



FAIRLANDS PRIMARY SCHOOL

Pound Avenue
Stevenage
Hertfordshire
SG1 3JA

Headteacher: Mr Robert Staples BA (Hons)
Tel: (01438) 351053 E-mail: admin@fairlands.herts.sch.uk www.fairlands.herts.sch.uk

POLICY STATEMENT

GRAMMAR

APPROVED BY GOVERNORS	September 2026
TO BE REVIEWED BY	September 2029

FAIRLANDS PRIMARY SCHOOL

GRAMMAR POLICY

Providing every child with the opportunity to be a confident writer

AIMS

- To provide all children with the opportunity to become a confident writer.
- To ensure continuity and consistency in the teaching of grammar across the school.

The importance of grammar

A secure understanding of grammar helps children to become more proficient and confident writers. It provides them with the tools needed to produce effective writing, by learning to select appropriate language matched accurately to its intention.

TEACHING AND LEARNING

Grammar is learnt naturally and implicitly through interactions with other speakers and from reading. Explicit knowledge of grammar is important, as it gives us more conscious control and choice in our language. Building this knowledge is achieved through a focus on grammar within the teaching of reading, writing, and speaking. Young pupils use more complex language in speech than in writing, and teachers should build on this, aiming for a smooth transition to sophisticated writing. Learning effective tools for writing is a developmental process. Children must be actively taught grammar conventions and technical vocabulary to develop their writing. They will need to develop new skills alongside opportunities to practice those previously taught.

At Fairlands, grammar will be taught explicitly using a range of strategies and approaches throughout the reading and writing teaching sequence.

Children will be taught to identify grammatical techniques in author's work. This will be done through high quality texts used in guided and shared reading. Children will then develop their composition skills using taught techniques. These techniques will then be applied in independent extended writing opportunities.

The school's thematic curriculum will support the teaching of grammar and children will develop techniques suited to topic related writing. This learning will be supported through active use of a writing working wall which will display contextualised examples of newly taught grammar techniques. It is essential that children understand that careful use and a good understanding of grammar will enhance all writing across the curriculum. This means that teaching will be in the context of relevant resources and materials. Alongside this, teachers will provide additional opportunities to develop grammar skills through inclusive, engaging and focussed discrete lessons.

At Fairlands, there is a clear progression of skills related to the teaching of grammar. This progression is followed rigorously and as this is a developmental skill the progression will be used to meet the needs of all learners.

PLANNING FOR LEARNING

The teaching of grammar is of high priority at Fairlands. There will be a grammar related element to every literacy lesson. As far as possible this will be related to the other learning in the lesson. The school's English planning format will be used to show learning intentions.

Please also refer to Appendix 1 for a one sheet detailing the vocabulary, grammar, and punctuation for each year group.

Foundation Stage

Children work towards Year 1 learning intentions through the books the children listen to and share.

Children will learn about:

- Using correct personal pronouns in speech
- Leaving spaces between words
- Recognise capital letters and full stops in their own reading and beginning to use them in writing.
- Using a capital letter to write their own name and in use of the personal pronoun 'I'

Children will be taught the following technical vocabulary alongside this learning:

word, space, sentence, letter, capital letter, full stop.

Year 1

Pupils entering Year 1 who are not age appropriate should continue to follow the EYFS curriculum. However, it is important that children still have access to these learning intentions through the books they listen to and share.

Previous learning will be revised and new learning will be planned.

Children will learn about:

- How words can combine to make sentences
- Sequencing sentences to form short narratives
- Leaving spaces between words
- Using the word 'and' to join words and join clauses
- Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

Children will be taught the following technical vocabulary alongside this learning:

word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark

Year 2

Children entering Year 2 will be assessed on their ability to apply their learning from year 1. Previous learning will be revised and new learning will be planned.

Children will learn about:

- How to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and to mark singular possession.
- How to use sentences with different forms: statement, question, exclamation, command
- How to use expanded noun phrases to describe and specify; e.g. *the blue butterfly*
- Using subordination (using *when, if, that, or because*) and co-ordination (using *or, and, or but*)

- Using correct choice and consistent use of present tense and past tense throughout writing
- Use of the progressive form of verbs in the present and past tense

Children will be taught the following technical vocabulary alongside this learning:

Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, verb, tense (past, present), adverb, apostrophe, comma

Years 3 and 4

Children entering Year 3 will be assessed on their ability to apply their learning from Key Stage 1. Previous learning will be revised and new learning will be planned.

Children will learn about:

- Using paragraphs to group related material
- Using headings and sub-headings to aid presentation
- Using the present perfect form of verbs instead of the simple past
- Extending the range of sentences with more than one clause by using a wider range of connectives e.g. *when, if, because, although*
- Using noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases
- Use of paragraphs to organise ideas around a theme
- Choosing nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition
- Using conjunctions, adverbs and prepositions to express time and cause
- Using fronted adverbials
- Using commas after fronted adverbials
- Indicating possession by using the possessive apostrophe with plural nouns
- Use of inverted commas and other punctuation to indicate direct speech

Children will be taught the following technical vocabulary alongside this learning:

Year 3

word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel letter, consonant letter vowel, clause, subordinate clause

Year 4

determiner, pronoun, possessive pronoun, adverbial

Years 5 and 6

On entering year 5 children will be assessed on their ability to apply their learning from Lower KS 2. Previous learning will be revised and new learning will be planned.

Children will learn about:

- Recognising vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive

- Using the passive voice to affect the presentation of information in a sentence
- Using modal verbs or adverbs to indicate degrees of possibility
- Using relative clauses beginning with *who*, *which*, *where*, *why* or *whose*
- Using devices to build cohesion within a paragraph
- Linking ideas across paragraphs using adverbials of time, place, and number or tense choices
- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, use of adverbials and ellipsis
- Using layout devices, such as headings, subheadings
- Using commas to clarify meaning or avoid ambiguity in writing
- Using hyphens to avoid ambiguity
- Using brackets, dashes or commas to indicate parenthesis
- Using semi-colons, colons or dashes to indicate a stronger sub-division of a sentence than a comma
- Punctuating bullet points consistently

Children will be taught the following technical vocabulary alongside this learning:

Year 5

relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, cohesion, ambiguity

Year 6

active and passive voice, subject and object, hyphen, synonym, antonym, ellipsis, colon, semi-colon, bullet points

HOMEWORK AND TESTING

Teachers may choose to set grammar related homework. This will be in line with the school's homework policy.

SPECIAL EDUCATIONAL NEEDS

Children identified as working below age related expectations will receive a differentiated curriculum; teachers will plan for this using the progression of skills. Children may have specific Wave 2 or 3 interventions to narrow the gap.

ASSESSMENT AND RECORDING

Grammar errors are marked in accordance with the school's Feedback and Marking Policy. Not all grammatical mistakes will necessarily be corrected; feedback will be given appropriate to the child's age, need and ability. Children's understanding of grammar is assessed by their independent application of skills through extended writing opportunities.

REVIEW

The governing body will review this policy in line with its annual cycle of review.