

Stanhope Primary School
Grammar Long Term Plan
2023 – 2024



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Ready to Write (1G5) Leaving spaces between words (1G5) Separation of words with spaces	Sentences (1G3.1) How words can combine to make sentences	Conjunctions (1G3.3) Joining words and joining clauses using 'and' (1G3.1) How words can combine to make sentences	Capital Letters (1G5.1) Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	Questions (1G5.3) Introduction to question marks to demarcate sentences (1G5.3) Beginning to punctuate sentences using a question mark	Suffixes (1G6.3) Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) Spelling: Apply the spelling rules for adding the endings – ing, –ed and –er to verbs where no change is needed to the root word
	Punctuating Sentences (1G5.1) Introduction to capital letters to demarcate sentences (1G5.2) Introduction to full stops to demarcate sentences (1G5.1) Beginning to punctuate sentences using a capital letter (1G5.2) Beginning to punctuate sentences using a full stop	Capital Letters (1G5.1) Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' (1G5.1) Capital letters for names and for the personal pronoun I <u>Handwriting:</u> Form digits 0-9 <u>Mathematics:</u> (1M4c) Recognise and use language relating to dates, including days of the week, weeks, months and years	Exclamations (1G5.4) Introduction to exclamation marks to demarcate sentences (1G5.4) Beginning to punctuate sentences using an exclamation mark		Singular and Plural (1G6.3) Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Prefixes (1G6.2) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]	Sequencing Sentences (1G3) Sequencing sentences to form short narratives

Year 2	Ready to Write (1G5.1) Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' (1G5.1) Capital letters for names and for the personal pronoun I Learning how to use both familiar and new punctuation correctly (see English appendix 2) including: • full stops • capital letters • exclamation marks • question marks How words can combine to make sentences Joining words and joining clauses using 'and'	Conjunctions (2G3.3) Co-ordination (using or, and, or but) (2G3.4) Subordination (using when, if, that, or because)	Word Classes (2G1.6) Use of –ly in Standard English to turn adjectives into adverbs Apostrophes (2G5.8) Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]	Tenses (2G4.2) Learn how to use the present and past tenses correctly and consistently including the progressive form (2G4.2) Correct choice and consistent use of present tense and past tense throughout writing	Suffixes (2G6.3) Use of the suffixes –er, –est in adjectives	Consolidation (Key Stage 1) Coverage of all Year 1 and Year 2 Grammar, Vocabulary and Punctuation objectives
	Commas (2G5.5) Learning how to use both familiar and new punctuation correctly (see English appendix 2) including: commas for lists (2G5.5) Commas to separate items in a list Word Classes (2G3.2) Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly, plain flour, the man in the moon]	Sentence Types (2G2.2) How the grammatical patterns in a sentence indicate its function as a question (2G2.3) How the grammatical patterns in a sentence indicate its function as a command	Sentence Types (2G2.4) How the grammatical patterns in a sentence indicate its function as a exclamation (2G2.1) How the grammatical patterns in a sentence indicate its function as a statement	Suffixes (2G6.3) Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] (2G6.3) Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1)	Assessments (SATs)	
Year 3	Ready to Write (2G3.2) Learn how to use expanded noun phrases to describe and specify [for example, the blue	Conjunctions (3G3.4) Extending the range of sentences with more than one clause by using a wider range of	Adverbs (3G1.6) Using adverbs to express time and cause	Speech (3G5.7) Introduction to inverted commas to punctuate direct speech	Nouns No National Curriculum objective for Year 3. This block will look at types of	Prefixes (3G6.2) Formation of nouns using a range of prefixes [for example super–, anti–, auto–]

	butterfly, plain flour, the man in the moon] Learning how to use both familiar and new punctuation correctly (see English appendix 2) including: • full stops • capital letters • exclamation marks • question marks (2G2.2) How the grammatical patterns in a sentence indicate its function as a question (2G2.3) How the grammatical patterns in a sentence indicate its function as a command (2G2.4) How the grammatical patterns in a sentence indicate its function as a exclamation (2G2.1) How the grammatical patterns in a sentence indicate its function as a statement (2G3.3) Co-ordination (using or, and, or but) (2G3.4) Subordination (using when, if, that, or because) (2G5.5) Commas to separate items in a list (2G5.8) Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] (2G4.2) Learn how to use the present and past tenses correctly and consistently including the progressive form	conjunctions, including: when, if, because, although (3G1.4) Using conjunctions to express time and cause (3G1.4) Express time, place and cause using conjunctions [for example, when, before, after, while, so, because]	(3G1.6) Express time, place and cause using adverbs [for example, then, next, soon, therefore]		nouns including abstract nouns. Paragraphs Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation	Spelling: Spell more prefixes
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	Determiners (3G1.8) Use the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]		Prepositions (3G1.7) Using prepositions to express time and cause (3G1.7) Express time, place and cause using prepositions [for example, before, after, during, in, because of]	Tenses (3G4.1b) Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] (3G4.1b) Using the present perfect form of verbs in contrast to the past tense	Word Families (3G6.4) Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	Consolidation
Year 4	Ready to Write Year 3 English: (3G1.8) Use the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] (3G3.4) Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although (3G1.4) Express time, place and cause using conjunctions [for example, when, before, after, while, so, because] (3G1.6) Express time, place and cause using adverbs [for example, then, next, soon, therefore] (3G1.7) Express time, place and cause using prepositions [for example, before, after, during, in, because of] (3G5.7) Introduction to inverted commas to punctuate direct speech (3G4.1b) Use of the present perfect form of verbs instead of the simple past [for example,	Pronouns (4G1.5) Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (4G1.5) Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Apostrophes (4G5.8) Indicating possession by using the possessive apostrophe with plural nouns (4G5.8) The grammatical difference between plural and possessive –s (4G5.8) Apostrophes to mark plural possession [for example, the girl's name, the girls' names]	Noun Phrases (4G3.2) 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)	Standard English (4G7.1) 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]	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

