



## EYTON CHURCH IN WALES V.C. PRIMARY SCHOOL

# Grammar and Punctuation Policy

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"The Curriculum for Wales guidance is a clear statement of what is important in delivering a broad and balanced education. The four purposes are the shared vision and aspiration for every child and young person. In fulfilling these, we set high expectations for all, promote individual and national well-being, tackle ignorance and misinformation, and encourage critical and civic engagement."

Curriculum for Wales Guidance 2020.

This policy is formed to underpin the four purposes and the statements of what matters, to contribute to our Curriculum for Wales Guidance 2020.

### What Matters

At Eytton V.C. Church in Wales Primary School we want to ensure that our Languages, Literacy and Communication provision enables our learners to be:

- Learners who speak and write effectively are prepared to play a full part in life and work.

### 1. **Teaching and Learning**

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.

Grammar helps us to organise and make shape of what we are trying to say. Understanding the concept of a sentence and manipulation of different sentence types is a key factor in ensuring learners's progress in writing. It allows learners to become more confident and versatile in their use of language. It is not the naming or the learning of a set of arbitrary rules for correct English.

"Given that a key aspect of effective language learning is the willingness to experiment and take risks in trying out new structures, sounds and patterns, learning and experience in this Area can empower learners to be creative and to persevere when facing challenges. Together, these skills can build learners' confidence to grasp new opportunities and to adapt to different roles which in turn can develop them as **enterprising, creative contributors**, ready to play a full part in life and work.

In this Area, languages are seen as a key to social cohesion, which can promote better local, national and global understanding. The aim is to encourage learners to engage critically with languages and literature in order to help them develop not only their own sense of identity, but also an understanding of the relationship between their own cultures and communities and those of other people. This understanding can be deepened as learners are afforded opportunities to learn multiple languages. This linguistic knowledge and these skills are needed to participate confidently and empathetically in society, which contributes to developing learners as **ethical, informed citizens of Wales and the world**.

Engaging with this Area also helps learners to become **healthy, confident individuals, ready to lead fulfilling lives as valued members of society** as the skills promoted through languages, literacy and communication are key to enabling learners to express themselves effectively, to be open to other people's points of view and to develop positive relationships." - Curriculum for Wales 2020 (English Appendix 2)

Punctuation helps readers make sense of written texts and helps writers convey their meaning accurately. It chunks texts 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. Grammar and punctuation knowledge enables writers and speakers to:

- Control and use language to meet the needs of purpose (genre) and audience
- Control sentence structure for impact through: Construction Expansion Manipulation Reduction Transformation
- Proof read, edit and revise their writing

Learners 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 Underpinning all this is having a language to 'talk about grammar'.

## **2. Entitlement and Curriculum Provision**

Grammar and punctuation are taught as part of a planned whole-school programme, following

The Curriculum for Wales Guidance 2020.

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, learners may still not understand that concept by the end of the academic year. It is therefore paramount that content in earlier years be revisited in subsequent years to consolidate knowledge and build on pupils' understanding. Teachers should also go beyond the content set out if, in their professional judgement, they feel it is appropriate for the more able learners.

## **3. Role of the Teacher**

- To follow the school's grammar and punctuation policy enabling every learner to develop as a confident and independent writer.
- To create a learning ethos and environment that promotes confidence.
- 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, interactive learning.
- To ensure that learners have the time to talk about and discuss language choices.
- To ensure that learners 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.

## **4. Continuity and Progression**

Research shows that the most effective teaching of grammar and punctuation 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, not on the feature or terminology itself.
- Aims to open up a repertoire of possibilities, not to teach about 'correct' ways of writing. These three principles underpin the practical approaches and strategies to the teaching of grammar and punctuation at Eyton Primary School. As a simple overview we will follow these basic steps:
- Teach learners to understand the concept of a sentence and how to represent an idea in a sentence.
- Teach learners how to use different sentence types to structure and connect ideas in a range of ways.
- Teach learners how to add detail by using specific nouns, effective verbs and developing noun, adjectival and adverbial phrases.
- Teach learners how to manipulate sentences – linking and expanding ideas in sentences using clauses and changing word order.
- Teach learners how to link sentences within and across paragraphs.
- Teach learners how to make choices to create effects.

**In Early Entitlement/Nursery/Reception**, the accurate use of grammar in speech and writing is consistently modelled from the outset. Pupils 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 inverted commas, 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 Curriculum for Wales Guidance 2020.

## 5. Planning

"Researchers agree that it is more effective to teach punctuation, sentence variety and usage in the context of writing and reading than to approach the topic by teaching isolated skills."

Chin 2000.

