

National Curriculum – Aims and purpose	Implementation – how we deliver the curriculum
<p>Purpose of Study The two statutory appendices – on spelling and on vocabulary, grammar and punctuation – give an overview of the specific features that should be included in teaching the programmes of study. Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices. Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory Glossary is provided for teachers. Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.</p> <p>Aims The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:</p> <ul style="list-style-type: none"> - read easily, fluently and with good understanding - develop the habit of reading widely and often, for both pleasure and information - acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language - appreciate our rich and varied literary heritage - write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences - use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas - are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate 	<p>At Stapleford Primary School. Grammar is taught with the intention that that children understand the purpose of grammar within English. Children are taught to use and apply taught grammar, in order to improve the quality of their writing. It also provides them the opportunity to become increasingly confident about their taught grammar and for them to make choices about the correct grammatical features for a piece of writing.</p> <p>In English lessons, grammar that is embedded within the book based writing units is taught and lessons are adapted to meet the needs of the children. Further standalone grammar lessons are taught, which are appropriate to the age and needs of the children, with a focus to further consolidate learning and to ensure coverage of grammar concepts. In order to build the purpose of learning and allow opportunities for children to apply their learning, a link is made with any standalone lessons to the intended writing outcome of the unit. This is to ensure that children can understand the purpose of learning and allow opportunities for children to apply their learning.</p> <p>When grammar lessons are being taught, teachers take into consideration, whether children understand the purpose of the lesson and if the children know how the taught grammar will impact their writing.</p> <p>Through shared writing, teachers model, making conscious choices about the appropriate grammar to be used for effective writing within the genre. Through the school, in all key stages, literacy working walls are used and referred to whilst teaching to contain examples of taught grammar within the unit.</p> <p>At the end of unit, teachers assess the impact of taught grammar through independent writing assessments. Teachers check if children can confidently use and apply the taught grammar in writing and assess the progress of taught grammar within the unit, in order to plan for next steps.</p>

<p>Milestones: At Stapleford Primary School children are taught in mixed age classes e.g. Years 1 & 2 together etc. Our curriculum sets out progression in the form of three 'Milestones'. The children work towards each Milestone for two years. During the first year pupils attain an understanding of the skills set out in the Milestone and during the second year they develop an advanced or deeper understanding. Each Milestone contains a range of descriptors which provide details of the skills to be covered. Over a two-year period, students become more and more familiar with these details by exploring them in a breadth of contexts. This helps pupils to "know more" and "remember more."</p>
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Year Groups	Sentence structure	Text structure	Punctuation
<p>1 & 2</p> <p>Milestone 1</p>	<ul style="list-style-type: none"> • Understand how words can combine to make sentence • Begin to use ‘and’ or ‘but’ or ‘or’ to join sentences • Use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns • Learn how to use sentences with different forms: statement, question, exclamation, command. • Co-ordination: use conjunctions (and, or, but) to join simple sentences • Use subordination (using when, if, that, or because) and coordination (using or, and, or but). • Use conjunctions (when, if, because, ...) to join subordinate clauses. • Use some features of written Standard English. 	<ul style="list-style-type: none"> • Sequencing sentences to form short narratives • Begin to understand the concept of a verb • Use and distinguish past tense. • Learn how to use the progressive form of the past tense. 	<ul style="list-style-type: none"> • Write, leaving spaces between words • Begin to demarcate sentences using capital letters, full stops, exclamation and question marks • Punctuate sentences using a capital letter and a full stop, a question or exclamation mark. • Use capital letters for the start of lines/sentences. • Use capital letters for the names of people, places, days of the week, etc. • Use personal pronoun ‘I’. • Correctly use punctuation, to include capital letters, full stops, question, exclamation marks and apostrophes. • Use commas in lists

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<p>3 & 4</p> <p>Milestone 2</p>	<ul style="list-style-type: none"> • Revise sentences with different forms: statements, commands, questions and exclamations. • Use conjunctions to express time and cause • Express time and cause using adverbs • Express time and cause using prepositions • Write sentences with more than one clause using a wider range of conjunctions. • Identify and use fronted adverbials • Use the appropriate choice of pronouns and nouns within a sentence to avoid ambiguity and repetition. • Understand that writing can be 3rd or 1st person. 	<ul style="list-style-type: none"> • Use the present perfect rather than simple past tense • Use past tense and the perfect form of verbs • Use of perfect form of verbs to mark the relationship of time and cause. • Begin to understand the perfect form of verbs • Introduction to paragraphs as a way to group related materials (Y3) • Headings and subheadings to aid presentation (Y3) • Use the appropriate choice of pronouns and nouns across sentences. • Use of paragraphs to organise ideas around a theme (Y4) • To understand possessive pronoun. 	<ul style="list-style-type: none"> • Introduce speech marks to punctuate direct speech. • Use speech marks to punctuate direct speech. • Apostrophes to mark singular and plural possession. • Use of commas after fronted adverbials

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<p>5 & 6</p> <p>Milestone 3</p>	<ul style="list-style-type: none"> • Revise: Use a range of conjunctions to create compound and complex sentences. • Identify and use adverbs, adverbials, including fronted adverbials • Identify relative clauses • Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • Recognise and use the subjunctive forms of the verb. • To understand the difference between structures typical of informal speech and formal speech • To use the subjunctive form in formal writing and speech • Use expanded noun phrases to convey complicated information concisely • Indicate degrees of possibility using modal verbs in writing • Understand active and passive moods and when to use each one • Use passive verbs to affect the presentation of information in a sentence • To recognise and understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing 	<ul style="list-style-type: none"> • Linking ideas across paragraphs using adverbials of time, place and number • Look at the infinitive form of a verb, and the split infinitive • Devices to build cohesion within and across paragraphs. • To use a wider range of cohesive devices • Use the correct layout devices, such as headings, subheadings, columns, bullets or tables to structure text 	<ul style="list-style-type: none"> • Use a colon to introduce a list • Use commas correctly to clarify meaning or avoid ambiguity. • Use brackets, dashes and commas to indicate parenthesis. • Use semi-colons, colons or dashes to mark boundaries between main clauses • Punctuate bullet points to list information • Use hyphens to avoid ambiguity