St. John's C.E. Primary School

Policy: Grammar Policy

Reviewed: **July 2022**

Future Review: **July, 2023**

Grammar and Punctuation

- Grammar and punctuation is best taught through a contextualised approach.
- The teaching of grammar and punctuation works best as part of a holistic process.
- Teachers use talk and discussion to illustrate the application and effect of grammar as part of the crafting of writing, in context.
- Use interactive and practical activities to teach and reinforce punctuation.
- Show examples of writing, model writing and jointly construct sentences whilst thinking aloud.

St. John's CofE Primary School – Grammar Scheme of Work

Stage	**Grammatical knowledge and skills** (grammatical awareness, sentence construction and punctuation)	Year Group in which stage would typically be taught
	Ruby Class	
1	To expect written text to make sense and to check for sense if it does not.	Reception
2	To know that words are ordered from left to right	Reception
3	To use a capital letter for the start of their own name.	Reception
	Sapphire Class	
4	To reread own writing and check whether it makes sense.	Year 1
5	To expect reading to make sense and check if it does not.	Year 1
6	To read aloud with pace and expression appropriate to the grammar , e.g. pausing at full stops, raising voice for questions	Year 1
7	To use capital letters for the personal pronoun "I", for names and for the first word in a sentence To end a sentence with a full stop.	Year 1
8	To add question marks to questions	Year 1
9	To use "and" to join 2 simple sentences.	Year 1
10	To understand other common uses of capitalisation e.g. for personal titles *(Mr, Miss),* headings, book titles, emphasis	Year 1
11	To read aloud with intonation and expression appropriate to the grammar and punctuation (sentences, speech marks, commas, exclamation marks)	Year 2
12	To reread own writing to check for grammatical sense (cohesion) and accuracy (agreement) – identify errors and suggest alternative constructions.	Year 2
13	To understand the need for grammatical agreement, matching verbs to nouns/pronouns, e.g. I am; the children are; To use simple gender forms, e.g. his/her correctly; To use standard forms of verbs in speaking and writing, e.g. catch/caught, see/saw, go/went and to use the past tense consistently for narration	Year 2
14	To use capitalisation for other purposes e.g. for personal titles *(Mr, Miss),* headings, book titles, emphasis	Year 2
15	To write in clear sentences using capital letters and full stops	Year 2

	accurately.	
16	To use a variety of simple organisational devices e.g. arrows, lines, boxes, keys, to indicate sequences and relationships.	Year 2
17	To identify speech marks in reading, understand their purpose, use the term correctly.	Year 2
18	To investigate and recognise a range of other ways of presenting texts e.g. speech bubbles, enlarged, bold or italicised print, captions, headings and sub-headings	Year 2
19	To use a greater variety of connectives to join 2 sentences	Year 2
20	To use commas to separate items in a list To use exclamation marks to denote strong emotion	Year 2
21	To understand and use the terms "noun", "adjective" and "verb"	Year 2
22	To turn statements into questions, learning a range of "wh" words, typically used to open questions: *what, where, when, who*, and to add question marks.	Year 2
23	To compare a variety of forms of questions from texts, e.g. asking for help, asking the time, asking someone to be quiet.	Year 2
	Diamond Class	
24a	To use the term "verb" appropriately and to understand the function of verbs in sentences through: • Noticing that sentences cannot make sense without them • Collecting and classifying examples of verbs from own reading and own knowledge e.g. *run, chase, sprint; eat, consume, gobble*	Year 3
24b	To use the term "adjective" appropriately and to understand the function of adjectives in sentences through: • Identifying adjectives in shared reading • Discussing and defining what they have in common i.e. words which qualify nouns • Experimenting with deleting and substituting adjectives and noting the effects on meaning • Collecting and classifying adjectives, e.g. for colours, sizes, moods • Experimenting with the impact of different adjectives through shared writing	Year 3

Stage	**Grammatical knowledge and skills** (grammatical awareness, sentence construction and punctuation)	Year Group in which stage would typically be taught

24c	To use the term "pronoun" appropriately and to understand the function of pronouns in sentences through: • noticing in speech and reading how they stand in place of nouns; • substituting pronouns for common and proper nouns in own writing; • distinguishing personal pronouns, e.g. *I, you, him, it* and possessive pronouns, e.g. *my, yours, hers;* • distinguishing the 1st, 2nd, 3rd person forms of pronouns e.g. *I, me, we; you; she, her, them* investigating the contexts and purposes for using pronouns in different persons, linked to previous term's work on 1st and 3rd person; • investigating how pronouns are used to mark gender: *he, she, they, etc.,*	Year 3
25	To ensure grammatical agreement in speech and writing of pronouns and verbs, e.g. *I am, we are,* in standard English	Year 3
26	To extend knowledge and understanding of pluralisation through • recognising the use of singular and plural forms in speech and through shared writing • transforming sentences from singular to plural and vice versa, noting which words have to change and which do not • understanding the term "collective noun" and collecting examples – experimenting with inventing other collective nouns • noticing which nouns can be pluralized and which cannot, e.g. trousers, rain	Year 3
27	To secure knowledge of question marks and exclamation marks in reading, understand their purpose and use appropriately in own writing	Year 3
28	To use the term "comma" appropriately and to understand the function of commas in sentences through: • noting where commas occur in reading and discussing their functions in helping the reader • to become aware of the use of commas in marking grammatical boundaries within sentences	Year 3
29	To understand the basic conventions of speech punctuation through: • identifying speech marks in reading • beginning to use speech marks in own writing • using capital letters to mark the start of direct speech • to use the term "speech marks" • beginning to use speech marks and other dialogue punctuation appropriately in writing and to use the conventions which mark boundaries between spoken words and the rest of the sentence	Year 3
30	To understand the differences between verbs in the 1st, 2nd, and 3rd person, e.g. I/we do, you do, he/she/does, they do, through • Collecting and categorising examples and noting the differences between the singular and plural persons • Discussing the purposes for which each can be used • Relating to different types of text, e.g. 1st person for diaries and personal letters, 2nd person for instructions and directions, 3rd person for narrative, recounts	Year 3

