



# **Grammar, Punctuation and Spelling Policy**

## **Our vision**

At The Willows Primary School, we aim for all our children to become excellent writers, with a sound knowledge of how to speak and write using Standard English. This includes becoming good at spelling and using the correct punctuation and grammar in written work.

## **Aims**

We aim to develop pupils' knowledge of spelling rules and patterns, how and when to use punctuation and also to write using the correct grammar through all writing that we do.

## **Teaching Spelling**

It is vitally important that children at The Willows spell as accurately and as fluently as possible, as this is critical for written composition improvement. There are three main strands to teaching spelling:

- learning and applying the spelling of the most common English words;
- learning sounds and spelling patterns of collections of words, and
- learning how to be as accurate with 'unknown' words.

A new spelling rule (or letter string) is taught each week and pupils practise writing words that follow this rule at least 3 times per week using the Look, Say, Cover, Write, Check method. Pupils are then given time to apply their weekly spelling rule in a separate lesson, so that the learning becomes embedded.

Weekly, differentiated spelling homework is set (and shared with parents in pupils' home/school reading diaries). It is linked to the spelling rule and key words that have been taught that week. Children are tested weekly and results shared with parents.

In Early Years and Year 1 our spellings will link with our phonics work which follows letter patterns. From Year 2, we follow the No Nonsense Spelling Scheme which supports the spelling rules found in the National Curriculum.

## **Teaching Punctuation**

It is important that children know:

- the name of different punctuation;
- the purpose(s) of each piece of punctuation, and
- how to write the piece of punctuation correctly.

These skills need to be taught and learnt in accordance with the children's needs and following the National Curriculum requirements.

Skills should build through the week to ensure deep learning takes place. Skills should be revisited throughout the year. Punctuation objectives should link as much as possible to the class novel being read.

## **Teaching of Grammar**

Grammar requirements are clearly stated in the National Curriculum (see exemplified year group teaching sequence on pages 3 onwards). Pupils have a discrete grammar lesson each week, where specific year group objectives are taught. The skills taught should build through the week to ensure deep learning takes place. Skills should be revisited throughout the year. Grammar objectives should link to the English lesson (class novel) and genre being taught where possible, for example adjectives when exploring characters. Grammar is also taught daily in the warm-up to an English lesson.

## Year 1

### The following should be introduced at year 1.

<b>Word</b>	<ul style="list-style-type: none"><li>• The use of regular <b>plural noun suffixes</b>. e.g. adding <b>s</b> or <b>es</b>. (dog – dogs and wish – wishes )</li><li>• Adding <b>suffixes</b> to words where there is no change to the spelling of the root word: e.g. root word – help becomes help<b>ing</b>, help<b>er</b>, help<b>ed</b>.</li><li>• Using and understanding how the <b>prefix un</b> changes the meaning of verbs and adjectives. e.g. kind – unkind, tie – untie.</li></ul>
<b>Sentence</b>	<ul style="list-style-type: none"><li>• How <b>words</b> can <b>make simple sentences</b>.</li><li>• Join words and clauses <b>using and</b></li></ul>
<b>Text</b>	Sequencing sentences to form short narratives.
<b>Punctuation</b>	<ul style="list-style-type: none"><li>• Separation of words with <b>finger spaces</b>.</li><li>• The use of <b>capital letters, full stops, question marks</b> and <b>exclamation marks</b> in sentences.</li><li>• <b>Capital letter</b> for <b>proper nouns</b> (names).</li><li>• <b>Capital letter</b> for the <b>personal pronoun I</b></li></ul>
<b>Terminology for pupils</b>	<ul style="list-style-type: none"><li>• letter, capital letter</li><li>• word, singular and plural</li><li>• sentence</li><li>• punctuation, full stop, question mark, exclamation mark</li></ul>

