

Horsley C of E Primary School - SPAG - Long Term Plan - 2024 - 2025

2024-2025

Yearly Overview - Year 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	1. Ready to Write			2. Punctuating Sentences			3. Sentences		4. Capital letters 1		Assessment	
Spring	1. Conjunctions				2. Exclamations		3. Capital Letters				Assessment	
Summer	1. Questions		2. Singular and Plural			3. Prefixes		4. Suffixes	5. Sequencing Sentences		Assessment	

Horsley C of E Primary School - SPAG - Long Term Plan - 2024 - 2025

Year 1 –SPAG - Long Term Plan - Autumn

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	<p>1.Ready to Write</p> <p>Leaving spaces between words</p> <p>Separation of words and spaces</p> <p>Terminology for pupils: -Letter -Word</p>			<p>2.Punctuating Sentences</p> <p>Introduction to capital letters to demarcate sentences.</p> <p>Introduction to full stops to demarcate sentences.</p> <p>Beginning to punctuate sentences using a capital letter.</p> <p>Beginning to punctuate sentences using a full stop.</p> <p>Terminology for pupils: -sentence -capital letter -punctuation -full stop</p> <p>Name letters of the alphabet in order. Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Begin to form capital letters.</p>				<p>3.Sentences</p> <p>How words can combine to make sentences</p> <p>Terminology for pupils: -word -sentence</p>		<p>4.Capital Letters 1</p> <p>Using a capital letter for names of people, places, days of the week and the personal pronoun “I”.</p> <p>(Mathematics link – recognise and use language relating to days of the week, months and years).</p>		Assessment

Horsley C of E Primary School - SPAG - Long Term Plan - 2024 - 2025

Year 1 –SPAG - Long Term Plan – Spring

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Spring	1.Conjunctions				2.Exclamations		3.Capital letters					Assessment
	Joining words and joining clauses using “and”.  How words can combine to make sentences.  Terminology for pupils: -word -sentence				Introduction to exclamation marks to demarcate sentences.  Beginning to punctuate sentences using an exclamation mark.		Using a capital letter for names of people, places, the days of the week and the personal pronoun “I”.					

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Year 1 –SPAG - Long Term Plan – Summer

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Summer	<p>1. Questions</p> <p>Introduction to Question Marks to demarcate sentences.</p> <p>Beginning to punctuate sentences using a Question Mark.</p>		<p>2. Singular and Plural</p> <p>Regular plural nouns suffixes -s or -es (for example, dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun.</p> <p>Terminology for pupils: -singular -plural</p>			<p>3. Prefixes</p> <p>How the prefix “un” changes the meaning of verbs and adjectives (for example kind/unkind, tie/untie)</p>		<p>4. Suffixes</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helper, helped).</p>		<p>5. Sequencing sentences</p> <p>Sequencing sentences to form short narratives.</p>		Assessment

Horsley C of E Primary School - SPAG - Long Term Plan - 2024 - 2025

Yearly Overview - Year 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	1. Ready to Write Nouns, Vowels and Consonants Demarcating Sentences			2. Forming Nouns using -ness	3. Punctuating Sentences		4. Adjectives and compound words			5. Subordination  Statements and Exclamations		Assessment
Spring	1. Noun Phrases and Homophones		2. Adjectives Questions and Commands Sentence writing			3. Verbs Singular and Plural		4. Adverbs with -ly Changing Adjectives into Adverbs		5. Commas in a list		Assessment
Summer	1. Adverbs	Assessments (SATs)  2. Word Classes Coordination				3. Apostrophes for possession  Past and Present Tense  Consolidation (Key Stage 1)						Assessment

