



# Rush Green Primary School

Record Retention and Deletion  
Policy



Rush Green Primary

## Rush Green Primary School Grammar and Punctuation Policy

### **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 constructed to help give words their sense. The purpose of grammar teaching is to enable pupils to become conscious of patterns of language which they 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. The structure of the Literacy lesson is well suited to the practical development of this knowledge, through the sentence level work provided in the National Literacy Strategy Framework including the document Grammar for Writing.

#### **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.

The role of teaching staff:

- 1) To provide direct teaching and accurate modelling.
- 2) To provide resources and an environment, which promotes a developing understanding of grammar and punctuation.
- 3) To observe pupils, monitor progress and determine targets for development.

Grammar and punctuation can be taught through exercises, investigation, problem-solving, language play and a growing awareness of and interest in how language works. Children learn grammar as an integral part of learning to speak from the earliest stages. The development of oral language is vitally important in its own right as well as being essential to success in literacy. Teaching staff have a vital role in modelling correct speech and language conventions and must use every opportunity to reinforce this with children.

## **CONTINUITY AND PROGRESSION**

### **Foundation Stage**

Pupils 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. If children are ready, they may be taught elements of the KS2 curriculum.

### **Lower Key Stage 2**

In Years 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 naming of parts of speech) but on discovering their function i.e. what words can be made to do. Explicit teaching 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.

### **Upper Key Stage 2**

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.

At Rush Green Primary School we therefore teach at least one formal grammar lesson each week alongside a variety of sentence types in each year group to ensure children have a variety of types of sentence to use within their written work.

### **The learning environment**

Classrooms use working walls, VCOP, examples of sentence types, pupils' investigations for reference and to stimulate interest in sentence types. Pupils have access to a range of appropriate dictionaries and thesauruses.

### **Assessment and recording**

Assessment of grammar and punctuation is mainly undertaken using marking strategies. Differentiated work in the Literacy lesson, taken from the framework materials, will be recorded in Literacy books and will focus on key learning objectives about grammar and punctuation and occasionally on pupils' errors as they arise.