



Dandelion Learning

Writing Curriculum Audit Tool - Grammar, Punctuation and Vocabulary (GPV)



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Design and Intent	1	2	3	Notes/Actions
There is a clear whole school philosophy concerning the place and purpose of grammar and punctuation. This is informed by research, local context and pupil need. This ethos is formalised within whole school policy and forms the teaching and learning approach across the school, for example, the contextualised teaching of grammar and punctuation for effect.				
There is a clear whole-school progression in how and when grammar and punctuation elements are taught across the years. This developmental progression is cumulative and is generally organised by year group or key stage in line with national curriculum expectations. This knowledge and progression is clarified and supported by staff CPD and continuing subject knowledge training.				
There is consistency and clarity regarding the specific terminology used for grammar and punctuation which is communicated to all stakeholders. Terminology is used and embedded as a 'language to talk about language'.				
The importance of vocabulary development is communicated to parents and strategies to support their children's vocabulary are shared and explored.				
Knowledge of the national curriculum statutory requirements and end of key stage expectations for vocabulary, grammar and punctuation are secure and communicated to all stakeholders.				
Implementation	1	2	3	
GPV is taught in an engaging, multi-sensory way through memorable, meaningful games and activities.				
There is clear progression in teaching and learning of GPV and this is embedded throughout the school.				
Vocabulary acquisition across the school is planned for through indirect instruction: <ul style="list-style-type: none"> • Using rich reading experiences to grow vocabulary 'naturally' • Paying attention to context to work out meaning • Using prior knowledge AND Through direct 'robust' instruction. 				
Staff subject knowledge in grammar and punctuation is secure, both in terms of knowledge but also regarding skill and application in writing for effect.				
Leaders monitor and support teacher professional development in GPV to ensure teachers have expert knowledge.				
Staff have expertise and strategies for direct vocabulary instruction and these are implemented as part of the curriculum in each class.				

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Grammar is taught in a contextualised manner and embedded through short-burst word and sentence games to help internalise and give automaticity to use of word classes, tense and sentence types. There is a correct balance between the knowledge of grammar and the skill in using grammar effectively.				
Clarity in the marking of GPV is in line with school policy and evident in all classrooms.				
Oral rehearsal and reading aloud are encouraged to help evaluate and understand the use and effect of punctuation.				
Teachers and leaders make good use of assessment to inform next steps for pupils.				
Staff ensure library and class collections of high-quality books and poetry provide a rich source of vocabulary for pupils to draw on and these collections are reviewed and developed regularly for their quality.				
Teachers use correct grammar terminology with pupils as a means to encourage and facilitate talking about language and its uses and effect. This terminology is also communicated with parents.				
Drama is used to help explore and extend vocabulary.				
Impact	1	2	3	
Pupils feel confident in discussing texts and are able to articulate what effect the writing has upon them as readers but also how that effect was achieved by the author's use of vocabulary, grammar and punctuation.				
Pupils are developing a love of words and language and enjoy manipulating and playing with sentences and punctuation through games and active practice.				
Pupils are confident with grammatical terminology and use it purposefully to talk about language.				
Pupils select and use vocabulary, grammar and punctuation specifically and knowingly for effect and purpose in their writing.				
Pupils apply their knowledge of vocabulary choices, grammar and punctuation in context to help them respond and develop their own writers' toolkits.				
Good progress is made by all pupils and is aligned to National Curriculum statutory requirements and reflected in end of Key Stage tests.				