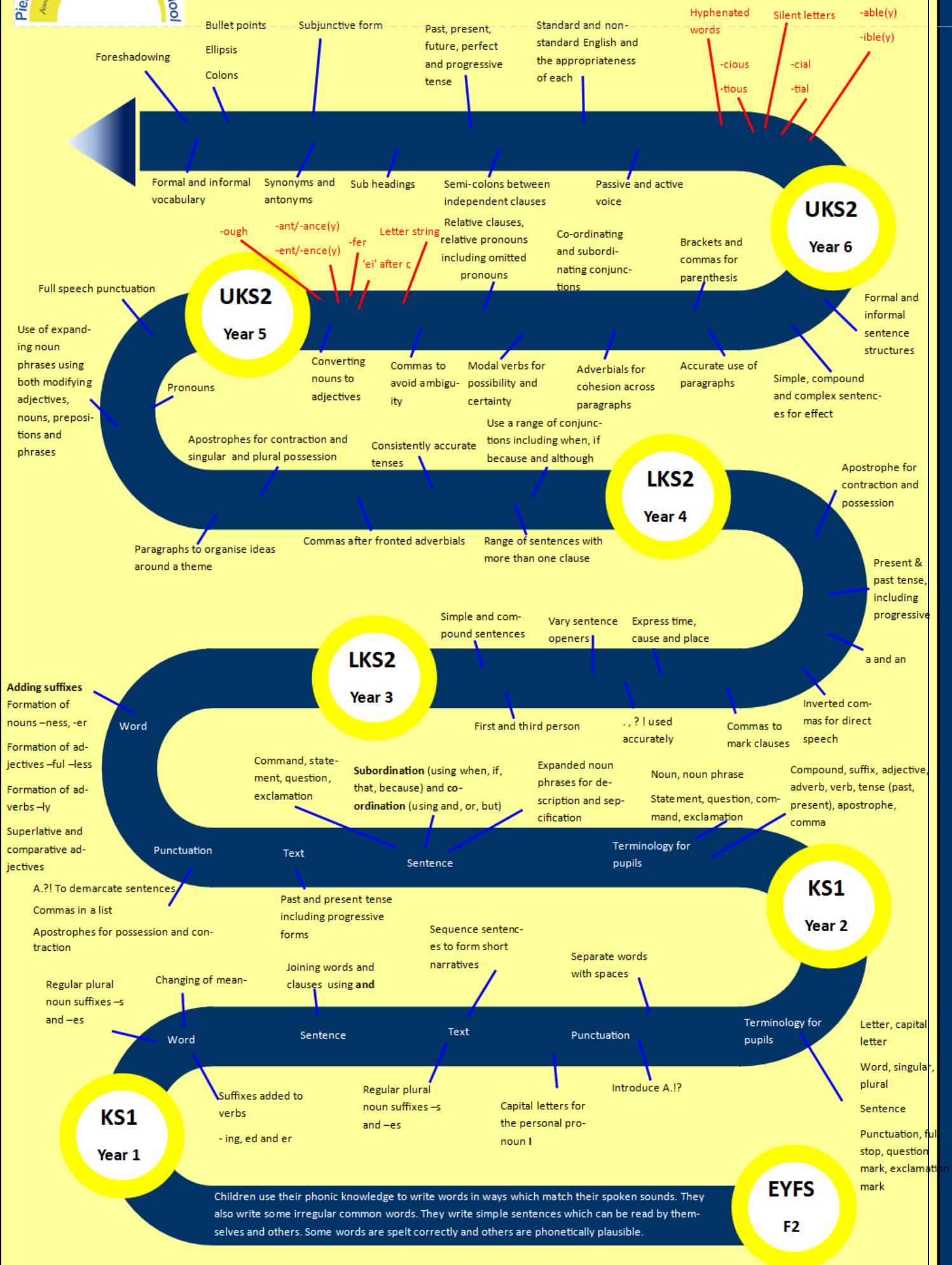


# PGPS - Grammar Learning Journey



## **Introduction**

In English at Pierrepont Gamston, pupils are taught to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Children are exposed to a range of texts types frequently to help achieve this. Reading also enables pupils both to acquire knowledge and to build on what they already know. In writing, through our work on composition and transcription, children are taught how to plan, revise and evaluate their work.

## **Values**

Our school curriculum is underpinned by the values that we hold dear. Within the world of our school, everyone is equally valued and treated with respect. We believe that everyone is made in the image of God, which means that everyone has an equal opportunity to achieve and will be challenged and supported to ensure that they continue to grow and learn within all areas of the curriculum.

## **Intent**

The overarching aim for English at Pierrepont Gamston is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

By the end of Year 6 all pupils will be able to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- show they are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
- Children will use grammatical vocabulary (Appendix 1) to support their learning in grammar.