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 (quality and purpose) on readers.
  - Sentence games and word play activities to embed and play about with the language and feature.
  - 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, (See Appendix 1).
  - Sufficient time to review and rework editing through improvement time
- The teaching of grammar and punctuation is taught and delivered using a 'balanced' approach. Beyond 'contextual learning' other opportunities may be:
- Oral/mental starters within English lessons
  - Phonics sessions
  - Early morning work
  - Homework

## 6. Assessment

Teachers assess the development of learners' grammar and punctuation through observed application in their written work and speech. Often, success criteria within a literacy lesson will be grammar based, enabling teachers to formally assess whether learners are successfully applying what they have been taught. Opportunities to address any problems or misconceptions are provided through regular developmental and AfL feedforward/feedback marking.

**7. Inclusion**

Where pupils make limited progress in their confidence and ability to correctly apply grammar and punctuation to their writing, intervention programmes may be set up, following Pupil Progress Meetings with teachers/Phase Leaders and in consultation with the ALNCo.

Both class teachers and TAs lead these intervention groups, depending on the needs of the whole year group.

**8. The Learning Environment**

Classrooms display wall charts, grammatical word collections and examples of pupils' investigations to stimulate, support and provide information. Punctuation pyramids act as an easy-access, ready reminder for learners. (See Appendix 2)

Pupils have good access to a range of appropriate dictionaries and thesauruses.

