St. John's C.E. Primary School

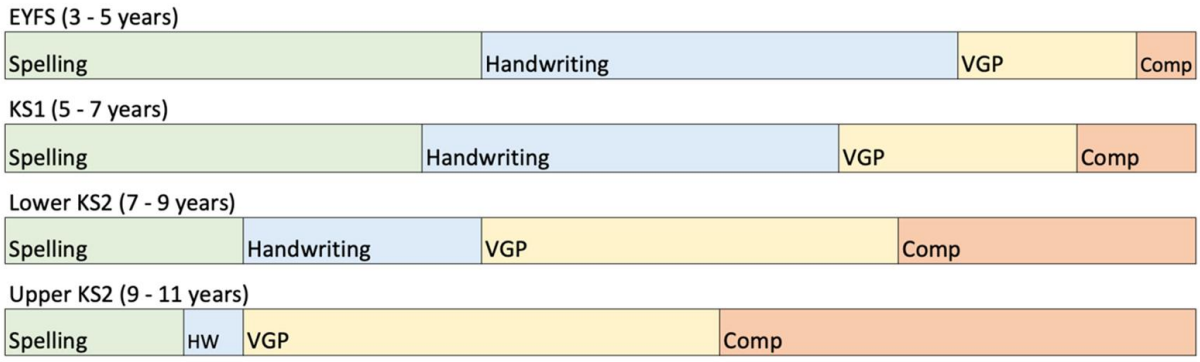


Grammar, Punctuation and Spelling Policy

Reviewed: **July 2026**

Future Review: **July 2027**

How the writing curriculum changes over time…



Throughout the school, grammar and punctuation and spelling are given high priority.
In KS1, we focus on 2 weeks of grammar practice before moving on to composition.

The Teaching Sequence

A typical 6-week block over a half term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Focus	**Sentences** Sentence level work from Sentence Progression Curriculum	**Sentences** Sentence level work from English Sentence Progression Curriculum	**Scaffolded writing** using teacher modelling	**Scaffolded writing** using teacher modelling	**Independent Writing** based on modelled work from previous weeks Talk, plan, draft, edit, publish.	**Disciplinary Literacy** Writing linked to wider curriculum content from Foundation subjects or analysis of texts studied in Reading lessons e.g. What were the causes of the Second World War?
Reason	Pupils are learning to develop automaticity in writing sentences. Pupils will practise until they can't get these wrong. Practice makes permanent		Pupils are learning how to construct a coherent piece of writing using the sentence knowledge from previous teaching (in particular, the sentence knowledge acquired in Wk 1 and 2) Scaffolded application of sentence knowledge.		Pupils are developing their knowledge of the writing process. Further independent application of sentence knowledge acquired in weeks 1 and 2.	Pupils are learning to understand the conventions of writing in a range of different subject disciplines including relevant structure of entire text. Additional opportunity to apply sentence knowledge
Talk	Pupils orally rehearse sentences before writing		Pupils orally rehearse sentences before writing		Pupils discuss their ideas for their writing in the initial phases of planning	Pupils discuss their writing and read aloud to a partner to check their writing
Key Questions	Can pupils write these sentences with 100% accuracy? Can pupils use grammatical terminology accurately to describe the structure of their sentences?		Do pupils understand how to use their knowledge of sentences to build a coherent piece? Do pupils understand how authors select specific vocabulary and literary devices for effect?		Can pupils apply what they know about sentence structure, vocabulary and literary devices to produce a more independent piece? Are pupils explicitly taught to discuss, plan, draft and edit their work?	Can pupils write in a range of different subject domains retaining the specific features of each discipline? Is the vocabulary, grammar and structure of pupils' writing in keeping with the discipline?
In books	Daily sentence level work including sentence expansion and sentence combining activities.		Scaffolded model (a longer piece built up over two weeks)		Planning, drafting and editing pupils' independent work	Extended writing on a specific subject built up over a number of days.

Aspects of grammar and punctuation are best taught in the context of real reading and writing activities, rather than through isolated exercises. This gives children the opportunity to see the relevance of sentence-level work and how real writers make such choices to help them communicate clearly.

We prioritise accuracy in basic punctuation skills (VGP) and use the Stanley Road curriculum to help map these out over the year

At St. John's Primary School, we aim to achieve this through:

- ensuring progression of writing skills across the school rooted in accurate use of grammar concepts;
- explicit teaching of concepts so that pupils know what they are learning and why;
- providing meaningful writing experiences using the contexts inspired by quality texts;
- modelling a high standard of writing and spoken English to secure high expectations;
- developing a clear understanding of the grammar, structure and language features associated with different genres of writing;
- enabling children to demonstrate the ability to choose the appropriate form and content to suit the purpose and audience;
- supporting pupils to acquire a wide and varied vocabulary;

- ensuring pupils apply the spelling patterns and rules learnt throughout their primary education effectively.

Grammatical terminology allows children to discuss their choices. The terminology and concepts of grammar and punctuation are introduced and initially taught in English lessons at a specific point in the teaching cycle, relevant to the focus of learning. Teachers' have added to the Stanley Road document with examples to explain the key VGP objectives for that year.

Year 1 Objective		Year 1 Sentence Example
1.1	Identify and write a past tense action verb	**Explanation:** Verb shows something that has already happened. **Example:** *The boy **jumped**.*
1.2	Identify and write a simple subject	**Explanation:** Who or what the sentence is about. **Example:** *The **cat** slept.*
1.3	Identify and write a capital letter to begin a sentence	**Explanation:** Start every sentence with a capital. **Example:** *The dog ran.*
1.4	Identify and write a full stop to end a sentence	**Explanation:** Finish a sentence correctly. **Example:** *The girl smiled.*
1.5	Maintain a consistent past tense when writing	**Explanation:** Keep verbs in the past. **Example:** *He **walked** to school and **played** with his friends.*
1.6	Identify and write a direct object	**Explanation:** What receives the action. **Example:** *She kicked the **ball**.*
1.7	Identify and write nouns	**Explanation:** Name of a person, place or thing. **Example:** *The **dog** ran to the **park**.*

Small group and provision sessions allow for further teaching to ensure that all pupils can develop their skills where appropriate. Texts are used to provide models of different writing genres and initial scaffolds for students' writing. Specific grammar, punctuation and spelling features are highlighted and become the focus of teaching the all-important skills of proof reading and editing.

In KS1 and KS2, students' weekly spellings are differentiated through the phonic stage, spelling difficulty and vocabulary, making them personal to the children. Annually, pupils are given the opportunity to participate in a Spelling Bee which underlines the importance of correct spelling and more importantly inspires children to strive and achieve. Dictionaries and Thesaurus' are available in every classroom in KS2 to aid understanding and provide checks for spelling.

Parents are encouraged to support their children in this area of the curriculum through modelling of high-quality spoken language and Standard English.