Horsley C of E Primary School - SPAG - Long Term Plan - 2024 - 2025

Year 2 –SPAG - Long Term Plan – Autumn

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	<p>1.Ready to Write</p> <p>What is a noun? Using a capital letter for names of people, places, the days of the week and the personal pronoun “I”.</p> <p>Identifying Vowels.</p> <p>Learning how to use both familiar and new punctuation correctly, including to demarcate sentences.: Full Stops Capital Letters Exclamation Marks Question Marks</p>			<p>2.Forming Nouns using -ness</p> <p>Terminology for pupils: -Noun -suffix</p>	<p>3.Punctuating Sentences</p> <p>Learning how to use both familiar and new punctuation correctly, including to demarcate sentences.: Full Stops Capital Letters Exclamation Marks Question Marks</p>	<p>4.Adjectives, Compound words</p> <p>Adjectives with -er and -est</p> <p>What is an adjective? Using adjectives to write expanded noun phrases.</p> <p>What is a compound word?</p> <p>Adding the suffix -er and -est to adjectives</p> <p>Terminology for pupils: -Noun -suffix -adjective</p>	<p>5.Sentence Types 1</p> <p>Subordination using “when”, “because” and “if”.</p> <p>How the grammatical patterns in a sentence indicate its function as a statement/command/exclamation.</p> <p>Terminology for pupils: -subordination -statement -Command -exclamation</p>	Assessment				

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Year 2 –SPAG - Long Term Plan – Spring

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Spring	1.Noun Phrases -Homophones  How to write an expanded noun phrase.  What is a Homophone?  Terminology for pupils: -noun		2.Adjectives  Forming Adjectives using -ful and -ness  Questions and Commands  Functions of sentences: Questions, commands and exclamations.  Writing sentences: Questions, commands and exclamations.  Terminology for pupils: -Adjectives -Question -command -exclamation			3.Verbs -Singular and Plural  Identifying verbs  Adding -s ad -es  Terminology for pupils: -verb -singular -plural		4.Adverbs with -ly  Changing Adjectives into Adverbs.  Terminology for pupils: -Verbs -Adverbs -Adjectives			5.Commas in a list.  Use commas to separate items in a list.  Terminology for pupils: -comma		Assessment

Year 2 –SPAG - Long Term Plan – Summer

Horsley C of E Primary School - SPAG - Long Term Plan - 2024 - 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Summer	<p>1.Adverbs</p> <p>Identifying Adverbs</p> <p>Using Adverbs in sentences.</p> <p>Terminology for pupils: -Adverb</p>	<p>Assessments (SATs)</p> <p>2.Word Classes – Nouns, Adjectives, verb</p> <p>Coordination</p> <p>Writing sentences using “and”, “or, and “but”</p> <p>Terminology for pupils: -Noun -Adjective --Adverb</p>				<p>3.Apostrophes for Possession</p> <p>Using apostrophes to mark possession</p> <p>Past and Present Tense</p> <p>3.Consolidation (Key Stage 1)</p> <p>Coverage of all Year 1 and Year 2 Grammar, Vocabulary and Punctuation objectives.</p> <p>Terminology for pupils: -Apostrophe -Past and Present Tense</p>						<p>Assessment</p>

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	1.Ready to Write Nouns and Pronouns for Clarity Consonants and Vowels Suffixes – ly Past Tense				2.Subordinate Clauses Adjectives			3."A" or "An"? Prefixes (super, anti, auto) Present Tense Apostrophes				Assessment
Spring	1.Verbs (Y3) Compound Nouns Prefix -dis, -mis, -un			2.Subordinating conjunctions Inverted Commas			3.Adverbs – time, place, cause Prefixes – in Suffixes: -ation			4.Coordinating Conjunctions Organisational Devices		Assessment
Summer	1.Prepositions Prefixes: re-, sub-, inter-		2. Suffixes beginning with vowels (Y3) Time Conjunctions Paragraphs				3.Homophones Suffixes – ous		4.Word Families Place and Cause Conjunctions Editing and Evaluating			Assessment

