English, Grammar and Punctuation Long Term Plan
2020-21

Grammar and Punctuation
Nursery

Word Structure	Sentence Structure	Text structure	Punctuation	Vocabulary
Beginning to be aware of the way stories are structured.				
Knows information can be relayed in the form or print.	Knows that print carries meaning and, in English is read from left to right and top to bottom.	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories		Book Pages Words Sentence Story

Grammar and Punctuation
Reception

Word Structure	Sentence Structure	Text structure	Punctuation	Vocabulary
Read and write words phonetically.	To use finger spaces between words.	Sequencing words to form short sentences.	Separation of words with spaces.	Sound Letter
Read the first 50 high frequency words.	To begin to use *and* to join two sentences together.		Introduction to the use of capital letters and full stops.	Word Sentence Capital letter Full stop

Grammar and Punctuation
Year 1 and 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Definition of a verb. Capital letters and full stops and finger spaces. Using capital letters for names and the personal pronoun.	Definition of a conjunction. Adding punctuation (question and exclamation marks) Adjectives- definition, use and to find one in a sentence.	Definition of a noun. Adding joining (conjunctions) words (and, but, so, because) Adding the appropriate missing joining word into sections of text.	Suffixes (adding ed, ing or er) Regular plural noun suffixes (adding s or es) How it changes the meaning of the noun. e.g. dog- dogs wish- wishes	Prefix (Adding 'un' in front of a word) How it changes the meaning of verbs and adjectives. e.g. unkind, untie	Past and present tense. Adding the correct word to make sentences grammatically correct. e.g. The use of: was, were Choosing grammatically correct sentences.
Year 2	Questions, statements, exclamations and commands. Adding punctuation to sections of text. Using capital letters for names and the personal pronoun. Nouns- plural noun suffixes (adding 's' or 'es) Expanded noun phrases (for description and specification)	Verbs- progressive verbs in the past and present tense. Suffixes that can be added to verbs (adding ed, ing or er) Use of suffux 'er' and 'est' in adjectives. Use of 'ly' to turn adjective into adverbs.	Subordination (using when, if, that, because) and Co-ordination (using or, and, but) Prefix (Adding 'un' in front of a word) How it changes the meaning of verbs and adjectives. e.g. unkind, untie	Apostrophes To mark where letters are missing e.g. you're or to mark possession. Use of commas in a list. Present and past tense	**Year 3 objectives** Formation of nouns using 'prefixes (super, anti, auto) Using 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Revision of all spag covered so far.	**Year 3 objectives** Expressing time, place and cause using conjunctions, adverbs or prepositions. Introduction of inverted commas to punctuate direct speech. Revision of all spag covered so far.

Punctuation and Grammar
Year 3

Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
Formation of **nouns** using a range of **prefixes**, such as *super-, anti-, auto-*	Expressing time and cause using **conjunctions** (e.g. when, before, after, while, because), **adverbs** (e.g. then, next, soon, so) or prepositions (e.g. before, after, during, in, because of) **(GfWU17,18)**	Introduction to **paragraphs** as a way to group related material **(GfWU8)**	To use inverted commas to punctuate direct speech **(GfWU4)**	word family conjunction adverb preposition direct speech speech marks prefix
Word families based on common words. To consolidate the understanding of adding suffixes to root words.		Headings and sub-headings to aid presentation	**Embed apostrophes** to mark contracted forms in spelling **(GfWU27- pick out relevant info)**	consonant vowel clause suffixes subordinate clause pronouns
		Embed **commas** to separate items in a list **(GfWU7)**		
Use of the **determiners** *a* or an according to whether the **next word** begins with a consonant or vowel (e.g. *a* rock, *an* open box)		Use of the **perfect** form of **verbs** to mark relationships of time and cause (e.g. I have written it down so we can check what he said.) **(GfWU1,2**)		
To learn irregular tense changes e.g; go, went.				
Embed the use of the **suffixes** – *est* to form comparison of **adjectives** and **adverbs**				

