

Next Generation Literacy: Grammar and Punctuation

Punctuation and Grammar Early Level to Fourth Level

<p>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</p>	<p>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</p>	<p>Background Research The conversation</p>
<p>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?</p>	<p>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</p>	<p>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)</p>
	<p>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, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. LIT 2-22a</p>	<p>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.</p>
	<p>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</p>	

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 engaged in. 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)	Developing Literacy (First Level and Second Level)	Expanding Literacy (Third Level and Fourth Level)
<p>Phonological awareness Generative Grammar (Talk for Writing) Whole Class Shared Reading</p>	<p>Wraparound Spelling (condensed) Generative Grammar (Talk for Writing) Whole Class Shared Reading</p>	<p>Morphological Awareness Progression Morphological Awareness Information Generative Grammar (Talk for Writing) Whole Class Shared Reading</p>

<p>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.</p>	<p>Classroom Resources: The figure of speech calendar The Glossary of Grammatical terms and usage (aligned to CfE) Punctuation and Grammar Posters Phoneme/Grapheme Chart</p>
--	--

Next Generation Literacy: Grammar and Punctuation

Tools for writing Continuum							
Early Level		First Level			Second Level		Third/Fourth Level
Punctuation							
capital letter				full stop			
question mark				exclamation mark			
commas		inverted commas		apostrophes			
colon		parenthesis		ellipses			
Grammatical Features – Parts of speech, choice of vocabulary							
Beginning a sentence with a capital letter and ending with a full stop.							
nouns		Proper nouns		verbs		conjunctions	
paragraphs		pronouns		adverbs		adjectives	
proper adjectives							
choice of words		rhetorical questions		repetition		emotive language	
Figures of Speech							
Frequent exposure to rich text and spoken environment where a variety of figures of speech are used.							
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		Settings		Description		Dialogue	
Appropriate tone		Key features					
Introduction		plot		Paragraphs		Conclusion	
Character		Simple sentences		Complex sentences		Genre 'voice'	
All of the above, maintaining knowledge and developing at a more advanced level.							
Features of layout and presentation							
Spacing between words			Left to right			Top to bottom	
illustrations		Titles			Labels/captions		images
Bullet points		Text boxes		graphics		captions	
fonts		Headings					
All of the above, maintaining knowledge and developing at a more advanced level.							
Genres of Writing							
Recount		Narrative					
Expository		Report		Descriptive		Newspaper article	
Informal letters		Poetry		Invitations		Plays	
Persuasive texts		Blogs		Emails		Formal letters	
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	