

SPaG Long Term Plan (Spelling, Punctuation and Grammar)

Year	Word structure	Word classes	Sentence structure	Text structure	Punctuation	Terminology for pupils	Handwriting
1	<p>Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish, wishes</i>) Identify root words</p> <p>Suffixes that can be added to verbs (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. <i>unkind, or undoing, e.g. untie the boat</i>) Understand the apostrophe in contractions represents omitted letter(s)</p>	<p>Understand pronouns (pink words) verbs (orange words) nouns (blue words) adjective (purple)</p> <p>use actions: pronoun- point to self verb-running noun- tap head adjective- hands motion round</p> <p>teach 1st and 3rd person: 1st person: I love cheese. 3rd person: He/She loves cheese.</p>	<p>How words can combine to make sentences.</p> <p>Refer to simple sentences.</p> <p>All sentences need a pronoun and a verb. e.g. She ran down the road. He slept.</p> <p>Conjunctions; Adding - and Causal - because Contrasting - but How these words can join sentences.</p> <p>1A sentences (one adjective) <i>The blue butterfly, plain flour,</i></p> <p>Prepositions of place: in, on, next to, under, behind etc. Pupils understand the meaning of the different words.</p>	<p>Sequencing sentences to form short narratives</p> <p>Time openers: Once upon a time Early one morning After/after that One day First Then Next Finally (introduce adverbial- 'when')</p>	<p>Separation of words with spaces</p> <p>Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun.</p>	<p><i>word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark</i> <i>noun, verb, pronoun, adjective, root word, conjunction, time openers, simple sentence</i></p>	<p><i>sit correctly at a table, holding a pencil comfortably and correctly</i></p> <p><i>begin to form lower-case letters in the correct direction, starting and finishing in the right place</i></p> <p><i>form capital letters</i></p> <p><i>form digits 0-9</i></p> <p><i>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</i></p>

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2	<p>Formation of nouns using suffixes such as <i>-ness, -er</i></p> <p>Formation of adjectives using suffixes such as <i>-ful, -less</i></p> <p>Use of the suffixes <i>-er</i> and <i>-est</i> to form comparisons of adjectives and adverbs</p> <p>Segmenting spoken words in to phonemes and representing these by graphemes.</p> <p>Use of the determiners/article <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock, an open box</i>)</p> <p>Standard English forms local spoken forms</p> <p>Was/were <i>We were</i> instead of <i>we was</i></p> <p><i>Did/done</i> <i>I did</i> instead of <i>I done</i></p> <p>Learning new ways of spelling phonemes.</p> <p>Learning to spell common exception words.</p> <p>Learning to spell more words with contracted forms.</p>	<p>Consolidate year 1 word classes.</p> <p>Understand adverbs (grey word)</p> <p>(combine action- hands motion then running)</p> <p>teach 1st and 3rd person:</p> <p>1st person: I love cheese. 3rd person: He/She loves cheese.</p> <p>Children understand how verbs are modified when the pronoun (1st, 2nd, 3rd) e.g. I love he loves</p> <p>Distinguishing between homophones and near homophones.</p>	<p>Conjunctions; Adding – and, <i>also, as well as</i> Causal – because, as, so Contrasting – but, although How these words can join sentences.</p> <p>Refer to sentences as simple or compound. A compound sentence being two sentences joined by a conjunction.</p> <p>Pupils understand that a clause is either a complete sentence or part of a sentence that can be as a complete sentence. E.g. He froze.</p> <p>Subordination (using <i>when, if, or because</i>)</p> <p>Expanded noun phrases 2A sentences: (two adjectives) The murky, blue sea The bright, spring day</p> <p>Sentences with different forms: statement, question, exclamation, command.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p>To his amazement Suddenly So By the next morning Next Then when Now Until/till Soon/ as soon as In the end Finally At that moment After a while A moment later Meanwhile Last Another thing/another time</p> <p>-ly openers e.g. Happily</p> <p>Consistent use of present tense versus past tense.</p> <p>Use of continuous form of verbs in the present and the past (-ing) Present: She is drumming. Note double consonant after cvc ending. He is shouting.</p>	<p>Consolidate capital letters, full stops, question marks, exclamation marks. Commas to separate items in a list. Apostrophe' s to mark contraction and possession.</p>	<p>Refer to year 1 terminology plus:</p> <p><i>tense (past, present) prefix, suffix, apostrophe, comma compound sentence, adding , causal , contrasting</i></p> <p><i>Noun, noun phrase, statement, question, command, verb, adjective, determiner, article</i></p> <p><i>Homophone</i></p>	<p><i>form lower-case letters of the correct size relative to one another</i></p> <p><i>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</i></p> <p><i>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</i></p> <p><i>use spacing between words that reflects the size of the letters.</i></p>