Punctuation and Grammar
Year 4

Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
The grammatical difference between **plurals** and **possessive** –s . e.g. The cows in the field –plural. The cow's nose- possessive **(GfWU27**)	Appropriate choice of **pronoun** or **noun** within a **sentence** to avoid ambiguity and repetition (e.g. The car was red. It was also very shiny) **(GfWU15,39)**	Use of **paragraphs** to organise ideas around a theme	Use of inverted commas to punctuate direct speech **(GfWU16)**	pronoun possessive pronoun (fronted) adverbials possession contraction
Standard English forms for **verb inflections** instead of local spoken forms (eg. He was instead of He were or I did instead of I done) **(GfWU33**)	Fronted **adverbials** (e.g., *Next* to the kitchen is a small store room;*In* the middle of the bed sat a large white cat; *Quickly,* he opened the door). **(GfWU39- ensure adverbs used at beginning of sentence**)	Appropriate choice of **pronoun** or **noun** across **sentences** **(GfWU15,39)**	Embed apostrophes to mark contracted forms and introduce apostrophes for possession.	
	Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair		Use of **commas** after **fronted adverbials** (e.g. Later that day, Jack went to the park; Slowly, I ambled down the road)	

Punctuation and Grammar
Year 5

Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
Converting **nouns** or **adjectives** using **suffixes** (- *ate, -ise, -ify*)	**Relative clauses** beginning with *who, which, where, why, whose* (e.g. Joe went to the park, *where* he saw lots of flowers) (GfWU37- modal only)	Devices to build **cohesion** within a paragraph (e.g. then, after that, this, firstly) **(GfWU46*)**	Brackets, dashes or commas to indicate **parenthesis** **(GfWU47*)**	relative clause modal verb relative pronoun parenthesis bracket
Verb prefixes (e.g. *dis-, de-, mis-, over- and re-*)	Indicating degrees of possibility using **modal verbs** (e.g. might, should, will, must) or **adverbs** (e.g. perhaps, surely) **(GfWU37*)**	Linking ideas across paragraphs using **adverbials** of time (e.g. Later) place (e.g. Nearby) and number (e.g. Secondly)	Use of commas to clarify meaning or avoid ambiguity (e.g. embedded clause, complex sentence) **(GfWU35,43)**	dash derterminer cohesion ambiguity
			Apostrophes to mark singular and plural possession e.g. the *girl's* name (singular possession), the *boys'* boots (plural possession) **(GfWU27)**	

* Pick out relevant information from Unit

Punctuation and Grammar
Year 6

Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)	Use of the **passive voice** to affect the presentation of information in a s**entence** (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken)	Linking ideas across paragraphs using a wider range of **cohesive devices**; **semantic cohesion** (e.g. repetition of a word or phrase- He ran and ran and ran but it was no good) grammatical connections (e.g. the use of **adverbial**s such as On the other hand, In contrast, As a consequence) and **contraction** (e.g. I'm, can't , who'll)	Use of the **semi-colon, colon** and **dash** to indicate stronger subdivision of a sentence than a comma.	Active and passive voice Subject and object Hyphen Colon, semi-colon Bullet points
	Expanded noun phrases to convey complicated information concisely (e.g. **The boy that jumped over the fence** is over there, or **The fact that it was raining** meant the end of sports day)	Layout devices, such as headings, sub-headings, columns, bullet points, or tables, to structure text	**Punctuation** of bullet points to list information	
Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little	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. He's your friend, isn't he ? or the use of the **subjunctive** in some very formal writing and speech (e.g. John *asked that* Mark *submit* his research paper before the end of the month; *It is important* she *attend* the meeting.	Manage shifts in formality by using a range of formal and informal vocabulary and grammatical structures consistently and effectively to match particular audiences and purposes.	How **hyphens** can be used to **avoid ambiguity** (e.g. man eating shark versus man-eating shark, or recover versus re-cover)	
			Use the colon to introduce a list and semi-colons within lists	