

MELLING APPROACH TO 'GRAMMAR'

**Grammar is a piano I play by ear.
All I know about grammar is its
power.**

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Intention-Aims and Principles

To enable pupils to express and communicate meaning in spoken language, listening to and interpreting what others say and matching style and response to audience, context and purpose.

To apply their knowledge and understanding of phonics, spelling patterns and rules, grammar and punctuation to reading and writing opportunities across the curriculum.

To develop high standards of oracy using accurate grammar that promotes confident, eloquent speakers who will be prepared for 21st century living and lifelong learning.

Implementation – Quality First Approach

In Melling, grammar is seen as an essential element of the read into write process. We believe that seeing how grammar is used in quality texts is the best way to develop and apply grammatical constructions in their own work. We use a variety of strategies to enable this to happen:

-In all read into write units, the grammar of the text is scrutinized and linked to the grammar needed in that specific year group;

-Superspag is used to allow children to continually recap and revise on grammar that has already been covered – short, sharp blast of text scrutiny to see how concepts are applied into texts

-Hammer Grammar – a ‘test’ type activity that is used as a low-stress, high-impact teaching tool. The Hammer Grammar skills sheets cover all the year group expectations and allow children to see the grammar and punctuation expectations out of the context of a text in order to revisit on a weekly or fortnightly basis

-Vocabulary expansion: Teachers work hard to enhance pupils’ vocabulary through opportunities that arise naturally from their reading and writing. Throughout all literacy lessons, pupils are shown how to understand the relationship between words, how to understand nuances in meaning and how to develop their use of figurative language. They are also taught how to work out and clarify the meaning of unknown words and words with more than one meaning. In addition to this, new words and phrases are introduced each week. The pupils explore the meaning of the word or phrase and begin experimenting and perfecting using these in their writing. Regular work on synonyms and antonyms also helps broaden the pupils’ vocabulary.

Teaching explicit knowledge of grammar is important to enable the pupils to have a more conscious control and choice of their language. Building this knowledge is taught through focused activities and within the teaching of reading, writing and speaking. Once the pupils are familiar with a grammatical

concept their teacher encourages them to apply and explore this concept in the grammar in their own speech and writing.

Each week the pupils have a set of spellings to revise. These spellings are linked to the spelling focus taught that week in their literacy lesson.

Speaking and Listening

The Text-Based curriculum reflects the importance of spoken language in pupils' development across the whole curriculum. Spoken language underpins the development of reading and writing. The quality and variety of language that the pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.

Inclusion

All children, no matter the ability or disability will be given the same opportunities to develop high standards of grammar and a wide vocabulary (written and/or spoken). Any child who is identified as falling behind in grammar and punctuation will have access to short, sharp blasts of intervention based on gaps in learning to help them keep up with the rest of the class.

Children will be exposed to a range of dialects, accents etc and will develop an appreciation and respect for diversity in this regard.

Children in Early Years and Y1 will be placed on the NELI programme or Early Fluency Programme to help develop speech and communication and thus have an impact on their use of correct grammatical language.

Enhancement

Quality class texts

No Nonsense Grammar Wall

Focus on oracy (presentational skills and developing vocabulary) – termly presentations

Grammar Websites are used to reinforce and extend:

Spellodrome Spelling games and activities

BBC Starship Literacy & Maths activities

Purple Mash Lots of activities in many subjects. Why not have a go at some coding and see how far you can get!

Education City Play your favourite games at home.

www.topmarks.co.uk Play these fun English Games for 7-11 year olds

www.spellzone.co.uk

www.grammarmonster.com A very comprehensive page full of the different aspects of grammar.

www.crickweb.co.uk English educational kids games and activities

uk.ixl.com makes the world of words come alive with fun visuals and interactive questions.

Impact – Assessment and Achievement

Grammar Hammer assessment sheets are given to the children every 2 weeks. They are used as a tool for tracking progress but also as a teaching tool for plugging gaps.

NFER papers(Y1 Summer Term) (Y3, Y4, Y5) and practice Sat Papers (Y2, Y6) will be administered every term. Results will be given to and reviewed by the head teacher and English Subject Leader. Common errors will be identified by the class teacher. These will be taught in a class lesson or through group intervention.

The use of accurate spoken grammar will be assessed in relation to oracy baselines and consequent termly assessments, depending on the context (eg presentation skills, poetry recital etc)

Monitoring and moderation

The monitoring and evaluating of grammar enables the progress of children to be seen within the class and whole-school contexts of school and staff development. Monitoring of teaching and learning takes place through book scrutiny, lesson observations and pupil interviews to ensure coverage, continuity and progression in history.

The use of case study children is being developed to enable the subject leader to evaluate achievement for a cross section of children in each year group. These children will meet with the subject leader on a termly basis and will provide an insight into the approach to grammar through the eyes of a child (and group) in a particular class. This will also provide an opportunity to monitor the standard of spoken English throughout the school.

Findings are used to inform future planning to enhance teaching and learning.