Fierté Multi Academy Trust
Policy on English- GPS
2017-2018

> **At the heart of our Trust are both the UNICEF Rights Respecting values and articles and Building Learning Power. Through these, we aim to put children's rights at the heart of our schools. We work together to embed children's rights in our ethos and culture; to improve well-being and develop every child's talents and abilities to their full potential. We aspire to give children a sense of pride and achievement in all that they undertake.**

Dyslexia: Glascote Academy recognises the unique contribution of every individual in the school community. It is an inclusive school in which adults and pupils of all abilities and from all cultures and backgrounds are valued. Pupils' wider achievement is encouraged and celebrated and the good progress of all our pupils is of paramount importance as is the safeguarding and wellbeing of all pupils.

Rationale

Teaching grammar improves children's written work, and enables them to discuss their own reading and writing. Good grammatical awareness helps children structure their own writing appropriately, and extends their ability to communicate more complex ideas. Good punctuation not only improves the clarity and quality of writing, it also enables children to become more fluent and expressive readers of text. In teaching grammar and punctuation we follow the objectives set out in the National Curriculum for each year group, and build on children's knowledge and understanding.

We aim to:

· Give children opportunities to develop their understanding of the grammar of complex sentences, including clauses and phrases.
· Teach children about different word classes and their function, and effect in phrases, clauses and sentences.
· Provide opportunities to learn about word formation and patterns of vocabulary.
· Encourage an understanding of the function of phrases and clauses, and develop children's abilities to change phrases and clauses to vary effect.
· Provide opportunities to learn about formal and informal English, dialects and the differences between the spoken and written language.
· Provide opportunities to learn how language changes over time.
· Develop children's technical vocabulary, so they can discuss the structure of texts and sentences.
· Use grammar sentence models on the working wall to show children the principles of sentence construction whilst teaching the technical vocabulary.

Guidelines

Good grammar and punctuation teaching, should employ a variety of methods.
We teach grammar and punctuation:
1. **Through shared reading-**teacher and children read, identifying types of punctuation and grammatical features with the whole class. Discussing and interpreting.

2. **Through shared writing-**introducing, demonstrating, teacher acting as scribe and through supported composition. Challenging children to use grammatical features and punctuation accurately and effectively.

3. **In supported reading and writing-**effect of grammatical features and punctuation is discussed; children use writing frames, collections, lists or other structures to help them.

4. **By carrying out investigations-**providing the opportunities to collect and catagorise grammatical features and punctuation; transform sentences or passages;
Construct rules and explanations, and by children constructively marking their own writing using checklists and VCOP strategies.

5. **During independent reading and writing-**Children use punctuation and grammatical knowledge in their own writing. The children should use knowledge learned, in shared and guided sessions as a model for support.

6. **During speaking and listening sessions-**Children are given the opportunity to discuss and work together scribing ideas, and discussing the outcome of the grammar and punctuation devices.

Review date: September 2017

Next Review date: September 2018