 1 to 6, grammar and punctuation are taught as part of a planned whole-school programme, following the 2014 Primary English National Curriculum – see 'English Appendix 2: Vocabulary, grammar and punctuation'.

5. Planning

Following the 2014 Primary Curriculum (English) requirements, teachers identify and plan for grammar and punctuation teaching, using the following key principles:

Exploration of and response to examples in texts used – considering the way writers use grammar and punctuation to impact on readers. (Taught in ERIC lessons and discrete reading lessons)

Sentence games and word play activities to embed and play about with the language and feature.

Use of examples as models (such as the model text) to experiment with and provide initial scaffolds.

EYFS, Y1 and Year 2 – follow the Jolly Phonics Grammar programme and Year 3 to Year 6 – follow the No Nonsense Grammar programme together with other resources at the teachers discretion to ensure coverage. Consistent use of terminology - see 2014 Primary Curriculum (English) glossary p80-98.

Direct and explicit teaching of grammatical features relevant to the writing and introduced at the appropriate time.

Sufficient time to review and rework editing through improvement time

SPAG is taught as part of the English lesson - other opportunities may be:

Oral/mental starters within English lessons

Phonics sessions

Spelling lessons

Early morning work

Homework

Impact

Teachers assess the development of children's grammar and punctuation through observed application in their written work and speech. Often, success criteria within a literacy lesson will be grammar based (as stipulated on the WALT/ L.O and WILF), enabling teachers to formally assess whether children are successfully applying what they have been taught.

Opportunities to address any problems or misconceptions are provided through regular developmental and Assessment for learning marking (see marking policy).

Intervention

Where pupils have made limited progress, a targeted programme is required. Individual programmes for teaching and support are drawn up as appropriate by the teacher in consultation with the SENCO and the parents. SEN children may follow specific programmes.

Links to other Policies

- English Curriculum statement
- English Policy / Spelling Policy
- Phonics Policy
- SEND Policy
- Marking Policy

Equality Act 2010

Protected Characteristics

At St Oswald's we have a due regard to eliminate discrimination, harassment or victimisation when we teach Grammar and Punctuation. We aim to remove or minimise any disadvantage connected to a relevant protected characteristic.

We tackle prejudice within Grammar and Punctuation and promote understanding. We do not treat anyone differently based on the following protected characteristics; Age, disability, sex, race, pregnancy/maternity, marriage/civil partnership, sexual orientation, religion and/or belief, gender reassignment.

All learning and teaching in Grammar and Punctuation is accessible for all.

Assessment

In Grammar and Punctuation, we assess through a variety of different ways. We use formative assessment using activities which we can integrate into children's learning; quizzes, recall knowledge Mats, diagrams, videos, recordings, mind mats, etc...

We assess what the children already know and then at the end of the topic/unit we assess what knowledge the children have attained.

This is then recorded termly onto I track enabling the next class teacher to be able to view the knowledge the child and/or cohort have acquired and then what specific knowledge gaps there are in order for them to direct their teaching.

Monitoring of the Policy

This policy will be monitored by the English Subject Leader. Its implementation will be monitored during each academic year.

Policy Review

The policy will be reviewed in July 2024