Windmill Primary School

Punctuation & Grammar at Windmill June 2015

The grammar of our first language is learnt naturally and implicitly through interactions with other speakers and from reading. Explicit knowledge of grammar is, however, very important, as it gives us more conscious control and choice in our language. Building this knowledge is best achieved through a focus on grammar within the teaching of reading, writing and speaking.

Primary National Curriculum 2014

The following policy explains when key grammar concepts are introduced and taught at Windmill Primary School. A consistent, whole school approach is essential to maximise the development of skills amongst our children. The policy also highlights key messages for children at Windmill in particular. These are learning points that are particularly relevant and important to our children.

In order to learn and apply grammar correctly and consistently it is vital that staff model correct and appropriate grammar at all times both in writing but more importantly when they are speaking. Children will be encouraged to apply their knowledge of grammar in their own speech and writing and to note where it is used by others.

Key Learning Points at Windmill

The term connective will no longer be used
The term connective will no longer be used to describe a word group. Instead the following terms will be used:-

Conjunction
A conjunction links two words or phrases together. There are two main types of conjunctions:
- co-ordinating conjunctions (e.g. *and, so, but*) link two words or phrases together as an equal pair
- subordinating conjunctions (e.g. *when, because*) introduce a subordinate clause.

Adverb & Adverbial
An adverb modifies a verb (He was soon snoring loudly), an adjective (He was really noisy), or even a whole clause (Unfortunately it started to rain). Adverbs will often modify in terms of Time, Place or Manner (When, Where, How).

An adverbial is a word or phrase that is used to modify a verb or clause. Adverbs can be used as adverbials but so can other word groups e.g.

- *She finished her work this evening*. [noun phrase used as adverbial]
- *She finished when the teacher got cross*. [subordinate clause used as adverbial]
- The *bus leaves in five minutes*. [preposition phrase as adverbial: modifies *leaves*]
- *She promised to see him last night*. [noun phrase modifying either *promised* or *see,* according to the intended meaning]

Fronted adverbial
An adverbial which has been put in front of the verb. Words previously referred to as time connectives are fronted adverbials e.g. Later that day, Afterwards. In lower KS1 the term time words can be used for words such as then and next to encourage children to sequence their writing.

Description of an adjective
An adjective is not simply a describing word. It does describe but so can adverbs (He spoke loudly), verbs (The lamp glowed) and nouns (It was such a bright red).
An adjective describes a noun. It can be used either before a noun to modify it e.g. He did some good work, or after the verb be e.g. His work was good.

Would have (not of)
In common speech the phrase would have becomes would of. Children are therefore led to write the latter. Staff will try to model the correct pronunciation of the phrase, teach the correct way of writing explaining why have is grammatically correct, and also correct in children's writing.

Were not was
Staff will teach the use of were after a plural noun eg We <u>were</u> running on the playground rather than We **<u>was</u>** running. Staff will also ensure they model the correct form of the verb in speech and correct mistakes in written work.

That was not what was
Staff will model in speech and teach the correct use of that to provide additional information eg She held out the hand <u>that</u> was hurt   rather than She held out the hand <u>what</u> was hurt. NB The use of which here would also be correct eg She held out the hand <u>which</u> was hurt. In these sentences, *that* and *which* are introducing what's known as a restrictive relative clause. This is a clause containing essential information about the noun that comes before it. Restrictive relative clauses can be introduced by *that*, *which*, *whose*, *who*, or *whom* but not *what* as is often spoken locally.

Apostrophes

From Year 2 children need to be able use an apostrophe for omission (ie where a letter is missing eg I'm) and to mark singular possession (eg the girl's name). In Year 4 children need to use apostrophes for plural possession (eg the girls' names).

Nouns ending in s

There is no universal agreement about how to use an apostrophe to show possession where the common or proper noun ends in s so at Windmill teachers follow the Oxford University Press guidelines as follows:-

Personal names that end in –s

With personal names that end in *-s*: add an apostrophe plus s when you would naturally pronounce an extra *s* if you said the word out loud:
He joined Charles's army in 1642.
Dickens's novels provide a wonderful insight into Victorian England.
Thomas's brother was injured in the accident.
Note that there are some exceptions to this rule, especially in names of places or organizations, for example: St Thomas' Hospital
If you aren't sure about how to spell a name, look it up in an official place such as the organization's website.
With personal names that end in *-s* but are not spoken with an extra *s*: just add an apostrophe after the *-s*:
The court dismissed Bridges' appeal.
Connors' finest performance was in 1991.

Plural nouns that end in –s

With a plural noun that already ends in *-s*: add an apostrophe after the *s*:
The mansion was converted into a girls' school.
The work is due to start in two weeks' time.
My duties included cleaning out the horses' stables.