## Year 2

### **The following should be taught at year 2, ensuring that year 1 content is secure.**

<b>Word</b>	<ul style="list-style-type: none"><li>• Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</li><li>• Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1)</li><li>• Use of the suffixes –er, –est in <b>adjectives</b> and the use of –ly in Standard English to turn adjectives into <b>adverbs</b></li></ul>
<b>Sentence</b>	<p>To use <b>subordination in sentences</b> e.g. if, when, that, because.</p> <ul style="list-style-type: none"><li>• To use <b>coordination in sentences</b> e.g. but or, and</li><li>• Know how to <b>expand noun phrases</b> for description or specification. e.g. noun phrase - <i>The butterfly.</i> changes to <i>The beautiful, colourful butterfly.</i> Noun phrase – <i>The man.</i> Changes to <i>The man in the moon.</i></li></ul> <ul style="list-style-type: none"><li>• How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</li></ul>
<b>Text</b>	<ul style="list-style-type: none"><li>• Correct choice and consistent use of present tense and past tense throughout writing</li><li>• 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]</li></ul>
<b>Punctuation</b>	<ul style="list-style-type: none"><li>• The use of <b>capital letters, full stops, question marks and exclamation marks</b> in sentences.</li><li>• The use of <b>commas</b> to separate <b>items in a list</b>.</li><li>• The use of <b>apostrophes</b> for <b>omission</b> e.g. did not – didn't and to mark <b>singular possession</b> in nouns. E.g. the girl's name.</li></ul>
<b>Terminology for pupils.</b>	<ul style="list-style-type: none"><li>• noun and noun phrase</li><li>• statement, question, exclamation, command</li><li>• compound, suffix</li><li>• adjective, adverb, verb</li><li>• past tense and present tense</li><li>• apostrophe for omission, comma</li></ul>

### Year 3

**The following should be taught at year 3, ensuring that year 1 and 2 content is secure.**

<b>Word</b>	<ul style="list-style-type: none"><li>Using <b>prefixes in nouns</b> e.g. super, anti, auto</li><li>To use <b>a</b> or <b>an</b> correctly depending on whether the next words begins with a <b>consonant or vowel</b>.</li><li>To know <b>word families</b> based on <b>common words</b>, showing how they are related in meaning. e.g. solve, solution. Solver, dissolve, insoluble.</li></ul>
<b>Sentence</b>	<ul style="list-style-type: none"><li>To <b>express time, place and cause using:</b> <b>Conjunctions</b> – when, before, after, while, so, because <b>Adverbs</b> – then, next, soon, therefore <b>Prepositions</b> – before, after, during, in, because of</li></ul>
<b>Text</b>	<ul style="list-style-type: none"><li>Introduction to paragraphs as a way to group related material</li><li>Headings and sub-headings to aid presentation</li><li>Use of the present perfect form of verbs instead of the simple past [for example, He <u>has</u> gone out to play contrasted with He <u>went</u> out to play]</li></ul>
<b>Punctuation</b>	<ul style="list-style-type: none"><li>As above for year 1 and 2.</li><li>Introduction to <b>inverted commas</b> to punctuate <b>direct speech</b>. e.g. "I am upset," she said.</li></ul>
<b>Terminology for pupils</b>	<ul style="list-style-type: none"><li>preposition ,conjunction</li><li>word family, prefix</li><li>direct speech, inverted commas (or 'speech marks')</li><li>consonant, consonant letter vowel, vowel letter</li></ul>