## **Extracted from the National Curriculum**

### **Speak and Listening**

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum - cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and

writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

## **Reading**

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics is emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher during designated guided reading time, as well as from reading and discussing a range of stories, poems and non-fiction. This includes a wide range of authors and genres giving children the opportunity to encounter high quality texts with language and ideas which will challenge them alongside resources from providers such as Literacy Shed and Classroom Secrets. The adult is able to model, explain, observe and ask questions as well as make links to real life experiences. All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

## **Writing**

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing as well as writing independently and using existing texts and models for their own. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (Read Write Inc. Phonics Programme) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting using the Nelson Handwriting Programme from Oxford Owl.

## **Spelling, Punctuation and Grammar**

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices. Children are taught the rules of spelling for their age range and have the opportunity to apply this during weekly spelling tests (practised on Spelling Shed) as well as in their written work.

Pupils are taught to control their speaking and writing consciously and to use Standard English. They are taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons.

## **Implementation**

- In the Foundation Stage Phonics is taught daily. Children are grouped into ability sets and work in a small group with either a teacher or TA for 30 minutes. We follow the Read Write Inc. Phonics Programme. Literacy is split into reading and writing where children apply their phonics skills independently in various situations with a clear purpose. Children are encouraged to listen to stories, explore characters and verbally communicate their understanding.  
*For further information on EYFS please see the Early Years Policy*
- In Key Stage 1 children begin to build on the skills they have learnt in the foundation stage and teachers continue to focus on pupils' accurate and speedy word reading skills. Pupils listen

to and discuss a wide range of stories, poems, plays and information books and learn to compose individual sentences orally and then write them down. Pupils are taught to spell many words correctly and make phonically plausible attempts to spell words they have not yet learnt. Pupils are taught to form individual letters correctly, establishing good handwriting habits. Phonics continues to be taught daily following the Read, Write, Inc' scheme.

- In Lower Key Stage 2 children are taught to write down their ideas, and draft, plan and edit their work. Skills learned in Key Stage One are consolidated and developed with more varied grammar, vocabulary and narrative structure. In reading pupils explore figurative language and distinguish shades of meaning. Pupils have opportunities to use spoken language in a greater variety of situations, including changes in audience and purpose.
- In Upper Key Stage 2 we continue to emphasise pupil enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. Opportunities are provided for pupils to discuss their own learning and to develop wider skills in spoken language. Pupils' confidence, enjoyment and mastery of language is extended through public speaking, performance and debate.
- In all Key Stages, children are given ample opportunities to write independently in both writing lessons and across the curriculum

### **Children with Special Educational Needs and Disabilities**

We make appropriate provision to overcome all barriers to learning and ensure pupils with SEND needs have full access to the National Curriculum, as stated in our SEN policy. We provide additional resources or support for children with special needs as required. This may be in the form of adaptations, differentiation by outcome, intervention, adult support or a personalised curriculum.

### **Subject leader role**

The role of a subject leader is to:

- Provide strategic lead and direction for a specific subject
- Support and offer advice to colleagues on issues related to the subject
- Monitor pupil progress in that subject area
- Provide efficient resources management for the subject

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in school and plan for improvement. This development planning links to whole school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into programmes of study.

### **Monitoring and Review**

- Class teachers are responsible for the day to day planning, organisation and delivery of the curriculum subject.
- Subject leaders monitor the way their subject is taught throughout school and feedback to SLT and whole school where appropriate.
- The allocated Governor is responsible for liaising with subject leaders to closely monitor the way the school teaches each subject.

Date: January 2022

Review date: Autumn 2023

Appendix- National Curriculum KS1 and KS2 Programmes of Study

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335186/PRIMARY\\_national\\_curriculum\\_-\\_English\\_220714.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf)

Appendix 1

Grammar Vocabulary Progression

	Word	Sentence structure	Punctuation
EYFS		Letter, capital letter, word.	Full stop.
KS1	Singular, plural sentence punctuation, noun, suffix adjective, adverb, verb tense (past, present)	Noun phrase statement, question, exclamation, command compound, simple sentence.	question mark, exclamation mark, apostrophe, comma.
LKS2	Preposition, conjunction, word family, prefix, consonant, consonant letter, vowel, vowel letter, determiner pronoun, possessive pronoun, adverbial, auxiliary verb	Clause, subordinate clause, direct speech, simple sentence, compound sentence, complex sentence.	Inverted commas (or 'speech marks').
UKS2	Modal verb, relative pronoun, parenthesis, cohesion, ambiguity.	Relative clause, subject, object.	Bracket, dash, active, passive. synonym, antonym. ellipsis, hyphen, colon, semi-colon, bullet points.