Year 1 – Yearly Overview

	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		Assessments
Spring	1. Conjunctions				2. Exclamations		3. Capital Letters 2					Assessments
Summer	1. Questions		2. Singular and Plural			3. Prefixes		4. Suffixes		5. Sequencing Sentences		Assessments

Year 1 – 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

1. Ready to Write

(1G5) Leaving spaces between words

(1G5) Separation of words with spaces

Terminology for pupils:
- (1G5.1) letter
- (1G6) word

2. 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

Terminology for pupils:
- (1G3.1) sentence
- (1G5.1) capital letter
- (1G5) punctuation
- (1G5.2) full stop

Name the letters of the alphabet in order

Begin to form lower-case letters in the correct direction, starting and finishing in the right place

Form capital letters

3. Sentences

(1G3.1) How words can combine to make sentences

Terminology for pupils:
- (1G6) word
- (1G3.1) sentence

4. Capital Letters 1

(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

Handwriting: Form digits 0-9

Mathematics:
(1M4c) Recognise and use language relating to dates, including days of the week, weeks, months and years

Assessments

Year 1 – 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

(1G3.3) Joining words and joining clauses using 'and'
(1G3.1) How words can combine to make sentences

Terminology for pupils:
- (1G6) word
- (1G3.1) sentence

2. Exclamations

(1G5.4) Introduction to exclamation marks to demarcate sentences

(1G5.4) Beginning to punctuate sentences using an exclamation mark

3. Capital Letters 2

(1G5.1) Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

Assessments

Year 1 – 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

1. Questions

(1G5.3) Introduction to question marks to demarcate sentences

(1G5.3) Beginning to punctuate sentences using a question mark

2. 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

Terminology for pupils:
- (1G6.3) singular
- (1G6.3) plural

3. Prefixes

(1G6.2) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]

4. 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

5. Sequencing Sentences

(1G3) Sequencing sentences to form short narratives

Assessments

Yearly Overview for 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			2. Commas	3. Word Classes 1		4. Conjunctions			5. Sentence Types 1		Assessments
Spring	1. Word Classes 2		2. Apostrophes			3. Sentence Types 2		4. Tenses			5. Suffixes 1	Assessments
Summer	1. Suffixes 2	Assessments (SATs)			2. Consolidation (Key Stage 1)							Assessments

Year 2 – 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

1. 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:
- (2G5.2) full stops
- (2G5.1) capital letters
- (2G5.4) exclamation marks
- (2G5.3) question marks

(1G3.1) How words can combine to make sentences

(1G3.3) Joining words and joining clauses using 'and'

2. 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

Terminology for pupils:
- (2G5.5) comma

3. Word Classes 1

(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]

Terminology for pupils:
- (2G3.2) noun phrase

4. Conjunctions

(2G3.3) Co-ordination (using or, and, or but)

(2G3.4) Subordination (using when, if, that, or because)

5. Sentence Types 1

(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

Terminology for pupils:
- (2G2.2) question
- (2G2.3) command

Assessments

Year 2 – 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											**Assessments**

Spring

1. Word Classes 2

(2G1.6) Use of –ly in Standard English to turn adjectives into adverbs

Terminology for pupils:
- (1G5.1) letter
- (1G6) word

2. 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]

Terminology for pupils:
- (2G5.8) apostrophe

3. Sentence Types 2

(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

Terminology for pupils:
- (2G2.1) statement
- (2G2.4) exclamation

4. 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

Terminology for pupils:
- (2G4.2) tense (past, present)

5. Suffixes 1

(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)

Terminology for pupils:
- (2G6.3) suffix

Assessments

Year 2 – 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	1. Suffixes 2 (2G6.3) Use of the suffixes –er, –est in adjectives Terminology for pupils: • (2G6.3) suffix	Assessments (SATs)				2. Consolidation (Key Stage 1) *Coverage of all Year 1 and Year 2 Grammar, Vocabulary and Punctuation objectives.*						Assessments

Yearly Overview for Year 3

	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. Determiners			3. Conjunctions				Assessments
Spring	1. Adverbs			2. Prepositions			3. Speech			4. Tenses		Assessments
Summer	1. Nouns		2. Paragraphs				3. Word Families		4. Prefixes			Assessments

Year 3 – 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

1. Ready to Write

(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] Learning how to use both familiar and new punctuation correctly (see English appendix 2) including:
- (2G5.2) full stops
- (2G5.1) capital letters
- (2G5.4) exclamation marks
- (2G5.3) 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

2. 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]

Terminology for pupils:
- (3G1.8) consonant
- (3G1.8) consonant letter
- (3G1.8) vowel
- (3G1.8) vowel letter

3. Conjunctions

(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) Using conjunctions to express time and cause

(3G1.4) Express time, place and cause using conjunctions [for example, when, before, after, while, so, because]

Terminology for pupils:
- (3G1.4) conjunction
- (3G3.1) clause
- (3G3.4) subordinate clause

Assessments

Year 3 – 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. Adverbs** (3G1.6) Using adverbs to express time and cause (3G1.6) Express time, place and cause using adverbs [for example, then, next, soon, therefore]			**2. 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] Terminology for pupils: • (3G1.7) preposition			**3. Speech** (3G5.7) Introduction to inverted commas to punctuate direct speech Terminology for pupils: • (3G5.7) direct speech • (3G5.7) inverted commas (or 'speech marks')			**4. 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		**Assessments**

Year 3 – 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

1. Nouns

No National Curriculum objective for Year 3. This block will look at types of nouns including abstract nouns.