Year 3 –SPAG - Long Term Plan – Autumn

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
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<p>Autumn</p>	<p>1. Ready to Write</p> <p>Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly, plain flour, the man in the moon]. Chose Nouns or Pronouns for clarity.</p> <p>Consonants and Vowels – recognition and identification</p> <p>Suffix -ly – words ending with -ly, creating adverbs</p> <p>Past Tense – Present, Perfect and Simple Past Tense, Past tense Regular and Irregular Verbs</p> <p>Terminology for pupils: -noun -pronoun -consonant -vowel -suffix -tense</p>	<p>2. Subordinate Clauses, conjunctions to create subordinate clauses</p> <p>Adjectives – Alternative and powerful adjectives (Y3)</p> <p>Terminology for pupils: -main clause -subordinate clause -adjective</p>	<p>3. Articles - “A” or “An”</p> <p>Prefixes – adding prefixes to change the meaning of the words (super, anti, auto) Formation of nouns using a range of prefixes [for example super-, anti-, auto-].</p> <p>Present Tense, Past and future, verbs in sentences.</p> <p>Apostrophes – Using the apostrophe for possession. Indicating possession by using the possessive apostrophe with plural nouns. The grammatical difference between plural and possessive –s. Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names].</p> <p>Terminology for pupils: -prefix -Tense -Apostrophe</p>	<p>Assessment</p>
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Spring	<p>1.Verbs – Meaningful and powerful verbs</p> <p>Compound Nouns, joining words to make a compound Noun</p> <p>Prefix -dis, -mis, -un – creating negative meanings using the prefixes</p> <p>Terminology for pupils: -Verbs -adverbials -compound nouns -prefix</p>			<p>2. Subordinating conjunctions – adding additional information to the main clause using a conjunction</p> <p>Inverted Commas – Direct Speech, the rules of speech</p> <p>Terminology for pupils: -Subordinating conjunction -inverted comma</p>			<p>3. Adverbs – time, place, cause - Using adverbs to express time and cause.</p> <p>Express time, place and cause using adverbs [for example, then, next, soon, therefore.</p> <p>Prefixes – in, im, il, ir - prefix in can be used as a root word</p> <p>Suffix -ation</p> <p>Terminology for pupils: -adverbs -prefix -suffix</p>			<p>4.Coordinating Conjunctions – FANBOYS (for, and, nor, but, or, yet, so)</p> <p>Organisational Devices – Headings and subheadings</p>		Assessment

Year 3 –SPAG - Long Term Plan – Summer

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
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<p>Summer</p>	<p>1. Prepositions – in, at, on, of, to, in order to introduce an object</p> <p>Prefixes: re-, sub-, inter-changing the meaning of a word</p> <p>Terminology for pupils -Preposition -Verb -suffix</p>	<p>2. Suffixes beginning with vowels – spelling rules</p> <p>Time Conjunctions, first, next , then</p> <p>Paragraphs - writing in paragraphs, separating two paragraphs</p> <p>Terminology for pupils -suffix -conjunction -Paragraph</p>	<p>3. Paragraphs, using grammatical consistency</p> <p>Homophones &amp; near homophones</p> <p>Terminology for pupils: -paragraphs - Homophones</p>	<p>4. Suffixes – ous – making an adjective by -ous</p> <p>Word Families</p> <p>Place and Cause Conjunctions – subordinating conjunctions to signal relationships. (Once, while, when, whenever, where, wherever, before, after.</p> <p>Editing and Evaluating</p> <p>Terminology for pupils: -subordinate clause -subordinating conjunction -suffix</p>	<p>Assessment</p>
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	1.Singular and Plural Nouns Pronouns Standard English Compound Words Adverbs to express time and clause					2.Possessive Pronouns Fronted Adverbials		3.Prepositions to express time and clause Plural and possessive “s” Commas			Assessment	
Spring	1.Adjectives Homophones Commas after fronted adverbials			2.Expanded Noun Phrases Editing and Evaluating			3.Determiners Word Families Prepositional Phrases			4. Verb Tenses (Present) Inverted Commas		Assessment
Summer	1.Verb Inflections Conjunctions to express time and clause		2. Suffixes Possessive Apostrophes Paragraphs			3.Verb Tense - Past Prefixes Plural Possessive apostrophe Subordinate Clauses Organisational devices					Assessment	