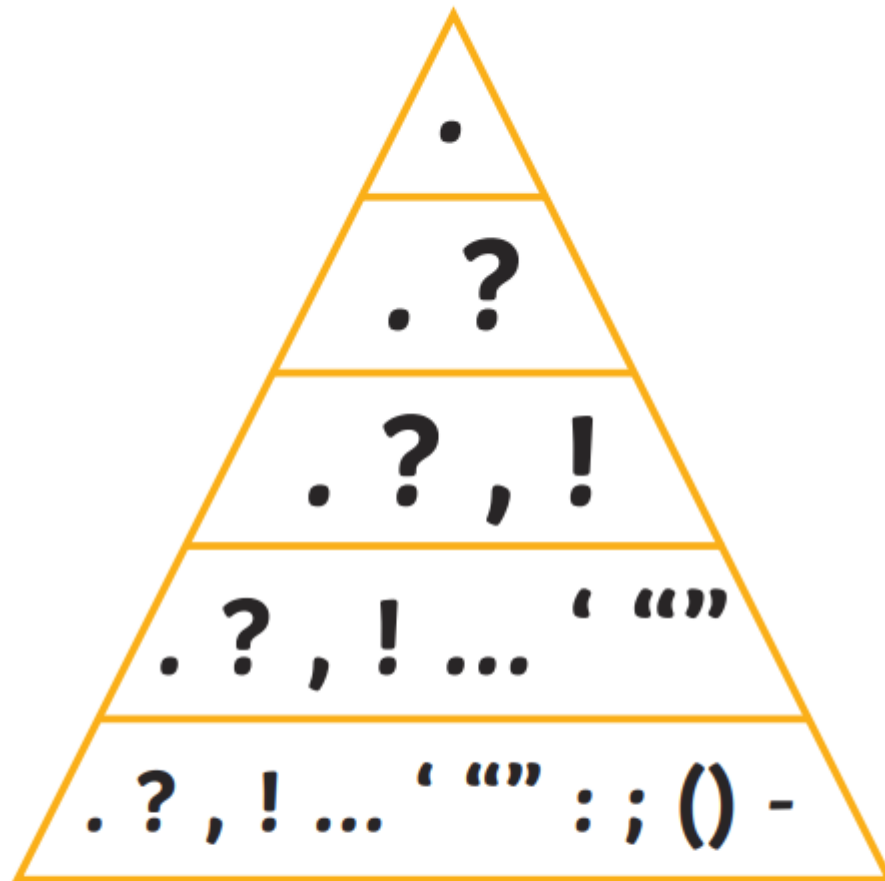
## Appendix 1

Term	Guidance	Example
<b>apostrophe</b> '	<p>Apostrophes have two completely different uses:</p> <ul style="list-style-type: none"> <li>Showing the place of missing letters (e.g. <i>I'm</i> for <i>I am</i>)</li> <li>Marking possessives (e.g. <i>Hannah's mother</i>).</li> </ul>	<p><i>I'm going out and I won't be long.</i></p> <p><i>Hannah's mother went to town in Justin's car.</i></p>
<b>brackets</b> ( )	<p>Brackets are used to separate off a word or phrase from the main text; they are always used in pairs. They contain information which is not part of the main flow of the sentence, and which could be omitted without altering the meaning.</p>	<p><i>His stomach (which was never very quiet) began to gurgle alarmingly.</i></p>
<b>capital letters</b> A	<p>Capital, or uppercase letters are used:</p> <ul style="list-style-type: none"> <li>To begin sentences</li> <li>To begin proper nouns (names of people and places)</li> <li>To begin days of the week and months of the year.</li> <li>When referring to God</li> <li>To write the pronoun 'I'</li> </ul>	<p><i>The fox was dashing across the field.</i></p> <p><i>Ben and Amy were going to visit London.</i></p> <p><i>My birthday is on Wednesday, 21 May.</i></p>
<b>colon</b> :	<p>A colon is used to introduce an example or explanation within a sentence.</p> <p>The part of a sentence after a colon should illustrate, explain, or expand on what comes before it.</p> <ul style="list-style-type: none"> <li>Colons can come before a single comment or description.</li> <li>Colons can also introduce a list of people or items, or a range of options.</li> </ul>	<p><i>These words were scratched in blood: 'Do not return without the gold.'</i></p> <p><i>It wasn't much of a holiday: two weeks of constant rain in a leaky tent.</i></p> <p><i>What would you like on your sandwich: mayonnaise, butter, or margarine?</i></p>
<b>comma</b> ,	<p>Commas are used:</p> <ul style="list-style-type: none"> <li>To mark a pause in a sentence, especially to separate a subordinate clause from the main clause.</li> <li>To separate items in a list or series.</li> <li>In pairs before and after the name of someone who is being introduced or described.</li> <li>To mark a pause in a compound sentence.</li> </ul>	<p><i>When the howling stopped, we ventured out from the cave.</i></p> <p><i>I've packed a bikini, flippers, snorkel, and a periscope.</i></p> <p><i>The guitarist, Jimi Hendrix, once lived here.</i></p> <p><i>The film is rated 15, but it's not that scary.</i></p>
<b>dash</b> -	<p>A pair of dashes can be used to separate extra information in a sentence.</p> <p>The dashes go around the extra bit of information. They are more commonly used in less formal writing and indicate a stronger pause than a comma.</p>	<p><i>Mason – the builder – arrived before Nathan.</i></p>

Term	Guidance	Example
ellipsis ...	Ellipsis is used to show: <ul style="list-style-type: none"> <li>A pause in someone's speech or thoughts</li> <li>To build tension</li> <li>To show that a sentence is not finished</li> <li>A pause in speech</li> <li>At end of a sentence to create suspense</li> </ul>	<i>I'm not sure... maybe I'll wait until later.</i> <i>A hollow scream pierced the silence...</i> <i>"Help, I think I'm going to ..."</i> <i>"The sight was awesome... truly amazing."</i> <i>Mr Daily gritted his teeth, gripped the scalpel tightly in his right hand and slowly advanced...</i>
exclamation mark !	An exclamation mark is used to indicate shouting, surprise, or excitement in direct speech.  It can also be used to express surprise, alarm, or excitement in a narrative.	<i>"Stop! Don't drink! The goblet is poisoned!"</i>  <i>The sun was coming up. She must hurry! Soon the spell would wear off!</i>
full stop .	A full stop shows where a sentence ends, when the sentence is neither a question nor an exclamation.  Full stops go within quotation marks in direct speech.  Full stops go within parentheses, when these surround a complete sentence.	<i>Our story begins in 1914, on the eve of the First World War.</i>  <i>He said, 'I'll meet you outside the cinema.'</i>  <i>The waiter arrived with a plate of toast. (I had ordered waffles.)</i>
hyphen -	Hyphens connect two or more words which make up a compound noun or adjective.	<i>close-up; an ultra-huge sandwich.</i>
inverted commas " " " "	Inverted commas occur in pairs and can surround a single word or phrase, or a longer piece of text. They are also known as speech marks.  Inverted commas are also known as speech marks, quotation marks, or (informally) quotes. Pairs of quotation marks can be single ('...') or double ("..."), but are never mixed.	<i>"Look!" said a voice behind me. "Look at the sky!"</i>
lowercase letters a	Lowercase letters are used unless capitalisation is required.	<i>Apart from the initial capital letter, the remaining words in this sentence are all lowercase.</i>
Parentheses ( )	Parentheses are used to enclose optional or additional material in a sentence that could be removed without destroying the meaning of the main text.	<i>"George Washington (the father of his country) was not the wooden figure with wooden teeth that many think him."</i>
punctuation	Punctuation is the use of special marks to make a piece of writing easier to read and understand. Punctuation marks show divisions and connections between sentences, clauses, or individual words.	<i>Examples of punctuation marks are found in each column of this glossary.</i>
question mark ?	Question marks are used to mark a sentence that is a question. Question marks usually come at the end of a sentence.	<i>Are there wild animals in this wood?</i>

Term	Guidance	Example
semicolon ;	<p>A semicolon can be used to mark a break in a sentence that is longer, or more important, than a break made with a comma.</p> <p>Semicolons can separate a series of connected clauses introduced by a colon.</p> <p>A single semicolon can also separate two contrasting or balancing clauses.</p>	<p><i>The castle was desolate; no one had lived there for three centuries or more.</i></p> <p><i>There were three clues: there was mud on the carpet; the door had been forced; and the air in the room smelled of fish.</i></p> <p><i>You bring cups and plates; I'll bring juice and sandwiches.</i></p>

## Punctuation Pyramid



Have you remembered capital letters and finger spaces?