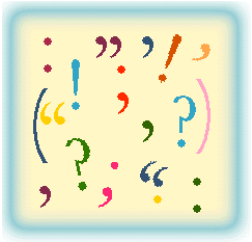



# Grammar at Cherbourg



Children are taught specific skills in the three areas of Spelling, Punctuation and Grammar (often referred to as SPaG or GaPs) across Key Stage 1 and Key Stage 2. All three areas are formally tested on these areas in the Year 6 SATs as well as being assessed within their writing at 3 points across each academic year in Years 1-6.

At Cherbourg we believe that a good understanding of the spelling, punctuation and grammar helps children to feel confident to choose and use vocabulary, sentence structures and punctuation that create particular effects on their readers. Understanding how to create these effects enables children to adapt their writing for a particular purpose and craft it into a particular form.

## Why do We Teach Grammar at Cherbourg (Intent):

Through the teaching of Grammar at Cherbourg we intend for pupils to:

- access a range of stimulating and inspiring texts, picking apart the way in which the language and the sentence structure impacts upon the reader
- understand how texts are constructed to affect the reader
- acquire a writer's style by analysing the word choice and structure of a text to use a base for their own writing
- learn how a writer uses grammar to inspire, engage and hook the reader. Through our blended approach to reading and writing, as well as aspects of the 'Talk for Writing' approach, we teach how we too can acquire the skills of the author and write 'as a writer'
- write across a range of genre, adjusting the grammar and vocabulary to create a desired atmosphere
- write for a variety of purposes and audiences; clearly, accurately and coherently, adapting their language and style as required.
- acquire a wide vocabulary and understand the nuances of vocabulary in a range of contexts, and being able to choose vocabulary carefully, when speaking and when writing, to deliver their opinions and ideas.

## How do we teach Grammar at Cherbourg? (Implementation):

- High quality texts are taught across the school in order to be used as models for the children to learn about varying word choice and text structure for effect.
- Discreet teaching of SPaG ensures children become fluent with grammatical terminology and understand, and use, the correct terms when discussing the grammar, they utilise in their writing
- Weaving grammar, both which has been taught discreetly and new, throughout the teaching of English ensures children see grammar in action and how it creates atmosphere and feeling in their writing
- Creating a vocabulary-rich classroom exposes children to new and exciting language they can practise and use both when speaking and wriitng
- Teachers read out loud high-quality texts regularly to their class
- Children and teachers magpie effective language when sharing an inspiring whole class text thus creating class banks of adventurous vocabulary to use as part of the children's writing
- Pupils use 'talk for writing' to discuss ideas with each other prior to writing
- Working walls in classrooms include examples of the sentence structure featured in the genre of the text the children are writing in, adventurous vocabulary and examples of the grammatical features the children are learning about
- Learning Journeys featuring the grammar to be taught for each book studied are in children's English books so that children understand the path that their learning will take and how grammar plays a part
- Toolkits are constructed as part of the imitation process so that children have the tools to become effective writers
- Planning grids for children in English books, featuring grammar and vocabulary, aid children's understanding of the purpose of their writing and how the writing process connects together
- Zones of relevance help children see the degrees of meaning within words of similar meaning
- Traffic light vocabulary introduce new vocabulary choices to children and remind children of word choices they can use
- Teaching staff and LSAs model standard spoken English

# What is our Intended Impact?:

- Pupils engage in discussions throughout their learning using a widening range of vocabulary to express their ideas and support their opinions
- Pupils enjoy writing and use the features of different genres and styles. They can write for different purposes and audiences understanding how to apply the grammatical features modelled and taught.
- Pupils are proud of their writing
- Skills progress (SPaG) throughout the school is evident in children's books.
- Pupils are being adventurous with vocabulary choices.
- Children apply the skills taught, through discreet lessons in grammar and during their English lessons, to the wider curriculum. The standard of the children's writing across the curriculum is the same as in English books.