Plural nouns that do not end in -s

With a plural noun that doesn't end in *–s*: add an apostrophe plus *s*:
The children's father came round to see me.
He employs 14 people at his men's clothing store.
The only cases in which you do **not** need an apostrophe to show belonging is in the group of words called possessive pronouns - these are the words *his*, *hers*, *ours*, *yours*, *theirs* (meaning 'belonging to him, her, us, you, or them') - and with the possessive determiners. These are the words *his*, *hers*, *its*, *our*, *your*, *their* (meaning 'belonging to or associated with him, her, it, us, you, or them'). See also it's or its?

Progression in skills

It should be noted that the following progression of skills is a suggested structure which should be used as guidelines for each year group's coverage. The following progression should be used with care: some lower attaining children will need to work on previous year-group targets and may make slower progress; higher attaining and gifted children will work on the statements from later year-groups. Most children, however, will cover thoroughly the statements from their own year group.

The table shows when concepts should be introduced first, not necessarily when they should be completely understood. It is very important, therefore, that the content in earlier years be revisited in subsequent years to consolidate knowledge and build on pupils' understanding.

Reception

Word, sentence, text and punctuation	Children will begin to write simple sentences and recognise spaces are needed between words. Children will sometimes use full stops and capitals.

Year 1

Word	Regular plural nouns suffixes –s or –es e.g. dog, dogs wish, wishes including the effects of these suffixes on the meaning of the noun.
	Suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper.
	How the prefix un- changes the meaning of verbs and adjectives for example unkind, undoing, untie
Sentence & Text	How words can combine to make a sentence.
	Joining words and clauses using and
Punctuation	Separation of words with spaces
	Introduction of capital letters at the start of a sentence and the use of full stops, question marks and exclamation marks to demarcate sentences.
	Children will also use capital letters for names, I and days of the week.
Key Terminology	Letter, capital letter, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

Year 2

Word	Formation of nouns using suffixes such as –ness, -er and by compounding e.g. superman, whiteboard
Sentence & Text	Subordination using when, if, that, because Co-ordination using or, and, but Expanded noun phrases for description and specification E.g. the blue butterfly, plain flour, the man on the moon How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Correct choice and consistent use of present tense and past tense throughout writing Use of progressive forms of the verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting
Punctuation	Use of capital letters, full stops, question marks and exclamation marks Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name
Key Terminology	Noun, noun phrase, statement, question, exclamation, command, compound, (although not statutory the teaching of the term clause here will also begin so sentences can also be classed a single clause or multiple clause where a clause is a group of words that contains a verb) suffix, adjective, verb, adverb, tense – past and present, apostrophe, comma

Year 3

Word	Formation of nouns using a range of prefixes [for example *super–*, *anti–*, *auto–*]
	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*]
	Word families based on common words, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*]
Sentence & Text	Expressing time, place and cause using • conjunctions [for example, *when*, *before*, *after*, *while*, *so*, *because*], • adverbs [for example, *then*, *next*, *soon*, *therefore*], • or prepositions [showing the relationship between the noun or pronoun and other words, for example, *before*, *after*, *during*, *in*, *because of*] Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation 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*] Understand different sentence types – simple, compound and complex (also refer to single clause and multiple clause sentences)
Punctuation	Introduction to inverted commas to punctuate direct speech
Key Terminology	preposition conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')

Year 4

Word	The grammatical difference between plural and possessive –s
	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*]
Sentence & Text	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*)
	Fronted adverbials [for example, *Later that day*, *I heard the bad news.*]
	Use of paragraphs to organise ideas around a theme
	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	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!"*]
	Apostrophes to mark plural possession [for example, *the girl's name*, *the girls' names*]
	Use of commas after fronted adverbials
Key Terminology	determiner pronoun, possessive pronoun (my, mine, our, ours, its, his, her, hers, their, theirs, your, yours, whose, and one's) adverbial

Year 5

Word	Converting nouns or adjectives into verbs using suffixes [for example, *–ate; –ise; –ify*]
	Verb prefixes [for example, *dis–, de–, mis–, over– and re–*]
Sentence & Text	Relative clauses beginning with *who, which, where, when, whose, that*, or an omitted relative pronoun
	Indicating degrees of possibility using adverbs [for example, *perhaps, surely*] or modal verbs [for example, *might, should, will, must*]
	Devices to build cohesion within a paragraph [for example, *then, after that, this, firstly*]
	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]
Punctuation	Brackets, dashes or commas to indicate parenthesis (a word or phrase inserted as an explanation or afterthought)
	Use of commas to clarify meaning or avoid ambiguity
Key Terminology	modal verb,
	relative pronoun, e.g. which, that, who (whom, whose), when, where
	relative clause
	parenthesis, bracket, dash
	cohesion, ambiguity

Year 6

Word	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*]
	How words are related by meaning as synonyms and antonyms [for example, *big, large, little*].
Sentence & Text	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)*].
	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]
	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
	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 clauses [for example, *It's raining; I'm fed up*]
	Use of the colon to introduce a list and use of semi-colons within lists
	Punctuation of bullet points to list information
	How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]
Key Terminology	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points