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	<p>1. Ready to Write</p> <p>Singular and plural nouns – making nouns plural with -s, -es, -ies</p> <p>Pronouns – grammatical consistency</p> <p>Compound Words – Joining words to make a compound noun</p> <p>Standard English - Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done].</p> <p>Adverbs to express time and clause – Adverbials of frequency and possibility</p> <p>Terminology for pupils:</p> <ul style="list-style-type: none"> <li>-Nouns</li> <li>-compound word</li> <li>-standard English</li> <li>-Adverbs</li> </ul>					<p>2. Possessive pronouns</p> <p>Fronted Adverbials - Using fronted adverbials</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.].</p> <p>Using commas after fronted adverbials.</p> <p>Use commas after fronted adverbials.</p> <p>Terminology for pupils:</p> <ul style="list-style-type: none"> <li>-past tense</li> <li>-Fronted Adverbial</li> </ul>		<p>3. Prepositions to express time and clause - Using prepositions to express time and cause.</p> <p>Express time, place and cause using prepositions [for example, before, after, during, in, because of].</p> <p>Plural and possessive -s</p> <p>Commas</p> <p>Terminology for pupils:</p> <ul style="list-style-type: none"> <li>-Preposition</li> <li>-plural</li> <li>-comma</li> </ul>			Assessment	

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Spring	<p>1. Adjectives – Powerful Adjectives, expanded noun phrases using modifying adjectives and prepositional phrases</p> <p>Homophones – words with the same pronunciation but different meanings. – Near Homophones (where, wear, were, we’re &amp; there, their, they’re)</p> <p>Commas after fronted Adverbials - adding a comma to separate/demarcate a fronted adverbial</p> <p>Terminology for pupils -Adjectives -Homophones -Commas -Fronted Adverbial</p>			<p>2. Expanded noun Phrases – adding detail to the nouns by adding one or more adjectives</p> <p>Editing and Evaluating – Editing and improving words, fixing the sentences and uplevelling sentences</p> <p>Terminology for pupils -Expanded Noun Phrase -Adjective</p>			<p>3. Determiners – to modify and introduce nouns</p> <p>Word Families – recognising and using words, common word families. Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble].</p> <p>Prepositional Phrases – Expanded noun phrases using Modifying Adjectives and Prepositional phrases</p> <p>Terminology for pupils -Determiners -prepositions adjectives</p>			<p>4. Verb Tenses – Present Perfect tense</p> <p>Inverted Commas - The rules of speech, Introduction to punctuate direct speech. Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”</p>			Assessment

Year 4 –SPAG - Long Term Plan – Summer

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
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<p>Summer</p>	<p>1. Verb Inflections – was and were subject verb agreement</p> <p>Conjunctions to express time and cause - time conjunctions</p> <p>Terminology for pupils -verb -conjunction</p>	<p>2. Suffixes – adding suffixes Spell using the suffix –ation Spell using the suffix –ly Spell using the suffix –ous Spell words with endings which sound like /ʃən/, spelt – tion, –sion, –ssion, –cian</p> <p>Possessive Apostrophes</p> <p>Paragraphs - Introduction to paragraphs as a way to group related material.</p> <p>Terminology for pupils -Suffix -Possessive Apostrophe -Paragraph</p>	<p>3. Verb Tense – Past simple and Present Perfect Tense</p> <p>Prefixes – anti, auto, trans, over, super, sub</p> <p>Plural Possessive apostrophe - Indicating possession by using the possessive apostrophe with plural nouns. The grammatical difference between plural and possessive – s. Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names].</p> <p>Subordinate Clauses – main clause/subordinate clause</p> <p>Organisational devices - Headings and sub-headings to aid presentation. Non-chronological reports.</p> <p>Terminology for pupils -Verb Tense -Plural Possessive Apostrophe -Subordinate Clause</p>	<p>Assessment</p>
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	1.Ready to Write Proper Nouns Adverbs of Possibility Converting Nouns and Adjectives into Verbs – Suffixes -ate,-ise, -ify			2.Tense: Past & Present Progressive and Present Perfect Possessive Plural Apostrophes Expanded Noun Phrase			3.Adverbs Degrees of possibility – Modal Verbs		4.Verb Prefixes – dis, de, mis, over, re Verb Inflections and Standard English Using Inverted Commas			Assessment
Spring	1.Prepositions More prefixes Coordinating Conjunctions			2.Using Inverted Commas (Changing the position of the reporting clause) Parenthesis – Brackets Commas for meaning and clarity			3.Determiner More suffixes Subordinating Conjunctions Linking Paragraphs with Adverbials Direct and Indirect (Reported) Speech					Assessment
Summer	1.Pronouns and Possessive Pronouns Word Families		2.Subordinate Clauses Writing Cohesive Paragraphs Parenthesis – Commas Homophones Adverbials/Fronted Adverbials Dictionary Work Relative Clauses						3.Evaluating and Editing	4.Parenthesis - Dashes	Assessment	

