## Punctuation and Grammar Early Level to Fourth Level

### Where are you?

**Assessments:**
- Listening to pupil’s speech for correct grammar usage.
- Fluency progression
- Grammar progression
- Assessing pupil’s independent writing for correct grammar usage.
- SNSA assessments

**As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings.**

**LIT 0-10a**

**I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression.**

**ENG 1-12a**

**I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense.**

**LIT 1-22a**

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### Teacher Reflection

- When I engage in group guided reading or shared reading, do I use good quality text in context to give children experience of seeing and hearing different aspects of punctuation and grammar?
- Do I model thinking out loud when I am engaged in shared writing?
- Do I use the correct grammatical terms (as appropriate to CFE level) when engaged in whole class reading and group guided reading?
- Do I model terms long before I expect children to use them?
- Do I explain genre **voice, tone and style** when introducing children to new genres?
- Do I plan for grammar growth?

**I can recognise different features of my own and others’ spoken language.**

**ENG 2-03a**

Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.

**ENG 2-12a / ENG 3-12a / ENG 4-12a**

In both short and extended texts, I can use appropriate punctuation and order and link my sentences in a way that makes sense.

**LIT 2-22a**

**Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.**

**ENG 2-12a / ENG 3-12a / ENG 4-12a**

As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs.

**LIT 3-22a / LIT 4-22a**

### Background Research

**The conversation**

### Additional Support

Reinforce and develop as appropriate through **Whole Class Shared Reading** and **Group Guided Reading** using quality levelled text.

Use **generative grammar** daily (link in with spelling)

### Schemes

**Talk for Writing**

**Jolly Grammar**

**Nelson Grammar**

**Grammar and Spelling Bug**

Schemes can provide a good structure but they tend not to provide adequate pedagogy. Teaching in isolation is not as effective as constant reinforcement of skills and knowledge through engaging in high quality text.

### Whole School Approach

A whole school approach to the teaching of punctuation and grammar should focus on creating a language rich environment where correct grammar is modelled by **all staff** and quality text is read and shared daily. Regular and explicit instruction about how sentences are formed should be included. Initially the teacher models the correct terminology before expecting pupils to use the terms accurately. This can be done through whole class shared reading, group guided reading, and a ‘Hear, Talk, Write’ approach to writing at all levels.

### Emerging literacy (Early Level)

- **Phonological awareness**
- **Generative Grammar (Talk for Writing)**
- **Whole Class Shared Reading**

### Developing literacy (First Level and Second Level)

- **Wraparound Spelling (condensed)**
- **Generative Grammar (Talk for Writing)**
- **Whole Class Shared Reading**

### Expanding literacy (Third Level and Fourth Level)

- **Morphological Awareness Progression**
- **Morphological Awareness Information**
- **Generative Grammar (Talk for Writing)**
- **Whole Class Shared Reading**

### Classroom Environment:

Develop an environment where children are excited to learn how words work.

Constantly model an environment of rich spoken and written language.

Assess, plan, teach, practice and maintain new learning across the curriculum, not confined to literacy teaching.

### Classroom Resources:

- **The figure of speech calendar**
- **The Glossary of Grammatical terms and usage** (aligned to CFE)
- **Punctuation and Grammar Posters**
- **Phoneme/Grapheme Chart**
### Tools for writing Continuum

<table>
<thead>
<tr>
<th>Early Level</th>
<th>First Level</th>
<th>Second Level</th>
<th>Third/Fourth Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Punctuation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>capital letter</td>
<td>full stop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>question mark</td>
<td>exclamation mark</td>
<td></td>
<td></td>
</tr>
<tr>
<td>commas</td>
<td>inverted commas</td>
<td>apostrophes</td>
<td></td>
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<tr>
<td>colon</td>
<td>parenthesis</td>
<td>ellipses</td>
<td></td>
</tr>
</tbody>
</table>

Grammatical Features – Parts of speech, choice of vocabulary

<table>
<thead>
<tr>
<th>nouns</th>
<th>Proper nouns</th>
<th>verbs</th>
<th>conjunctions</th>
</tr>
</thead>
<tbody>
<tr>
<td>paragraphs</td>
<td>pronouns</td>
<td>adverbs</td>
<td>adjectives</td>
</tr>
<tr>
<td>choice of words</td>
<td>rhetorical questions</td>
<td>repetition</td>
<td>emotive language</td>
</tr>
</tbody>
</table>

Figures of Speech

Frequent exposure to rich text and spoken environment where a variety of figures of speech are used.

- Simile
- Metaphor
- Alliteration
- Onomatopoeia

Continue to reinforce and extend.

Text structure

- Convey ideas, feelings, information
- Appropriate vocabulary

Three part stories: Beginning, middle and end

<table>
<thead>
<tr>
<th>Introduction</th>
<th>plot</th>
<th>Paragraphs</th>
<th>Conclusion</th>
<th>Character</th>
<th>Simple sentences</th>
<th>Complex sentences</th>
<th>Genre ‘voice’</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of the above, maintaining knowledge and developing at a more advanced level.</td>
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</tbody>
</table>

Features of layout and presentation

<table>
<thead>
<tr>
<th>Spacing between words</th>
<th>Left to right</th>
<th>Top to bottom</th>
</tr>
</thead>
<tbody>
<tr>
<td>illustrations</td>
<td>Titles</td>
<td>Labels/captions</td>
</tr>
<tr>
<td>Bullet points</td>
<td>Text boxes</td>
<td>graphics</td>
</tr>
<tr>
<td>All of the above, maintaining knowledge and developing at a more advanced level.</td>
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</tbody>
</table>

Genres of Writing

<table>
<thead>
<tr>
<th>Recount</th>
<th>Narrative</th>
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</thead>
<tbody>
<tr>
<td>Expository</td>
<td>Report</td>
</tr>
<tr>
<td>Descriptive</td>
<td>Newspaper article</td>
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<tr>
<td>Informal letters</td>
<td>Poetry</td>
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<tr>
<td>Invitations</td>
<td>Plays</td>
</tr>
<tr>
<td>Persuasive texts</td>
<td>Blogs</td>
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<tr>
<td>Emails</td>
<td>Formal letters</td>
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</table>

All of the above, maintaining knowledge and developing at a more advanced level.

Text Length - Quality is more important than quantity. The text length will depend on the purpose and type. Please use your professional judgement.

| One or more sentences | At least one A4 page. At least 1 paragraph. | Well-constructed writing. At least 1 ½ sides of A4. | Well-constructed writing. At least 2 sides of A4 |