	• Experimenting with transforming sentences and noting which words need to be changed	
31	To use capitalisation for new lines in poetry	Year 3
32	To understand and use the term "adverb"	Year 3
33	To experiment with deleting words in sentences to see which are essential to retain meaning and which are not.	Year 3
34	To understand and use the term "tense" in relation to verbs • To know that tense refers to time • To know that one test of whether a word is a verb is whether or not its tense can be changed • To compare sentences from different text types eg narrative in past tense, explanations in present tense, forecasts/directions in future tense • To develop an awareness of how tense relates to purpose and structure of text	Year 4

Stage	**Grammatical knowledge and skills** (grammatical awareness, sentence construction and punctuation)	Year Group in which stage would typically be taught
35	To extend knowledge and understanding of adverbs through: • Identifying common adverbs with *ly* suffix and discussing their impact on the meaning of sentences • Noticing where they occur in sentences and how they are used to qualify the meaning of verbs • Collecting and classifying examples of adverbs, e.g. for speed: *swiftly, rapidly, sluggishly; light: brilliantly, dimly* • Investigating the effects of substituting adverbs in clauses or sentences, e.g. *They left the house ....ly* • Using adverbs with greater discrimination in own writing	Year 4
36	To extend knowledge, understanding and use of expressive and figurative language in stories and poetry through: • Constructing adjectival phrases • Examining comparative and superlative adjectives • Comparing adjectives on a scale of intensity (e.g. *hot, warm, tepid, lukewarm, chilly, cold*) • Relating them to the suffixes which indicate degrees of intensity (e.g. *–ish, -er, -est)* • Relating them to adverbs which indicate degrees of intensity (e.g. very, quite, more, most) and through investigating words which can be intensified in these ways and words which cannot	Year 4
37	To use commas to mark grammatical boundaries within sentences Link this to work on editing and revising own writing	Year 4
38	To use apostrophes to mark possession through: • Identifying possessive apostrophes in reading and to whom or what they refer • Understanding the basic rules for apostrophising singular nouns, e.g. the man's hat; for plural nounds ending in "s", e.g. The doctors' surgery and for irregular plural nouns e.g. children's playground • Distinguishing between uses of the apostrophe for	Year 4

| | contraction and possession
• To begin to use the apostrophe appropriately in their own writing | |
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| 39 | To understand the significance of word order, e.g. : some re-orderings destroy meaning; some make sense but change meaning; sentences can be reordered to retain meaning (sometimes adding words); subsequent words are governed be preceding ones | Year 4 |
| 40 | To recognise how commas, connectives and full stops are used to join and separate clauses.
To identify in their writing where each is more effective | Year 4 |
| 41 | To identify the common punctuation marks including commas, semi-colons, colons, dashes, hyphens, speech marks, and to respond to them appropriately when reading | Year 4 |
| 42 | To be aware of the use of connectives, e.g. Adverbs, adverbial phrases, conjunctions, to structure an argument, e.g. *"If ...., then", "on the other hand...", "finally", "so"* | Year 4 |
| | Emerald Class | |
| 43 | To investigate word order by examining how far the order of words in sentences can be changed:
• Which words are essential to meaning
• Which can deleted without damaging the basic meaning
• Which words or groups of words can be moved into a different order | Year 5 |
| 44 | To re-order simple sentences, noting the changes which are required in word order and verb forms and discuss the effects of changes | Year 5 |
| 45 | To construct sentences in different ways, while retaining meaning through:
• Combining 2 or more sentences
• Re-ordering them
• Deleting or substituting words
• Writing them in more telegraphic ways | Year 5 |
| 46 | To understand the basic conventions of standard English and consider when and why standard English is used:
• agreement between nouns and verbs
• consistency of tense and subject
• avoidance of double negatives
• avoidance of non-standard dialect words | Year 5 |