Year 5 –SPAG - Long Term Plan – Autumn

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
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<p>Autumn</p>	<p>1. Ready to Write Proper Nouns</p> <p>Adverbs of Possibility – modal verbs or adverbs to indicate possibility</p> <p>Converting Nouns and Adjectives into Verbs – Creating verbs using Suffixes -ate, -ise, -ify</p> <p>Terminology for pupils: -Proper noun -Adverb</p>	<p>2. Tense: Past &amp; Present Progressive and Present Perfect</p> <p>Possessive Plural Apostrophes</p> <p>Expanded Noun Phrase</p> <p>Terminology for pupils: -relative pronoun -relative clause</p>	<p>3. Adverbs – identifying adverbs, adventurous adverbs</p> <p>Degrees of possibility – Using adverbs to indicate degrees of possibility.</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely]</p> <p>Modal Verbs - Using modal verbs to indicate degrees of possibility. Indicating degrees of possibility using modal verbs [for example, might, should, will, must].</p> <p>Terminology for pupils: -Adverb -modal verb</p>	<p>4. Verb Prefixes –creating verbs using - dis, de, mis, over, re</p> <p>Verb Inflections and Standard English – The verb “to be” and grammatical consistency</p> <p>Using Inverted Commas to a sentence to show speech</p>	<p>Assessment</p>
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Spring	1. Prepositions and prepositional phrases  More prefixes – in, im, ir, il  Coordinating Conjunctions – compound sentences  Terminology for pupils: -Preposition -Prefix -Coordinating Conjunction			2. Using Inverted Commas (Changing the position of the reporting clause)  Parenthesis – Using brackets, dashes or commas to indicate parenthesis.  Commas for meaning and clarity Using commas to clarify meaning or avoid ambiguity in writing.  Terminology for pupils: -parenthesis -bracket -dash			3. Determiner – Identifying determiners  More suffixes – adding vowel suffixes to words that end in -fer  Subordinating Conjunctions – subordinate clauses  Linking Paragraphs with Adverbials – Adverbials of time and place  Direct and Indirect (Reported) Speech  Terminology for pupils: -Determiner -Suffix -Subordinating Conjunction						Assessment

Year 5 –SPAG - Long Term Plan – Summer

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
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<p>Summer</p>	<p>1. Pronouns and Personal and Possessive Pronouns</p> <p>Word Families</p> <p>Terminology for pupils: -ambiguity</p>	<p>2. Subordinate Clauses – complex sentences – extending sentences by adding subordinate clauses</p> <p>Writing Cohesive Paragraphs – choosing the correct conjunction to create cohesion between two sentences</p> <p>Parenthesis – Using Commas to indicate parenthesis</p> <p>Homophones – Tricky and near homophones</p> <p>Adverbials/Fronted Adverbials – words and phrases to provide more information about the action in a sentence - Using fronted adverbials. Using commas after fronted adverbial.</p> <p>Dictionary Work – correct the spelling mistakes</p> <p>Relative Clauses – giving additional information to a noun by using a relative pronoun – that, which, who, whose</p> <p>Terminology for pupils: - Parenthesis -Homophone -Adverbials -Relative Clause</p>	<p>3. Evaluating and Editing Uplevelling Sentences by editing and improving</p>	<p>4. Parenthesis – Dashes, brackets and commas</p>	<p>Assessment</p>
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	1.Ready to Write				2.Synonyms and Antonyms		3.Word Clauses			4.Subjunctive Form		Assessment
Spring	1.Punctuation		2.Active and Passive		3.Formal and Informal			4.Punctuation 2		5.Hyphens	Assessment	
Summer	Revision	Assessment (SATs)	1.Cohesion				2.Consolidation (Key Stage 2)				Assessment	

