

# Beaufort Primary School

## Grammar & Punctuation Policy



At Beaufort Primary School we recognise that good grammatical and punctuation knowledge is essential to support pupils' work in all subjects across the curriculum.

### Aims

The aim for English in the National Curriculum is to promote high standards. We believe that our Grammar and Punctuation policy should:

- Establish an entitlement for all pupils;
- Establish expectations for staff;
- Promote continuity and coherence throughout the school;

### The importance of Grammar and Punctuation

Since the introduction of the National Curriculum (2014), there has been a rise in the importance of grammar and punctuation within the curriculum. Grammar is concerned with the way in which sentences are used in spoken language, reading and writing. Sentences are the construct which help give words their sense. The purpose of grammar teaching is to enable pupils to become conscious of patterns of language which they can apply in their own work to enhance meaning.

The purpose of punctuation is to clarify the meaning of texts. Readers use punctuation to help make sense of written texts while writers use punctuation to help communicate intended meaning to the reader.

Grammar and punctuation are taught in both discreet and contextualised context. Resources are available to support teaching and to consolidate learning.

### Expectations of Grammar and Punctuation taught to Years 1 to 6 (taken from the National Curriculum 2014)

In line with the National Curriculum (2014) pupils are taught the following:

#### Year 1:

Year 1: Detail of content to be introduced (statutory requirement)

Word	Regular <b>plural noun suffixes</b> <i>-s</i> or <i>-es</i> [for example, <i>dog, dogs; wish, wishes</i> ], including the effects of these suffixes on the meaning of the noun. <b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i> ). How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind, or undoing: untie the boat</i> ].
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Sentence	How <b>words</b> can combine to make <b>sentences</b> . Joining <b>words</b> and joining <b>clauses</b> using <i>and</i> .
Text	Sequencing <b>sentences</b> to form short narratives.
Punctuation	Separation of <b>words</b> with spaces. Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> . Capital letters for names and for the personal <b>pronoun I</b> .
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

## Year 2:

Year 2: Detail of content to be introduced (statutory requirement)	
Word	Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i> ]. Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful, -less</i> . (A fuller list of <b>suffixes</b> can be found on page 56 in the year 2 spelling section in English Appendix 1). Use of the <b>suffixes -er, -est</b> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b> .
Sentence	<b>Subordination</b> (using <i>when, if, that, because</i> ) and <b>co-ordination</b> (using <i>or, and, but</i> ). Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i> ]. <b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</b>
Text	Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing. Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i> ].
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> . Commas to separate items in a list. <b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i> ].
Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

### Year 3:

Year 3: Detail of content to be introduced (statutory requirement)	
Word	Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i> ]. Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a rock</i> , <i>an open box</i> ]. <b>Word families</b> based on common <b>words</b> , showing how words are related in form and meaning [for example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i> ].
Sentence	Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i> ], <b>adverbs</b> [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i> ], or <b>prepositions</b> [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i> ].
Text	Introduction to paragraphs as a way to group related material. Headings and sub-headings to aid presentation. Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i> ].
Punctuation	Introduction to inverted commas to <b>punctuate</b> direct speech.
Terminology for pupils	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

### Year 4:

Year 4: Detail of content to be introduced (statutory requirement)	
Word	The grammatical difference between <b>plural</b> and <b>possessive -s</b> . Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> ].
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> ). <b>Fronted adverbials</b> [for example, <i>Later that day</i> , <i>I heard the bad news</i> ].
Text	Use of paragraphs to organise ideas around a theme. Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition.
Punctuation	Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> ]. <b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name</i> , <i>the girls' names</i> ]. Use of commas after <b>fronted adverbials</b> .
Terminology for pupils	determiner pronoun, possessive pronoun adverbial

## Year 5:

Year 5: Detail of content to be introduced (statutory requirement)	
Word	Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, <i>-ate; -ise; -ify</i> ]. <b>Verb prefixes</b> [for example, <i>dis-, de-, mis-, over- and re-</i> ].
Sentence	<b>Relative clauses</b> beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun. Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps, surely</i> ] or <b>modal verbs</b> [for example, <i>might, should, will, must</i> ].
Text	Devices to build <b>cohesion</b> within a paragraph [for example, <i>then, after that, this, firstly</i> ]. Linking ideas across paragraphs using <b>adverbials</b> of time [for example, <i>later</i> ], place [for example, <i>nearby</i> ] and number [for example, <i>secondly</i> ] or tense choices [for example, <i>he had seen her before</i> ].
Punctuation	Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity.
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

## Year 6:

Year 6: Detail of content to be introduced (statutory requirement)	
Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out - discover; ask for - request; go in - enter</i> ]. How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i> ].
Sentence	Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i> ]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i> , or the use of <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech].
Text	Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i> ], and <b>ellipsis</b> . Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text].
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It's raining; I'm fed up</i> ]. Use of the colon to introduce a list and use of semi-colons within lists

	<p><b>Punctuation</b> of bullet points to list information.  How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>].</p>
Terminology for pupils	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

## Assessment

Each half term, pupils will complete a summative Grammar and Punctuation assessment. These assessments, together with ongoing teacher assessment, will be used to analyse gaps in learning in order to inform future planning. At the end of each Key Stage, pupils in Y2 and Y6 undertake Grammar and Punctuation SATs assessments.

## Monitoring and Evaluation

This will be undertaken on an on-going basis. The English co-ordinators will carry out regular planning and work scrutinies to ensure grammar and punctuation are planned for, taught and assessed regularly and systematically.

**Policy written by English co-ordinators Helen Hutchison and Lucy Mills (November 2016)**  
**Policy review date November 2018**