



Hooked on Thinking

Working With and For Local Families

Recent research shows us that: National Curriculum notes and guidance “ The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn”. **HeadStart Primary** “ Grammar is at the centre of both our spoken and written communications, and allows us to be clearly understood by others. Using grammar poorly can result in messages being unclear, which affects our ability to communicate, and can hinder relationship building – an important skill for youngsters to develop. Using grammar correctly, on the other hand, makes listening and reading easier for others, making communication more enjoyable, and positively impacting relationships. Grammar also enables children to expand their vocabulary as they learn more interesting ways to communicate messages and present information.”

Developing Vocabulary, Grammar and Punctuation at Hindhayes - With skilled practitioners in each year group sourcing and writing model texts for Talk4Writing units, we can tailor the vocabulary, grammar and punctuation that children develop as a part of spoken language and then teach children to transfer this knowledge and understanding into written outcomes. With this carefully constructed approach, children are gradually introduced to a range of features that build in small steps on prior knowledge and the specific terms children need to discuss writing are embedded through daily teaching rather than stand alone units of work.



Pupils should be taught to:	Development of skills	Foundation Stage	Year 1	Year 2	Year 3
develop their understanding of the concepts set out in English Appendix 2 by:					
learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	Writers in the Foundation Stage will: begin to use a full stop at the end of sentences as soon as they are ready for the “give me three” marking sticker. They will be helped to spot these in reading material and will also use them as a part of story mapping. Children may clap, bounce a ball or use other practical activities to help them. Children will complete a daily dictation sentence that may include a full stop, exclamation mark or question mark. Children will have the opportunity to explore the use of exclamation and question marks when reading aloud to a group in Guided Reading. Teachers will model the voice intonation used for reading an exclamation or question sentence.	Writers in year 1 will: begin to use full stops, exclamation marks and question marks as a part of everyday writing and as appropriate for the TalkforWriting units they are in. Teachers produce model texts including specific punctuation features to enable children to internalise their use and to then use during independent application or innovation. Children begin to self-assess against the “give me five” marking sticker as they progress through our stage and not age system. Children continue to look at punctuation closely as a part of Guided Reading. Children will continue with daily dictation sentences that include a range of punctuation to reflect that which they have been taught.	Writers in year 2 will: use commas, within lists and apostrophes for contracted forms and the possessive (singular). Teachers will introduce these through Talk4Writing model texts and also plan specific activities that require the children do work on the skills and knowledge they need before applying in a writing task. Children will have these as a reference within a writing toolkit displayed in the class to remind them about their use and displays of contractions may also be a part of the classroom environment. Children will continue with daily dictation sentences that include a range of punctuation to reflect that which they have been taught. Guided Reading opportunities will be taken to look at punctuation in texts.	☑ indicating possession by using the possessive apostrophe with plural nouns using commas after fronted adverbials using and punctuating direct speech	
learn how to use:					indicate grammatical and other features by:
sentences with different forms: statement, question, exclamation, command	Writers in the Foundation Stage will: start by writing simple captions and phrases that are statements about first hand experiences or in response to stories they have heard. Children will write sentences as a part of Sounds-Write dictation that include question marks or exclamation marks.	Writers in year 1 will: continue to write sentences that are statements but also begin to use questions as a part of non-fiction writing – for example sub headings such as Did you know? Start to use exclamation sentences as modelled in TalkforWriting texts.	Writers in year 2 will: work more formally with the four type of sentences and be able to identify these. Teachers will continue to embed these sentence types into model texts for Talk4Writing and take opportunities to spot these in Guided Reading texts.	extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	
expanded noun phrases to describe and specify [for example, the blue butterfly]	Writers in the Foundation Stage will	Writers in year 1 will:	Writers in year 2 will: focus on building a bank of vocabulary which can then be used to build descriptive noun phrases. Examples of these are built into the T4W texts used within our teaching and children are encouraged to edit and improve their work by including description.	choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	
the present and past tenses correctly and consistently including the progressive form	Writers in the Foundation Stage will	Writers in year 1 will:	Writers in year 2 will: be encouraged to read their writing aloud to ensure they are listening for use of the correct tense. Children often work in partners to support each other with this. The present tense is used when writing texts such as instructions and the progressive form is often used during our Sounds-Write dictation lessons.	using the present perfect form of verbs in contrast to the past tense	
subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	Writers in the Foundation Stage will: begin to use simple conjunctions to extend their written and spoken sentences using words such as and and because.	Writers in year 1 will: be encouraged to use a wide range of conjunctions as a part of extending sentences and to add more detail to writing. TalkforWriting model texts will be written to support exposure to a variety of subordinating and co-ordinating conjunctions, allowing children to assimilate these as a part of spoken language.	Writers in year 2 will: work with conjunction self help maps separated into co-ordinating and subordinating. Children will use these conjunctions as a part of TalkforWriting units and also spot these in their reading material. Children will be taught the terms and vocabulary needed to discuss writing and word choices,	using conjunctions, adverbs and prepositions to express time and cause	
the grammar for year 2 in English Appendix 2	Writers in the Foundation Stage will	Writers in year 1 will:	Writers in year 2 will: be introduced to and encouraged to use the correct grammar once it has been discussed and understood within the context of a text. Grammar is taught	using fronted adverbials	

			through some explicit teaching but the majority is covered through our Sound-Write and T4W sessions.	
some features of written Standard English	Writers in the Foundation Stage will	Writers in year 1 will:	Writers in year 2 will: recognise that sometimes written English differs from spoken. They will experience the full range of sentence types, spelling patterns, punctuation and grammar that is appropriate through the T4W texts covered and also their reading and Sounds-Write sessions.	learning the grammar for years 3 and 4 in English Appendix 2
use and understand the grammatical terminology in English Appendix 2 in discussing their writing.	Writers in the Foundation Stage will	Writers in year 1 will:	Writers in year 2 will: be introduced to and encouraged to use grammatical terminology once it has been discussed and understood within the context of a text. This terminology is taught through some explicit teaching but the majority is covered through our Sound-Write and T4W sessions.	use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.