Stage	**Grammatical knowledge and skills** (grammatical awareness, sentence construction and punctuation)	Year Group in which stage would typically be taught
47	To discuss, proof-read and edit their own writing for clarity and correctness, e.g. by creating more complex sentences, using a range of connectives, simplifying clumsy constructions	Year 5
48	To adapt writing for different readers and purposes by changing vocabulary, tone and sentence structure to suit, e.g. simplifying for younger readers	Year 5
49	To understand the difference between direct and reported speech (e.g. *"She said, " I am going"* and *"She said she was going"*) e.g.	Year 5

	through • Finding and comparing examples from reading • Discussing contexts and reasons for using particular forms and their effects • Transforming direct into reported speech and vice versa, noting changes in punctuation and words that have to be changed or added	
50	To use the term "preposition" appropriately and to understand the function of prepositions in sentences through: • Searching for, identifying and classifying a range of prepositions • Experimenting with substituting different prepositions and their effect on meaning	Year 5
	To understand the need for punctuation as an aid to the reader e.g. commas to mark grammatical boundaries; a colon to signal, e.g. a list	Year 5
	From reading, to understand how dialogue is set out, e.g. on separate lines for alternate speakers in narrative, and the positioning of commas before speech marks	Year 5
51	To extend knowledge, understanding and use of verbs, focussing on: • Tenses: past, present, future; investigating how different tenses are formed by using auxiliary verbs e.g. have, was, shall, will • Forms: active, interrogative, imperative • Person: 1st, 2nd, 3rd, • Identify and classify examples from reading • Experimenting with transforming tense/form/person in these examples – discuss changes that need to be made and effects on meaning	Year 5
52	To identify the imperative form in instructional writing and the past tense in recounts. To use this awareness when writing for these purposes	Year 5
53	To use further punctuation marks: colon, semi-colon, dashes, brackets To use punctuation marks accurately in complex sentences	Year 5
54	To use punctuation effectively to sign post meaning in longer and more complex sentences	Year 5
55	To be aware of the differences between spoken and written language, including: • The need for writing to make sense away from immediate context • The use of punctuation to replace intonation, pauses, gestures • The use of complete sentences	Year 5
56	To explore ambiguities that arise from sentence contractions, e.g. through signs and headlines: *"police shot man with knife", "nothing acts faster than Anadin", "baby changing room"*	Year 5
57	To ensure that, in using pronouns, it is clear to what or whom they refer	Year 5
58	To investigate clauses through: • Identifying the main clause in a long sentence • Investigating sentences which contain more than one clause	Year 5

	• Understand how clauses are connected (e.g. by combining 3 short sentences into 1)	
59	To use connectives to link clauses within sentences and to link sentences in longer texts	Year 5
60	To understand and use the terms "active" and "passive" when referring to verbs, and to be able to apply their knowledge in their own writing • Transforming a sentence from active to passive and vice-versa • To note and discuss how changes from active to passive affect the word order and sense of a sentence • To investigate further the use of active and passive verbs • To know how sentences can be re-ordered by changing from one to the other • To consider how the passive voice can conceal the agent of a sentence, e.g. *The chicks were kept in an incubator*	Year 6

61	To understand the term "impersonal voice" and to be able to write in this style	Year 6
62	To understand features of formal official language through, e.g. : • Collecting and analysing examples, discussing when and why they are used • Noting the conventions of the language, e.g. use of the impersonal voice, imperative verbs, formal vocabulary • Collecting typical words and expressions, e.g. *"Those wishing to ...", "hereby ...", "forms may be obtained ...."*	
63	To revise the language conventions and grammatical features of the different types of text such as: • Narrative (e.g. stories and novels) • Recounts (e.g. anecdotes, accounts of observations, experiences) • Instructional texts (e.g. instructions and directions) • Reports (e.g. factual writing, description) • Explanatory texts (how and why) • Persuasive texts (e.g. opinions and promotional literature) • Discursive texts (e.g. balanced arguments)	Year 6
64	To conduct detailed language investigations through interviews, research and reading e.g. of proverbs, language change over time, dialect, study of headlines	Year 6
65	To investigate connecting words and phrases: • Collect examples from reading and thesauruses • Study how points are typically connected in different kinds of text • Classify useful examples for different kinds of text – for example, by position (*besides, nearby, by*); sequence (*firstly, secondly*); logic (*therefore, so, consequently*) • Identify connectives which have multiple purposes (e.g. *on, under, besides*)	Year 6
66	To identify, understand and form complex sentences through, e.g.: • Using different connecting devices • Reading back complex sentences for clarity of meaning, and adjusting as necessary • Evaluating which links work best	Year 6

	• Identifying main clauses • Using appropriate punctuation	
67	To secure control of complex sentences, understanding how different clauses can be manipulated to achieve different effects.	Year 6
68	To revise work on contracting sentences: • Summary • Note-making • editing	Year 6
69	To become aware of conditionals through: • Using reading to investigate conditionals, e.g. using *if…then, might, could, would,* and their uses, e.g. in deduction, speculation, supposition • Using these forms to construct sentences which express, e.g. possibilities, hypotheses • Exploring the use of conditionals in past and future, experimenting with transformations, discussing effects, e.g. speculating about possible causes (past), reviewing a range of options and their outcomes (future)	Year 6
70	To revise formal styles of writing: • The impersonal voice • The use of passive • Management of complex sentences	Year 6