## Year 4

**The following should be taught at year 4, ensuring that year 1, 2 and 3 content is secure.**

<b>Word</b>	<ul style="list-style-type: none"><li>• To know the <b>grammatical difference</b> between the <b>plural</b> and <b>possessive s</b></li><li>• To understand and use <b>Standard English forms</b> instead of local forms</li></ul> e.g. 'We were...' instead of 'We was...' e.g. 'I was given...' instead of 'I got given...' e.g. 'Ruby and I...' instead of 'Me and Ruby...'
<b>Sentence</b>	<ul style="list-style-type: none"><li>• 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)</li><li>• Fronted adverbials [for example, Later that day, I heard the bad news.]</li></ul>
<b>Text</b>	<ul style="list-style-type: none"><li>• Use of paragraphs to organise ideas around a theme</li><li>• Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li></ul>
<b>Punctuation</b>	<ul style="list-style-type: none"><li>• The use of <b>apostrophe</b> to show <b>plural possession</b> e.g. the girls' names (as in there is more than 1 girl and the names belongs to them.)</li><li>• The use of <b>inverted commas</b> and <b>all other punctuation</b> to indicate <b>direct speech</b>.</li><li>• The use of <b>commas</b> after <b>fronted adverbials</b> e.g. Carefully, she opened the box. e.g. After lunch, they had a maths test.</li></ul>
<b>Terminology for pupils</b>	<ul style="list-style-type: none"><li>• Determiner</li><li>• Pronoun, possessive pronoun.</li><li>• Singular/plural</li><li>• Adverbial/Fronted adverbial</li><li>• Apostrophe for possession</li></ul>

## Year 5

**The following should be taught at year 5, ensuring that year 1, 2, 3 and 4 content is secure.**

<b>Word</b>	<ul style="list-style-type: none"><li>• Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</li><li>• Verb prefixes [for example, dis-, de-, mis-, over- and re-]</li></ul>
<b>Sentence</b>	<ul style="list-style-type: none"><li>• To use <b>adverbs</b> to indicate a degree of <b>possibility</b> e.g. perhaps, surely or <b>modal verbs</b> to indicate a degree of <b>possibility</b> e.g. might, should, will, must etc.</li><li>• To use <b>relative clauses</b> – who, which, where, when, whose, that or an omitted relative pronoun e.g. That's the boy <u>who lives near to school.</u> e.g. The prize, <u>that I won,</u> was a book.</li></ul>
<b>Text</b>	<ul style="list-style-type: none"><li>• Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li><li>• 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]</li></ul>
<b>Punctuation</b>	<ul style="list-style-type: none"><li>• The use of <b>brackets</b>, dashes or commas to indicate parenthesis</li><li>• Use of <b>commas</b> to clarify meaning and avoid ambiguity eg Let's eat Grandma, or Let's eat, Grandma</li></ul>
<b>Terminology for pupils</b>	<ul style="list-style-type: none"><li>• modal verb, relative pronoun</li><li>• relative clause</li><li>• parenthesis, bracket, dash</li><li>• cohesion, ambiguity</li><li>• rhetorical question</li></ul>

## Year 6

**The following should be taught at year 6, ensuring that all other year groups content is secured.**

<b>Word</b>	<ul style="list-style-type: none"><li>• 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]</li><li>• How words are related by meaning as synonyms and antonyms [for example, big, large, little].</li></ul>
<b>Sentence</b>	<ul style="list-style-type: none"><li>• Use of the passive to affect the presentation of information in a sentence</li><li>• The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he? or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</li></ul>
<b>Text</b>	<ul style="list-style-type: none"><li>• Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as on the other hand, in contrast, or as a consequence], and <b>ellipsis</b></li><li>• Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</li></ul>
<b>Punctuation</b>	<ul style="list-style-type: none"><li>• Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</li><li>• Use of the colon to introduce a list and use of semi-colons within lists</li><li>• Using <b>hyphens</b> to clarify meaning and avoid ambiguity. e.g. recover versus re-cover.</li><li>• To use <b>semi colons</b> and <b>colons</b> to mark the boundary between independent clauses.</li><li>• <b>Bullet points</b> to list information</li></ul>
<b>Terminology for pupils</b>	<ul style="list-style-type: none"><li>• subject, object</li><li>• active, passive voice</li><li>• synonym and antonym</li><li>• ellipsis, hyphen, colon, semi-colon, bullet points</li></ul>