Year 6 –SPAG - Long Term Plan – Autumn

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
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Autumn	<p>1.Ready to Write</p> <p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun. Using modal verbs to indicate degrees of possibility. Indicating degrees of possibility using modal verbs [for example, might, should, will, must]. Using adverbs to indicate degrees of possibility. Indicating degrees of possibility using adverbs [for example, perhaps, surely]. Using brackets, dashes or commas to indicate parenthesis. Using expanded noun phrases to convey complicated information concisely. Using the perfect form of verbs to mark relationships of time and cause. Using commas to clarify meaning or avoid ambiguity in writing</p>	<p>2.Synonyms and Antonyms</p> <p>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p> <p>Terminology for pupils: -synonym -antonym</p>	<p>3.Word Classes</p> <p>Terminology for pupils: -subject -object</p>	<p>4.Subjunctive Form</p> <p>Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms. The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]. Recognising subjunctive forms.</p>	Assessment
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Year 6 –SPAG - Long Term Plan – Spring

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
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Spring	<p>1.Punctuation1</p> <p>Using a colon to introduce a list.</p> <p>Use of the colon to introduce a list.</p> <p>Use of semi-colons within lists.</p> <p>Punctuating bullet points consistently.</p> <p>Punctuation of bullet points to list information.</p> <p>Terminology for pupils: -colon -semi-colon -bullet points</p>	<p>2.Active and Passive</p> <p>Using passive verbs to affect the presentation of information in a sentence.</p> <p>Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</p> <p>Terminology for pupils: -active -passive</p>	<p>3.Formal and Informal</p> <p>Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms.</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p>	<p>4.Punctuation 2</p> <p>Using semi-colons to mark boundaries between independent clauses.</p> <p>Using colons to mark boundaries between independent clauses.</p> <p>Using dashes to mark boundaries between independent clauses.</p> <p>Use of the semi-colon to mark the boundary between independent clauses [for example, It’s raining; I’m fed up] (6G5.10)</p> <p>Use of the colon to mark the boundary between independent clauses.</p> <p>Use of the dash to mark the boundary between independent clauses.</p> <p>Terminology for pupils: -colon -semi-colon</p>	<p>5.Hyphens</p> <p>Using hyphens to avoid ambiguity.</p> <p>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover].</p> <p>Terminology for pupils: • (6G5.13) hyphen</p>	<p>Assessment</p>
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Year 6 –SPAG - Long Term Plan – Summer

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
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Summer	Revision	Assessment (SATS)	<p>1.Cohesion</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis.</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text].</p> <p>Terminology for pupils: -Ellipsis</p>	<p>2.Consolidation (Key Stage 2)</p> <p>Coverage of all KS2 Grammar, Vocabulary and Punctuation objectives.</p>	Assessment
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This Long Term Plan has been designed to be used in conjunction with our English writing curriculum. We recommend spreading the small steps out over the number of weeks suggested on the yearly overview. It is important to develop and build pupils' grammar, punctuation and spelling knowledge alongside reading and writing as this is the foundation of the English language. Understanding these elements of the English language enables pupils to not only enjoy English as a subject in its own right, but also to access the rest of the subjects within the whole curriculum. Each block will develop English language fluency as well as application and reasoning to allow children to use these skills across all subject areas.



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