

Grammar Policy

Our Vision

We believe that the most effective teaching of grammar is that which:

- Introduces grammatical constructions and terminology at a point in the teaching sequence which is relevant to the focus of learning.
- Focuses on effects and constructing meanings.
- Aims to open up a repertoire of possibilities in writing.

These 3 principles underpin the practical approaches and strategies to the teaching of grammar.

Teaching Grammar in Context

Grammar helps us to organise and make shape of what we're trying to say. 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. It is not merely the naming or the learning of a set of arbitrary rules for *correct* English.

Teaching Punctuation in Context

Punctuation helps readers make sense of written texts and helps writers convey their meaning accurately. It chunks text into meaningful units, making a variety of grammatical boundaries and is inextricably linked to grammatical features. The most effective way of teaching punctuation is in context and linked to grammatical structures.

Our Aims

- To ensure that children have the time to talk about and explore language choices.
- To ensure that children can explain their choices they have named and how they impact upon the reader.

How we will achieve this

Planning for the effective teaching of grammar is identified in Literacy weekly and medium term plans and includes:

- Sentence games and word play activities
- Exploration of and response to examples in texts used considering the way writers use grammar and punctuation to impact on readers
- Use of examples as models to experiment with and provide initial scaffolds
- Direct and explicit teaching of grammatical features relevant to the writing and introduced at the appropriate time
- Consistent use of terminology
- Sufficient time to review and rework editing through improvement time.

In Foundation Stage and Year One grammar is taught discretely. Children are given opportunities in continuous provision to apply their understanding and learning. By the end of Year One pupils are taught more formally and produce more extended pieces of writing which are developed through careful scaffolding to develop grammar features. Over the course of a week pupils in year 2-6 will be taught grammar as a focus in specific lessons followed by the opportunity to apply their learning in shared, paired or guided writing and in independent extended writing. These year groups aim to produce a piece of extended writing per week which gives the opportunity for each pupil to self-assess against success criteria.

Progression in Grammar and Punctuation

As a simple overview we will follow these basic steps:

- Teach children to understand the concept of a sentence and how to represent an idea in a sentence.
- Teach children how to use different sentence types to structure and connect ideas in a range of ways. How to add detail by using specific nouns, effective verbs and developing noun, adjectival and adverbial phrases.
- Teach children how to manipulate sentences, linking and expanding ideas in sentences,
- Teach children to use clauses and change word order and how to link sentences within and across paragraphs.
- Teach children to make choices to create effects.

A detailed plan of progression in grammar is attached in appendix A.