**APPENDIX A**

**The Teaching of grammar at South Walney Junior School: grammar for writing**

**Intent:** We encourage our pupils to write creatively, be adventurous with their use of language and to write with clear purpose and for pleasure. In order for these aims to be realised, it is essential that our pupils learn the knowledge and skills to write grammatically accurate sentences. . Children who know how to write sentences that make sense feel confident and are able to write with enjoyment. We want our pupils to be equipped with the knowledge and range of strategies for applying grammar in all their writing. writing.

**Implementation:**

* Children from Year 3 to Y6 develop a sound understanding of grammar, including its terminology using the progression maps. This follows the National Curriculum.
* Lessons are taught in explicitly in Year 5 and 6 in half-hour sessions per week- using Pie Corbett’s Grammar for Writing, Grammarsaurus and CLUSP sentence composition Year 3 and 4 will incorporate their grammar into English lessons.
* Grammar into writing is emphasised in all written work. The teacher will explicitly model how to write grammatically in modelled writing in all lessons using a colour coded system. Teachers will voice out loud why they are using this. At all times, the effect of grammar in writing is emphasised.
* When writing, children will be given a range of support for grammar such as talking tin lids, whiteboards and colourful semantics.
* Children are taught how to edit out grammatical errors using explicit modelling by the teacher, using resources such as the visualiser.
* Children practise their grammar at home and during ‘morning work’. For those children with tracking problems, a photograph is taken on their i-pad of their morning work. Morning work forms an important part of grammar practice, especially those children who do not practise at home.
* Teachers explicitly teach conventions to the children using a variety of methods to teach grammar e.g reading sentences aloud to look for fragments rather than full sentences, editing for overuse of proper nouns and moving clauses around the sentence for effect. Games/songs are used in order to consolidate learning.
* Children have a knowledge organiser in order to consolidate learning

**Impact:**

* Each year group has a formal grammar test every term. These tests are analysed in order to plug any gaps.
* The school’s marking policy also places a strong emphasis on supporting the improvement of grammar and errors are identified and children encouraged to edit.

**This policy will be reviewed: Oct 2023**

**Agreed by Staff:**

 **Date\_\_\_\_\_\_\_\_\_\_\_ Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**( Deputy Head teacher)**

**Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signed : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Chair of Governors)**