

Together, as God's family we are learning through love, forgiveness, respect and courage to use our unique gifts challenging and transforming our world.

INTENT

- To provide all children with the opportunity to become a confident writer.
- To ensure continuity and consistency in the teaching of grammar, punctuation and spelling across the school.

A secure understanding of grammar, punctuation and spelling helps children to become more proficient and confident writers. It provides them with the tools needed in order to craft effective writing, matched accurately to its intention. Through the teaching of grammar, punctuation and spelling, children learn to select language in order to make their writing effective and suited to audience and purpose.

IMPLEMENTATION

Learning effective tools for writing is a developmental process. At St William of York, grammar, punctuation and spelling is taught explicitly using a range of strategies and approaches throughout the reading and writing teaching sequence. Children are taught to identify grammatical techniques in authors' writing that has been carefully selected by the class teacher. High quality and well-planned modelled writing that is produced by the teacher may also be used. Children are encouraged to find patterns in the given examples and participate in discussions about the purpose and effectiveness of the punctuation and grammar within the text.

Children then have the opportunity to rehearse their composition through the use of Oracy based activities and the sharing of sentence level work produced as a class, as a group or as individuals. The children receive constant and consistent feedback (both oral and written) throughout composition lessons. These techniques are applied in independent extended writing opportunities.

The school's thematic curriculum supports the teaching grammar, punctuation and spelling and children develop techniques suited to topic related writing. This learning is supported through active use of a writing working wall, which displays contextualised examples of newly taught grammar, punctuation and spelling techniques. It is essential that children understand that careful use and a good understanding of grammar, punctuation and spelling enhances all writing across the curriculum. This means that teaching is in the context of relevant resources and materials. Alongside this, teachers provide additional opportunities to develop grammar, punctuation and spelling skills, which may be through a separate discrete lesson, where necessary.

Children engage with the learning platform Emile to enhance their learning of new spelling patterns. Through a variety of teacher led lessons, fun and engaging spelling games and rigorous assessments through the program's app, the children are able to make rapid progress towards accurate spelling.

There is a clear progression of skills related to the teaching of grammar, punctuation and spelling. This progression is followed rigorously and as this is a developmental skill, the progression is used to meet the needs of all learners.

PLANNING FOR LEARNING

The teaching of grammar, punctuation and spelling is of high priority in school. As far as possible, learning is contextualised and purposeful and children regularly review and revisit grammar, punctuation and spelling rules within all areas of the curriculum. The school's English planning format is used to show learning intentions.

In Foundation Stage, children learn about:

- Using correct personal pronouns in speech.
- Leaving spaces between words.
- Recognising capital letters and full stops in their own reading and beginning to use them in writing.
- Using a capital letter to write their own name and in use of the personal pronoun 'I'

Children are taught the following technical vocabulary alongside this learning:

- word, space, sentence, letter, capital letter, full stop.

Year 1

Children learn:

- How words can combine to make sentences.
- Sequencing sentences to form short narratives.
- Leaving spaces between words.
- Using the word '*and*' to join words and join clauses.
- Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
- Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.

Children are taught the following technical vocabulary alongside this learning:

- word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.

Year 2

Children entering Year 2 are assessed on their ability to apply their learning from Year 1. Previous learning is revised and new learning is planned. Children learn:

- How to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and to mark singular possession.
- How to use sentences with different forms: statement, question, exclamation, command.
- How to use expanded noun phrases to describe and specify; e.g. *the blue butterfly*.
- Using subordination (using *when, if, that, or because*) and co-ordination (using *or, and, or but*).
- Using correct choice and consistent use of present tense and past tense throughout writing.
- Use of the progressive form of verbs in the present and past tense.

Children are taught the following technical vocabulary alongside this learning:

- Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, verb, tense (past, present), adverb, apostrophe, comma.

Years 3 and 4

Children entering Year 3 are assessed on their ability to apply their learning from Key Stage 1. Previous learning is revised and new learning is planned.

Children learn to:

- Use paragraphs to group related material.
- Use headings and sub-headings to aid presentation.
- Use the present perfect form of verbs instead of the simple past.
- Extend the range of sentences with more than one clause, by using a wider range of connectives e.g. *when, if, because, although*.
- Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.
- Use paragraphs to organise ideas around a theme.
- Choose nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition.
- Use conjunctions, adverbs and prepositions to express time and cause.
- Use fronted adverbials.
- Use commas after fronted adverbials.
- Indicate possession by using the possessive apostrophe with plural nouns.
- Use of inverted commas and other punctuation to indicate direct speech.

Children are taught the following technical vocabulary alongside this learning:

Year 3

- word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel letter, consonant letter vowel, clause, subordinate clause.

Year 4

- determiner, pronoun, possessive pronoun, adverbial.

Years 5 and 6

- On entering year 5 children are assessed on their ability to apply their learning from Lower KS2. Previous learning is revised and new learning is planned.

Children learn to:

- Recognise vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive.
- Use the passive voice to affect the presentation of information in a sentence.
- Use modal verbs or adverbs to indicate degrees of possibility.
- Use relative clauses beginning with *who, which, where, why* or *whose*.
- Use devices to build cohesion within a paragraph .
- Link ideas across paragraphs using adverbials of time, place, and number or tense choices.

- Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, use of adverbials and ellipsis.
- Use layout devices, such as headings, subheadings.
- Use commas to clarify meaning or avoid ambiguity in writing.
- Use hyphens to avoid ambiguity.
- Use brackets, dashes or commas to indicate parenthesis.
- Use semi-colons, colons or dashes to indicate a stronger sub-division of a sentence than a comma.
- Punctuate bullet points consistently.

Children are taught the following technical vocabulary alongside this learning:

Year 5

- relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, cohesion, ambiguity.

Year 6

- active and passive voice, subject and object, hyphen, synonym, antonym, ellipsis, colon, semi-colon, bullet points.

HOMEWORK AND TESTING

Children are expected to engage in the learning platform Emile at least 3-4 times a week and this is closely monitored by the teachers. Teachers may choose to set grammar, punctuation and spelling related homework. This is in line with the school's homework policy.

SPECIAL EDUCATIONAL NEEDS

Children identified as working below age related expectations receive an adapted curriculum so that all children are able to achieve; teachers plan for this using the progression of skills. Additional support may be offered through the Emile platform, where this is appropriate.

ASSESSMENT AND RECORDING

Grammar, punctuation and spelling errors are marked in accordance with the school's Marking Policy. Children's understanding of grammar, punctuation and spelling is assessed by their independent application of skills through extended writing opportunities within the writing process.

Spelling is assessed through the Emile app and gaps in learning are addressed through additional practise and support.

This policy should be read in conjunction with all our English policies procedures and practice.