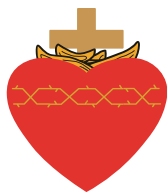


Sacred Heart Catholic Primary School

English-Punctuation and Grammar Curriculum Long Term Plan 2022-2023

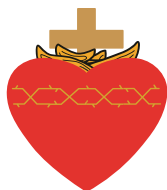
English Punctuation & Grammar	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 1	Leaving spaces between words. Capital letters to punctuate sentences. Full stops to punctuate sentences. Form lower case letters in the correct direction, starting and finishing in the right place.	Word classes (nouns and verbs) Capital letters for names of people and names of places and personal pronoun 'I'.	Conjunctions – joining words and joining clauses using 'and.' Introduce 'but' and 'or' Begin to punctuate sentences using an exclamation mark. Commands with exclamation marks.	Beginning to punctuate sentences using a question mark. Singular and plural Regular plural noun suffixes _s or _es. For example dogs, wishes	Word class (verbs and adjectives) Prefix – un How it changes the meaning of verbs and adjectives.	Suffixes – ed, ing, er, est Suffixes that can be added to verbs where no change is needed in the spelling of rootword. E.g. helping, helped, helper Sequencing sentences
Year 2	Capital letters/full stops (names of people, places, days of the week. commas to separate a list expanded noun phrases spelling common exception words	conjunctions coordination (or, and, but) subordination (when, if, that, because) contracted form of words Use of inverted commas	using 'ly' to turn adjectives into adverbs. apostrophes for possession past/present tense	add suffixes -ment/-ness/-full expanded noun phrases exclamation/statement sentences	SATS revision of any gaps in learning suffixes -er/-est continue expanded noun phrases Write sentences with different forms Homophones	use and understand the grammatical terminology for Y2 (noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma) Persuasive language Continue noun phrases



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Year 3	<p>Using fronted adverbials marked with commas</p> <p>Using expanded noun phrases</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Using apostrophes for contractions</p>	<p>Using prepositions</p> <p>Using subordinating conjunctions- when, before, after, while, because, if</p> <p>Using commas to add extra information and list actions.</p> <p>Using 'as' 'when' 'while' to start our sentences.</p> <p>Using speech punctuation.</p>	<p>Using conjunctions, adverbs and prepositions to express time, cause and place.</p> <p>Using adjectives and adverbs effectively.</p> <p>Perfecting speech punctuation</p> <p>Using the present perfect form of verbs in contrast to the past tense.</p> <p>To use possessive apostrophes accurately.</p>	<p>Using the present perfect form of verbs in contrast to the past tense.</p> <p>Using paragraphs to group and relate ideas.</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p>	<p>Verb prefixes</p> <p>Accurate use of inverted commas and commas after fronted adverbials.</p> <p>Expressing time and cause using conjunctions (e.g. when, so, before, after, while, because); adverbs (e.g. before, after, during, because of) or prepositions (e.g. before, after, during, in, because of)</p> <p>Using paragraphs to group and relate ideas.</p>	<p>To explore how to use drawing as an approach to enhance thinking for writing and developing vocabulary.</p> <p>To explore and follow the authentic process that an author/illustrator goes through when developing a picture book.</p> <p>Using apostrophes for contractions</p> <p>Verb prefixes</p>
Year 4	<p>Pronouns</p> <p>Punctuating Direct Speech</p> <p>Expanded noun phrases</p> <p>Paragraphs</p> <p>Fronted adverbials with comma</p>	<p>Extending sentences with more than one clause</p> <p>Present perfect tense</p> <p>Fronted Adverbials with commas</p> <p>Onomatopoeia</p> <p>Informal language</p> <p>Conjunctions</p> <p>Using conjunction, adverbs and prepositions to express, time, cause and place</p>	<p>Verbs, adverbs and adjectives</p> <p>Exclamation Sentences</p> <p>Similes & metaphors</p> <p>Personification</p>	<p>Rhetorical Questions</p> <p>Imperative verbs</p> <p>Headings/Subheadings</p> <p>Using Apostrophes for contraction</p>	<p>Sentences with different forms – exclamation, question marks, commas and full stops</p> <p>Prepositions</p> <p>Direct and reported speech</p> <p>Emotive Language</p>	<p>Adverbial Phrases – Fronted adverbials</p> <p>Expanded Noun Phrases</p> <p>Emotive Language</p> <p>Writing in past tense</p>



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Year 5	<p>Colons/ semi colons Time openers Subordinating/ co-ordinating conjunctions Commas Use subordinate clauses to add detail or context (Although Theseus was scared, he prepared to enter the maze. They crept into Minos's great labyrinth. Inside the maze....)</p>	<p>Conjunctions Apostrophes of plural possession Speech dialogue Perfect form of verb tenses</p>	<p>Modal verbs Passive verbs Parenthesis Verb tenses</p>	<p>Speech dialogue Paragraph cohesion Use nouns & pronouns for clarity and cohesion</p>	<p>Adverbials/Fronted adverbials (Use fronted adverbials to show how/when an event occurs, Without a sound... After a moment...) Adverbs to indicate degree of possibility Revise Year 5 Grammar</p>	<p>Relative clauses Relative pronouns Revision of Year 5 Grammar</p>
Year 6	<p>Use paragraphs Use heading/subheadings Use expanded noun phrases Use passive voice to remain formal or detached. Use dialogue</p>	<p>Use Adverbials- furthermore, in addition, nevertheless, consequently Use colons to introduce lists. Use semi-colons to punctuate complex lists. Use modal verbs to convey degrees of possibility. Use planned repetition</p>	<p>Use subordinate clauses in varied positions within sentences. Use relative clauses to add further detail. Use brackets to mark relative clauses. Use dashes Use detailed description Use paragraphs to organise in time sequence</p>	<p>Use conjunctions Use of hyperbole Use facts and statistics Use imperative and modal verbs to convey urgency. Use paragraphs</p>	<p>Use of detailed description Use of subjunctive form where needed. Use of hyperbole</p>	<p>Use of facts and statistics Use relative clauses to add further detail. Use modal verbs to convey degrees of possibility. Use of conjunctions-if, when, unless, although Use of detailed description</p>