



Grammar at St Lawrence's

INTENT

At St Lawrence's, we value Writing as a key life skill and are fully committed to enabling our children to become competent and confident writers. We understand that in order to become successful writers, our pupils need to have a solid understanding of the grammar which underpins all writing.

We teach grammar using National Curriculum objectives for each year group. These objectives underpin all writing and need to be fully understood before pupils can use them in their writing. Grammar can be broadly split into five key areas: word level; sentence level; whole text level; punctuation; and terminology. At St Lawrence's we understand that pupils need to have exposure of all these aspects of grammar before they are able to be successful writers.

The key objectives are taught so that pupils can both recognise grammar objectives and use them with increasing independence in their own writing.

IMPLEMENTATION

Grammar lessons are taught in weekly sessions which are built into the English lessons in each class. The lessons are short, a maximum of 30 minutes each, so that objectives can be taught in short, sharp bursts.

Wherever possible, objectives are matched to the writing activities which are taking place. However, as a school we are aware that not every grammar objective can be closely match to a writing activity. On these occasions, the grammar objectives will be taught and then referred to again during writing lessons later in the year.

At St Lawrence's we know that our pupils learn best by having the opportunity to look back at objectives and tasks. The first half term of each year allows pupils to revisit some of the key objectives from the previous year (see grammar overview attached). The final half term also gives teachers the time to complete revision of objectives taught throughout the year.

Teachers have the flexibility to teach objectives in the way that best suits their class. Within English books, there will be a range of activities evident to teach the different objectives.

Links to spelling

The National Curriculum outlines the grammar and spelling objectives to be taught. At St Lawrence's, we teach spelling as a discrete subject, either in daily phonics or weekly spelling lessons. Where there are spelling objectives, it is highlighted on the subject overviews when these are taught in spelling lessons.

IMPACT

The impact that our grammar teaching will have will be evident in a variety of ways

Through summative assessments

- In KS2, pupils will complete a grammar assessment in the Spring and Summer term. This will test the pupils' understanding of grammar objectives in isolation



- Weekly spelling tests where results are recorded
- Year Six pupils will sit a Grammar, Punctuation and Spelling test as part of KS2 assessments.

Through writing

Pupils will be able to demonstrate their understanding of grammar objectives by able to independently apply them in writing activities.

Grammar overviews for each year group

Year 1 grammar overview

Word	Sentence	Text	Punctuation	Terminology
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	Term 1a	Term 1b
Autumn	Recap from EYFS	Separation of words with spaces
	Focus on handwriting- correct letter formation	Capital letters and full stops
	Capital letters for names and I	Capital letters for names and I
	Adding suffixes where no change needed to root word (in spelling lesson)	
	Term 2a	Term 2b
Spring	Separation of words with spaces	Combining words to make sentences
	Capital letters, full stops and exclamation marks	Joining words and joining clauses using and
	Combining words to make sentences	Capital letters, full stops and exclamation marks
	Sequencing sentences to form short narratives	Sequencing short sentences to form short narratives
	Term 3a	Term 3b
Summer	Capital letters, full stops and exclamation marks	Revision of all skills to be used more independently
	Joining words and clauses using and	Using the prefix un- without changing the root word (in spelling lesson)
	Sequencing sentences to form short narratives	Adding s and es to words (in spelling lesson)

Year 2 grammar overview

Word	Sentence	Text	Punctuation	Terminology
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	Term 1a	Term 1b
Autumn	Revision from Year 1	Function of sentences (command, statement, exclamation, command)
	Joining clauses using and	
	Capital letters for names and I	Capital letters, full stops, exclamation marks and question marks
	Suffixes where no change is needed to root word	
	Term 2a	Term 2b
Spring	Adding -er , -est , -ly (in spelling lesson)	Subordination
	Expanded noun phrases for description	Commas to separate items in a list
	Correct choice and consistent use of tense	Apostrophes for contraction and singular possession
	Term 3a	Term 3b
Summer	Formation of nouns using suffixes (in spelling lesson)	Present progressive verbs
	Formation of adjectives using suffixes (in spelling lesson)	Revision
	SATs revision	



Year 3 grammar overview

Word	Sentence	Text	Punctuation	Terminology
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	Term 1a	Term 1b
Autumn	Recap from Year 2	Introducing paragraphs
	Expanded noun phrases	
	Progressive tense	Using a or <u>an</u> correctly
	Apostrophes for omission and singular possession	Present perfect verbs
	Term 2a	Term 2b
Spring	Headings and subheadings to aid presentation	Expressing time, place and cause using conjunctions
	Introduction to adverbs and prepositions	Expressing time, place and cause using adverbs
	Formation of nouns using prefixes (in spelling)	Formation of nouns using prefixes (in spelling)
	Term 3a	Term 3b
Summer	Expressing time, place and cause using prepositions	Inverted commas to punctuate direct speech
	Word families based on common words (in spelling)	Revision

Year 4 grammar overview

Word	Sentence	Text	Punctuation	Terminology
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	Term 1a	Term 1b
Autumn	Revision from Year 3	Expanded noun phrases
	Present perfect tense	
	Inverted commas to punctuate direct speech	Paragraphs to organise ideas around a theme
	Using conjunctions, adverbs and prepositions	
	Term 2a	Term 2b
Spring	Pronouns	Fronted adverbials, including using commas after fronted adverbials
	Possessive pronouns	
	Using nouns and pronouns for cohesion and to avoid repetition	
	Different between plural s and possessive s	Determiners
	Term 3a	Term 3b
Summer	Apostrophes to mark plural possession	Use of inverted commas and other punctuation to indicate direct speech
		Revision



Year 5 grammar overview

Word	Sentence	Text	Punctuation	Terminology
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	Term 1a	Term 1b
Autumn	Revision from Year 4	Devices to build cohesion within a paragraph
	Using nouns and pronouns to avoid ambiguity	Commas to clarify meaning or avoid ambiguity
	Apostrophes for plural possession	Subordinate clauses
	Expanded noun phrases	
	Term 2a	Term 2b
Spring	Parenthesis- commas	Converting nouns or adjectives into verbs using suffixes (in spelling lesson)
	Parenthesis- dashes	Relative clauses
	Parenthesis- brackets	Standard English
	Term 3a	Term 3b
Summer	Indicating degrees of possibility using adverbs	Verb prefixes (in spelling lesson)
	Modal verbs	Linking ideas across paragraphs using adverbials of time, place and number, or tense choices
	Direct and indirect speech	Revision

Year 6 grammar overview

Word	Sentence	Text	Punctuation	Terminology
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	Term 1a	Term 1b
Autumn	Revision from Year 5	Linking ideas across paragraphs using repetition, grammatical connections, ellipsis
	Subordinate clauses	Colons to introduce lists
	Punctuation for parenthesis	Punctuation of bullet points to list information
	Relative clauses	
	Term 2a	Term 2b
Spring	Use of semi-colons, colons and dashes to mark boundaries between independent clauses	Vocabulary of informal and formal speech
	Subject and object	Structure of formal speech (subjunctive)
	Active and passive	Hyphens to avoid ambiguity
	Term 3a	Term 3b
Summer	SATs revision	How words are related by meaning- synonyms and antonyms (in spelling lesson) Layout devices