	He has gone out to play contrasted with He went out to play] Introduction to paragraphs as a way to group related material					
		Fronted Adverbials (4G5.6b) Using fronted adverbials (4G5.6b) Fronted adverbials [for example, Later that day, I heard the bad news.] (4G5.6b) Using commas after fronted adverbials (4G5.6b) Use commas after fronted adverbials	Speech (4G5.7) Using and punctuating direct speech (4G5.7) 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!"]	Suffixes Spell words with endings sounding like /ʒə/ or /tʃə/ Spell words with endings which sound like /ʒən/	Paragraphs Use of paragraphs to organise ideas around a theme	Consolidation
Year 5	Ready to Write (4G1.5) Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (4G3.2) 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) (4G5.6b) Using fronted adverbials (4G5.6b) Using commas after fronted adverbials (4G5.8) The grammatical difference between plural and possessive –s (4G5.7) Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within	Modal Verbs (5G4.1c) Using modal verbs to indicate degrees of possibility (5G4.1c) Indicating degrees of possibility using modal verbs [for example, might, should, will, must]	Parenthesis (5G5.9) Using brackets, dashes or commas to indicate parenthesis	Tenses (5G4.1b) Using the perfect form of verbs to mark relationships of time and cause	Commas (5G5.6a) Using commas to clarify meaning or avoid ambiguity in writing	Prefixes (5G6.2) Verb prefixes [for example, dis–, de–, mis–, over– and re–]

	inverted commas: The conductor shouted, "Sit down!"					
	Relative Clauses (5G3.1a) Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun	Adverbs (5G1.6) Using adverbs to indicate degrees of possibility (5G1.6) Indicating degrees of possibility using adverbs [for example, perhaps, surely]	Expanded Noun Phrases (5G3.2) Using expanded noun phrases to convey complicated information concisely		Cohesion Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	Suffixes (5G6.3) Converting nouns or adjectives into verbs using suffixes [for example, – ate; –ise; –ify]
Year 6	Ready to Write (5G3.1a) Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun (5G4.1c) Using modal verbs to indicate degrees of possibility (5G4.1c) Indicating degrees of possibility using modal verbs [for example, might, should, will, must] (5G1.6) Using adverbs to indicate degrees of possibility (5G1.6) Indicating degrees of possibility using adverbs [for example, perhaps, surely] (5G5.9) Using brackets, dashes or commas to indicate parenthesis (5G3.2) Using expanded noun phrases to convey complicated information concisely	Word Classes	Punctuation (6G5.10) Using a colon to introduce a list (6G5.10) Use of the colon to introduce a list (6G5.11) Use of semicolons within lists (6G5.14) Punctuating bullet points consistently (6G5.14) Punctuation of bullet points to list information	Formal and Informal (6G7.4) Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms (6G7.2) 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] (6G7.3) 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]	SATS Cohesion 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 Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	Consolidation (Key Stage 2) Coverage of all KS2 Grammar, Vocabulary and Punctuation objectives.

	(5G4.1b) Using the perfect form of verbs to mark relationships of time and cause (5G5.6a) Using commas to clarify meaning or avoid ambiguity in writing					
	Synonyms and Antonyms (6G6.1) How words are related by meaning as synonyms and antonyms [for example, big, large, little]	Subjunctive Form (6G7.4) Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms (6G7.2) 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] (6G7.3) 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] (6G4.3) Recognising subjunctive forms	Active and Passive (6G4.4) Using passive verbs to affect the presentation of information in a sentence (6G4.4) 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)]	Punctuation (6G5.11) Using semi-colons to mark boundaries between independent clauses (6G5.10) Using colons to mark boundaries between independent clauses (6G5.12) Using dashes to mark boundaries between independent clauses (6G5.11) Use of the semi-colon to mark the boundary between independent clauses [for example, It's raining; I'm fed up] (6G5.10) Use of the colon to mark the boundary between independent clauses (6G5.12) Use of the dash to mark the boundary between independent clauses Hyphens (6G5.13) Using hyphens to avoid ambiguity (6G5.13) How hyphens can be used to avoid ambiguity [for example, man eating shark versus maneating shark, or recover versus recover]	Consolidation (Key Stage 2) Coverage of all KS2 Grammar, Vocabulary and Punctuation objectives.	Consolidation (Key Stage 2) Coverage of all KS2 Grammar, Vocabulary and Punctuation objectives.