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3	<p>Revise and consolidate KS1</p> <p>Formation of nouns using a range of prefixes, such as <i>super-, anti-, auto- and suffixes</i>.</p> <p>Word families based on common words.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>Revise and consolidate KS1</p> <p>Children learn the term 'article' e.g. a/an/the to refer to a noun.</p> <p>Teach subject/object e.g. The dog chased the cat.</p> <p>Subject: the dog (doing the chasing) Object: the cat</p> <p>Function of verbs: collect and sort. Children look at sentences with verbs omitted. Every sentence needs a verb. Classify nouns into singular and plural</p> <p>teach 1st, 2nd and 3rd person:</p> <p>1st person: I love cheese. 2nd person: You love cheese. 3rd person: He/She loves cheese.</p> <p>Adverbial phrases. Describing a verb by saying why, where or when. e.g. Just because he was cross... Sitting on the bench..... After midnight.....</p> <p>Spell further homophones. Spell words that are often misspelt (appendix 1).</p>	<p>Revise and consolidate KS1</p> <p>conjunctions revisit year 2 plus: adding in addition to furthermore causal therefore contrasting even though, although whereas subordinating when, if, while time when, before, after, while, prepositions of time e.g. <i>before, after, during</i></p> <p>Pupils identify and can use complex sentences, e.g. <i>If I had known it was going to rain, I would have brought my umbrella</i></p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Revise and consolidate KS1</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Openers:</p> <p>-prepositional phrase e.g. Under the table /At the end of the road -ing e.g. Running as fast as she could, ... -connective e.g. While they were still sleeping, he crept inside the house.</p> <p>Use of the perfect form of verbs. Children understand the use of the auxiliary.</p> <p>e.g. I <i>have</i> been to France</p>	<p>Revise and consolidate KS1</p> <p>Use speech marks/inverted commas to punctuate direct speech.</p> <p>Use commas to separate clauses. E.g. If I hadn't been so lazy, I wouldn't have missed the bus.</p> <p>Place the possessive apostrophe accurately in words with regular plurals, such as girls' boys' and words with irregular plurals - children's.</p>	<p>Revise and consolidate KS1</p> <p><i>word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause</i></p>	<p><i>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</i></p> <p><i>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</i></p>

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4	<p>The grammatical difference between plural and possessive –s</p> <p>Formation of nouns using a range of prefixes, such as <i>super-, anti-, auto- and suffixes</i>.</p> <p>Standard English forms (e.g. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>)</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>Use of powerful verbs. Shades of meaning</p> <p>Shades of meaning, from weak to strong e.g. wish/hope/dream/crave /desire</p> <p>Collective nouns e.g. milk, trousers, rain</p> <p>Pupils can identify if a sentence is written in the 1st, 2nd or 3rd person and sustain one form in a piece of writing.</p> <p>Spell further homophones. Spell words that are often misspelt (appendix 1).</p>	<p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition. e.g. John and Paul went to the park. They played on the swings. Next the boys played football.</p> <p>Fronted adverbials (starting a sentence with an adverb/adverbial phrase) e.g. Later that day..... While Mohamed was brushing his teeth.....</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Use of paragraphs to organise ideas around a theme.</p> <p>Appropriate choice of pronoun or noun across sentences</p> <p>Openers: -ed e.g. Shocked, she stared in disbelief. -one word e.g. Freezing, he shivered in the corner.</p>	<p>Use of speech marks/inverted commas to punctuate direct speech</p> <p>Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i>)</p> <p>Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p> <p>Use of ellipsis to indicate omission, create tension or indicate a trailing off of thought or silence.</p>	<p><i>pronoun, possessive pronoun, adverbial, ellipsis.</i></p> <p><i>Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)</i></p> <p><i>Use of ellipsis to indicate omission, create tension or indicate a trailing off of thought or silence.</i></p>	<p><i>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</i></p> <p><i>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</i></p>

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5	<p>Converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate; -ise; -ify</i>)</p> <p>Verb prefixes (e.g. <i>dis-, de-, mis-, over- and re-</i>)</p> <p>spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary and use a thesaurus to broaden vocabulary.</p>	<p>Abstract/concrete nouns</p> <p>Comparative and superlative adjectives e.g. great/greater/greatest including common irregular forms e.g. good, better, best.</p> <p>Continue to distinguish between homophones and other words which are often confused.</p>	<p>Relative clauses beginning with <i>who, which, where, why, or whose</i> Person: <i>Suzy was a girl who couldn't keep still.</i> Place: <i>Paris is a place where I always get lost.</i> Thing: <i>The hat that/which I borrowed, was left on the train.</i> Possession: <i>Ali is the boy whose father always smiles.</i> Reason: <i>I'd like to know the reason why he didn't come.</i></p> <p>Embedded clauses. To drop a clause in between another clause, using commas. The hungry caterpillar, who has a greedy thing, ate all of the food.</p> <p>Indicating degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (e.g. <i>perhaps, surely</i>)</p> <p>Children use sentence of three for description or action. Description: Harry was dressed in a dark cloak, winkle-picker shoes and a flowery hat. Action: He ran down the lane, jumped over the hedge and fell flat on his nose.</p>	<p>Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>)</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)</p>	<p>Brackets, dashes or commas to indicate parenthesis e.g. <i>Billy, a great singer, was not good at dancing.</i></p> <p>Billy (a great singer) was not good at dancing.</p> <p>Billy- a great singer, was not good at dancing.</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p><i>relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity</i></p> <p>Modal verb</p>	<p><i>write legibly, fluently and with increasing speed by:</i></p> <p><i>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</i></p> <p><i>choosing the writing implement that is best suited for a task.</i></p>

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6	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said</i> versus <i>reported</i>, <i>alleged</i>, or <i>claimed</i> in formal speech or writing)</p> <p>spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary and use a thesaurus to broaden vocabulary.</p>	<p>Revise and apply all word classes taught from year one to six.</p>	<p>Use of the passive voice to affect the presentation of information in a sentence (e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken</i>)</p> <p>Expanded noun phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there</i>, or <i>the fact that it was raining meant the end of sports day</i>)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of the subjunctive in some very formal writing and speech)</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>), and elision</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>	<p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma</p> <p>He had always been scared of flying-petrified!</p> <p>How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>)</p>	<p><i>active and passive voice, subject and object, hyphen, synonym, antonym, colon, semi-colon, bullet points</i></p>	<p><i>write legibly, fluently and with increasing speed by:</i></p> <p><i>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</i></p> <p><i>choosing the writing implement that is best suited for a task.</i></p>

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