



## Grammar and punctuation route way...

### Curriculum Intent

#### SIP priority

***To audit and improve the quality of teaching of Grammar, Spelling and Punctuation in order that attainment is at least in line with national figures in 2020.***

#### English intent:

At Meriden CE Primary School, we believe that a quality English curriculum should develop children's love of reading, writing and discussion.

Reading has a central place in the learning experience of all children so we aim to make reading the key focus of our English curriculum. Children are immersed in the wonders of high quality texts, combined with learning reading skills that are embedded across the whole curriculum. We aim to instil a life-long passion for reading, unlocking a rich reading culture drawn from a varied literary heritage.

This passion for discovery and the confidence to explore their imagination will inspire children at all stages of their literacy development. Our intent is for our pupils to become **fluent, articulate** and enthusiastic writers for a variety of purposes and audiences. We provide the children with a range of opportunities to **combine the formal conventions of the English language** whilst fuelling their creativity.

Spoken language underpins the development of reading and writing so we encourage children to be confident in the arts of speaking and listening and to use discussion to develop their learning.

### Curriculum implementation

- Weekly grammar lessons are taught in Ks2 which include the teaching of specific grammar rules, punctuation, handwriting and spelling
- In KS1 and EYFS lessons are taught within the sequence of literacy often linked to phonics and a class story
- Learning is evidenced in English skills books alongside reading evidence
- Letters and sounds is used to support the teaching of phonics and introduces terminology to the children at an early level (see spelling progression document)
- Throughout the teaching sequence in writing (appendix 1) children have the opportunity to revisit and apply their grammar skills in shared, guided and independent writing
- Grammar and punctuation skills are also modelled in cross curricular writing
- Intervention is used to support children with gaps in their grammatical knowledge. Handwriting and fine motor skills and to support children through the editing and improving process

### Curriculum Impact

- ✓ Monitoring of all SPAG occurs throughout the year following the monitoring plan.
- ✓ Children are assessed through their understanding and application of skills
- ✓ Writing is moderated internally and externally to support teachers in making accurate judgements and identifying key next steps.
- ✓ The teaching of grammar and punctuation follows an agreed routeway which is monitored by the English Leads.
- ✓ Evidence is gathered to support further actions through pupil voice, book looks, staff questionnaires and learning walks.
- ✓ Feedback is given to staff to improve the quality of SPAG provision.

Route Way			
Year Group	Grammar	Punctuation	Vocabulary
Year 1	<p>How words can combine to make sentences Joining words and joining clauses using and</p> <p><b>Text:</b> Sequencing sentences to form short narratives</p>	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>	<p>Letter capital letter word singular plural sentence punctuation full stop question mark exclamation mark</p>
Year 2	<p>Subordination (using when, if, that, because) and...</p> <p>co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p><b>Text:</b> Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>	<p>noun noun phrase statement question exclamation command compound suffix adjective adverb verb tense (past, present) apostrophe comma</p>
Year 3	<p>Expressing time, place and cause using:</p> <ul style="list-style-type: none"> <li>conjunctions [for example, when, before, after, while, so, because]</li> <li>adverbs [for example, then,</li> </ul>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>preposition conjunction word family prefix clause subordinate clause direct speech consonant</p>

	<p>next, soon, therefore]</p> <ul style="list-style-type: none"> <li>• prepositions [for example, before, after, during, in, because of]</li> </ul> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p><b>Text:</b> Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p>		vowel inverted commas (or 'speech marks')
Year 4	<p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p><b>Text:</b> Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</p> <p>Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials</p>	determiner pronoun, possessive pronoun adverbial
	Relative clauses beginning with who, which, where, when, whose,	Brackets, dashes or commas to indicate	modal verb relative

<p>Year 5</p>	<p>that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p><b>Text:</b> Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p>	<p>parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>pronoun</p> <p>relative clause</p> <p>parenthesis</p> <p>bracket</p> <p>dash</p> <p>cohesion</p> <p>ambiguity</p>
<p>Year 6</p>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</p> <p>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p> <p>Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing:</p> <ul style="list-style-type: none"> <li>• [for example, the use of question tags: He’s your friend, isn’t he?</li> <li>• the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</li> </ul>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p>	<p>subject</p> <p>object active</p> <p>passive</p> <p>synonym</p> <p>antonym</p> <p>ellipsis hyphen</p> <p>colon</p> <p>semi-colon</p> <p>bullet points</p>

	<p><b>Text:</b> Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>		
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## Appendix 1

The writing sequence: