

## Next Generation Literacy: Grammar and Punctuation

### Punctuation and Grammar Early Level to Fourth Level

<p><b>Where are you?</b>  <b>Assessments:</b>            -Listening to pupil's speech for correct grammar usage.  <a href="#">Fluency progression</a>  <a href="#">Grammar progression</a>            -Assessing pupil's independent writing for correct grammar usage.            SNSA assessments</p>	<p>As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings.  <b>LIT 0-10a</b>            I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression.  <b>ENG 1-12a</b>            I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense.  <b>LIT 1-22a</b></p>	<p><b>Background Research</b>  <a href="#">The conversation</a></p>
<p><b>Teacher Reflection</b>            -When I engage in group guided reading or shared reading, do I use good quality text in context to give children experience of seeing and hearing different aspects of punctuation and grammar?            -Do I model thinking out loud when I am engaged in shared writing?            -Do I use the correct grammatical terms (as appropriate to CfE level) when engaged in whole class reading and group guided reading?            -Do I model terms long before I expect children to use them?            -Do I explain genre <a href="#">voice, tone and style</a> when introducing children to new genres?            -Do I plan for grammar growth?</p>	<p>I can recognise different features of my own and others' spoken language.  <b>ENG 2-03a</b>            Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.  <b>ENG 2-12a / ENG 3-12a / ENG 4-12a</b>            In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader.  <b>LIT 2-22a</b>            Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.  <b>ENG 2-12a / ENG 3-12a / ENG 4-12a</b>            As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs.  <b>LIT 3-22a / LIT 4-22a</b></p>	<p><b>Additional Support</b>            Reinforce and develop as appropriate through <a href="#">Whole Class Shared Reading</a> and <a href="#">Group Guided Reading</a> using quality levelled text.            Use <a href="#">generative grammar</a> daily (link in with spelling)</p> <p><b>Schemes</b>  <a href="#">Talk for Writing</a>  <a href="#">Jolly Grammar</a>  <a href="#">Nelson Grammar</a>  <a href="#">Grammar and Spelling Bug</a></p> <p>Schemes can provide a good structure but they tend not to provide adequate pedagogy. Teaching in isolation is not as effective as constant reinforcement of skills and knowledge through engaging in high quality text.</p>

#### Whole School Approach

A whole school approach to the teaching of punctuation and grammar should focus on creating a language rich environment where correct grammar is modelled by **all staff** and quality text is read and shared daily. Regular and explicit instruction about how sentences are formed should be engaged in. Initially the teacher models the correct terminology before expecting pupils to use the terms accurately. This can be done through whole class shared reading, group guided reading, and a 'Hear, Talk, Write' approach to writing at all levels.

Emerging literacy (Early Level)	Developing Literacy (First Level and Second Level)	Expanding Literacy (Third Level and Fourth Level)
<a href="#">Phonological awareness</a> <a href="#">Generative Grammar (Talk for Writing)</a> <a href="#">Whole Class Shared Reading</a>	<a href="#">Wraparound Spelling (condensed)</a> <a href="#">Generative Grammar (Talk for Writing)</a> <a href="#">Whole Class Shared Reading</a>	<a href="#">Morphological Awareness Progression</a> <a href="#">Morphological Awareness Information</a> <a href="#">Generative Grammar (Talk for Writing)</a> <a href="#">Whole Class Shared Reading</a>

<p><b>Classroom Environment:</b>            Develop an environment where children are excited to learn how words work.            Constantly model an environment of rich spoken and written language.            Assess, plan, teach, practice and maintain new learning across the curriculum, not confined to literacy teaching.</p>	<p><b>Classroom Resources:</b>  <a href="#">The figure of speech calendar</a>  <a href="#">The Glossary of Grammatical terms and usage</a> (aligned to CfE)  <a href="#">Punctuation and Grammar Posters</a>  <a href="#">Phoneme/Grapheme Chart</a></p>
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Tools for writing Continuum													
Early Level		First Level		Second Level		Third/Fourth Level							
Punctuation													
capital letter				full stop									
question mark				exclamation mark									
commas		inverted commas		apostrophes									
colon		parenthesis		ellipses									
Grammatical Features – Parts of speech, choice of vocabulary													
Beginning a sentence with a capital letter and ending with a full stop.													
nouns		Proper nouns		verbs		conjunctions							
paragraphs		pronouns		adverbs		adjectives							
choice of words		rhetorical questions		repetition		proper adjectives							
Figures of Speech													
Frequent exposure to rich text and spoken environment where a variety of figures of speech are used.													
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Simile		Metaphor		Alliteration		Onomatopoeia							
Continue to reinforce and extend.													
Text structure													
Convey ideas, feelings, information				Appropriate vocabulary									
Three part stories: Beginning, middle and end			Settings		Description		Dialogue						
Introduction	plot	Paragraphs	Conclusion	Character	Simple sentences	Complex sentences	Key features						
All of the above, maintaining knowledge and developing at a more advanced level.													
Features of layout and presentation													
Spacing between words			Left to right			Top to bottom							
illustrations		Titles		Labels/captions		images							
Bullet points	Text boxes	graphics		captions	fonts	Headings							
All of the above, maintaining knowledge and developing at a more advanced level.													
Genres of Writing													
Recount		Narrative											
Expository	Report	Descriptive	Newspaper article	Informal letters	Poetry	Invitations	Plays						
Persuasive texts		Blogs		Emails		Formal letters							
All of the above, maintaining knowledge and developing at a more advanced level.													
Text Length - Quality is more important than quantity. The text length will depend on the purpose and type. Please use your professional judgement.													
One or more sentences	At least one A4 page. At least 1 paragraph.		Well-constructed writing. At least 1 ½ sides of A4.		Well-constructed writing. At least 2 sides of A4								