

# St. John's C.E. Primary School



## St. John's Vision statement

### *Shine like stars*

*Through God's love, we will flourish and develop our gifts in our nurturing community, as we strive to be an inspiration to all.*

**Your light must shine before people, so that they will see the good things you do and praise your Father in heaven.' Matthew 5:16**

**Policy: Grammar, Punctuation and Spelling**

**Reviewed: July 2024**

**Future Review: July 2026**

Throughout the school, grammar and punctuation are given high priority. 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. Sentence-level teaching is most effective when it is short, sharp and frequent, incorporated perhaps as a lesson starter or in the context of shared writing. Word and sentence games may encourage children to enjoy playing with language and to experiment with different constructions that they may then apply in their independent writing.

Accuracy in basic punctuation (capital letters and full stops) is given a high priority throughout the school, until it becomes completely automatic. Explicit teaching may be needed, even for older children, on what a sentence is and how to punctuate it accurately.

### 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.

Spelling, Punctuation and Grammar are essential skills in learning to effectively organise, make sense of, and convey meaning in texts. From Early Years through to year 6, pupils are taught the patterns and conventions of Standard English so that they develop the necessary skills to become confident, competent speakers, readers, and writers. Our ultimate aim is for children to have a broad repertoire of language choices in order that they become versatile and excellent communicators.

For children and teachers alike, our aim is to foster a sense of pride in children's written work and spoken language, as we believe that self-esteem is raised when children are able to communicate meaning accurately.

### **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. These features subsequently become a major focus in English lessons for all pupils. Differentiated planning and teaching is built-in for the more able and those pupils who are working below age-related expectations. In this way, pupils are given opportunities to apply their understanding and develop their use of particular grammar or punctuation features.

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 provide 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.

The learning environment at St. John's supports the teaching and learning of grammar, punctuation and spelling and considers the different learning styles of pupils. Classroom displays model examples of grammatical and punctuation features and spelling patterns, and pupils are encouraged to refer to them as they work.

In KS1 and KS2, students' weekly spellings are differentiated through the phonic stage, spelling difficulty, vocabulary, and application, thereby making them personal to the children. 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 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.