2. Paragraphs

Introduction to paragraphs as a way to group related material

Headings and sub-headings to aid presentation

3. 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]

Terminology for pupils:
• (3G6.4) word family

4. Prefixes

(3G6.2) Formation of nouns using a range of prefixes [for example super–, anti–, auto–]

Spelling: Spell more prefixes

Terminology for pupils:
• (3G6.2) prefix

Assessments

Year 4 – Yearly Overview

	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. Pronouns		3. Fronted Adverbials				Assessments
Spring	1. Apostrophes			2. Speech			3. Noun Phrases			4. Suffixes 1		Assessments
Summer	1. Standard English	2. Paragraphs			3. Suffixes 2							Assessments

Year 4 – 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

1. 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, He has gone out to play contrasted with He went out to play]

Introduction to paragraphs as a way to group related material

Terminology for pupils:
 • (4G1.8) determiner

2. 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

Terminology for pupils:
 • (4G1.5) pronoun
 • (4G1.5a) possessive pronoun

3. 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

Terminology for pupils:
 • (4G1.6a) adverbial

Assessments

Year 4 – 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. 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]

2. 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!"]

3. 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)

4. Suffixes 1

Spell words with endings sounding like /ʒə/ or /tʃə/

Spell words with endings which sound like /ʒən/

Assessments

Year 4 – 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

1. 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]

2. Paragraphs

Use of paragraphs to organise ideas around a theme

3. Suffixes 2

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

Assessments

Year 5 – Yearly Overview

	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. Relative Clauses			3. Modal Verbs		4. Adverbs			Assessments
Spring	1. Parenthesis			2. Expanded Noun Phrases			3. Tenses					Assessments
Summer	1. Commas			2. Cohesion						3. Prefixes	4. Suffixes	Assessments

Year 5 – 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

1. 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 inverted commas: The conductor shouted, "Sit down!"]

2. Relative Clauses

(5G3.1a) Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun

Terminology for pupils:
 • (5G1.5b) relative pronoun
 • (5G3.1a) relative clause

3. 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]

Terminology for pupils:
 • (5G4.1c) modal verb

4. Adverbs

(5G1.6) Using adverbs to indicate degrees of possibility

(5G1.6) Indicating degrees of possibility using adverbs [for example, perhaps, surely]

Assessments

Year 5 – 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

<table>
<tr><td rowspan="2">Spring</td><td colspan="3">

1. Parenthesis

(5G5.9) Using brackets, dashes or commas to indicate parenthesis

Terminology for pupils:
- (5G5.9) parenthesis
- (5G5.9) bracket
- (5G5.9) dash

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2. Expanded Noun Phrases

(5G3.2) Using expanded noun phrases to convey complicated information concisely

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3. Tenses

(5G4.1b) Using the perfect form of verbs to mark relationships of time and cause

</td><td rowspan="2">Assessments</td></tr>
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Year 5 – 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	**1. Commas** (5G5.6a) Using commas to clarify meaning or avoid ambiguity in writing **Terminology for pupils:** • (5G5.6a) ambiguity		**2. 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] **Terminology for pupils:** • (5G1.5) cohesion							**3. Prefixes** (5G6.2) Verb prefixes [for example, dis–, de–, mis–, over– and re–]	**4. Suffixes** (5G6.3) Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]	Assessments

Year 6 – Yearly Overview

	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 Classes			4. Subjunctive Form		Assessments
Spring	1. Punctuation 1		2. Active and Passive		3. Formal and Informal			4. Punctuation 2			5. Hyphens	Assessments
Summer	Revision	Assessments (SATs)	1. Cohesion					2. Consolidation (Key Stage 2)				Assessments

Year 6 – 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

1. 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

(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

2. Synonyms and Antonyms

(6G6.1) How words are related by meaning as synonyms and antonyms [for example, big, large, little]

Terminology for pupils:
- (6G6.1) synonym
- (6G6.1) antonym

3. Word Classes

Terminology for pupils:
- (6G1.9) subject
- (6G1.9) object

4. 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

Assessments

Year 6 – 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. Punctuation 1

(6G5.10) Using a colon to introduce a list

(6G5.10) Use of the colon to introduce a list

(6G5.11) Use of semi-colons within lists

(6G5.14) Punctuating bullet points consistently

(6G5.14) Punctuation of bullet points to list information

Terminology for pupils:
- (6G5.10) colon
- (6G5.11) semi-colon
- (6G5.14) bullet points

2. 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)]

Terminology for pupils:
- (6G4.4) active
- (6G4.4) passive

3. 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]

4. Punctuation 2

(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

Terminology for pupils:
- (6G5.10) colon
- (6G5.11) semi-colon

5. Hyphens

(6G5.13) Using hyphens to avoid ambiguity

(6G5.13) How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]

Terminology for pupils:
- (6G5.13) hyphen

Assessments

Year 6 – 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	Revision	Assessments (SATs)	**1. 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] **Terminology for pupils:** • **Ellipsis**					**2. Consolidation (Key Stage 2)** *Coverage of all KS2 Grammar, Vocabulary and Punctuation objectives.*				Assessments