



Middlethorpe Grammar and Punctuation Long Term Plan



“The use of a metalanguage will give children the tools with which to discuss choices and manipulate language confidently and powerfully.”
Horton and Bingle (2014)

Aim

At Middlethorpe Primary Academy we understand that actively engaging children with grammar through writing is more effective than teaching grammar as a separate topic. We believe that children can become more aware of the infinite possibilities of the English language through studying how language works, and that this can enable them to evaluate others’ language use.

Punctuation Progress (blue indicates new concepts)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- Aa.	- Aa.!?	- Aa.!?	- Aa.!?	- Aa.!?	- Aa.!?	- Aa.!?
		- Commas to separate items in a list	- Commas to separate items in a list - Introduction to commas for Fronted adverbials	- Commas to separate items in a list - Commas for Fronted adverbials - Commas to demark clauses	- Commas to separate items in a list - Commas for Fronted adverbials - Commas to demark clauses - Commas for clarity	- Commas to separate items in a list - Commas for Fronted adverbials - Commas to demark clauses - Commas for clarity
	- Introduction to apostrophe for omission	- Apostrophe for omission and singular possession	- Apostrophe for omission and singular possession	- Apostrophe for omission and singular and plural possession	- Apostrophe for omission and singular and plural possession	- Apostrophe for omission and singular and plural possession
		- Introduction to “ ”	- Inverted commas for direct speech	- Inverted commas for direct speech	- Inverted commas for direct speech	- Inverted commas for direct speech
					- Hyphens in hyphenated words	- Hyphens in hyphenated words to avoid ambiguity
					- Pairs of commas, dashes or brackets used for parenthesis	- Pairs of commas, dashes or brackets used for parenthesis
						- Bullet Points in a list
					- Colons to introduce a list - Semi-colon to separate items (written as longer clauses or statements) in a list.	- Colons to introduce a list - Semi-colon to separate items (written as longer clauses or statements) in a list. - Colons, dashes, and Semi-colons to link clauses

Grammar Progress (blue indicates new concepts)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	- Noun - Verb	- Noun - Verb - Adjective - Adverb - Conjunction	- Noun - Verb - Adjective - Adverb - Coordinating conjunction - Subordinating conjunction - Preposition - Determiner	- Noun - Verb - Adjective - Adverb - Coordinating conjunction - Subordinating conjunction - Preposition - Determiner - Pronoun	- Noun - Verb - Adjective - Adverb - Coordinating conjunction - Subordinating conjunction - Preposition - Determiner - Pronoun - Relative pronoun - Modal Verb	- Noun - Verb - Adjective - Adverb - Coordinating conjunction - Subordinating conjunction - Preposition - Determiner - Pronoun - Relative pronoun - Modal Verb - Synonyms and Antonyms
	- Sentence Types: Statement Question Exclamation (introduction)	- Sentence Types: Statement Command Question Exclamation	- Sentence Types: Statement Command Question Exclamation	- Sentence Types: Statement Command Question Exclamation	- Sentence Types: Statement Command Question Exclamation	- Sentence Types: Statement Command Question Exclamation
	- Simple noun phrases (a ball)	- Simple expanded noun phrases (e.g. a red ball)	- Expanded noun phrases or introduced preposition (e.g the cunning fox with the bushy tail) - Type of determiners - articles	- Expanded noun phrases using adjective or preposition (e.g the cunning fox with the bushy tail) - Type of determiners – articles, demonstratives, possessives, quantifiers	- Expanded noun phrases to convey complicated information concisely (only using words the reader wouldn't automatically associate with the noun) using modifying adjectives and prepositional phrases	- Expanded noun phrases to convey complicated information concisely using modifying adjectives and prepositional phrases
	- Consistent use of past and present tense	- Simple Past, - Simple Present, - Past Progressive, - Present Progressive	- Simple Past, - Simple Present, - Past Progressive, - Present Progressive - Perfect Past, - Perfect Present	- Simple Past, - Simple Present, - Past Progressive, - Present Progressive - Perfect Past, - Perfect Present	- Simple Past, - Simple Present, - Past Progressive, - Present Progressive - Perfect Past, - Perfect Present - Perfect form	- Simple Past, - Simple Present, - Past Progressive, - Present Progressive - Perfect Past, - Perfect Present - Perfect form
	- Coordinating conjunction And (to join two main clauses not as a list)	- Coordinating conjunction And But Or - Subordinating conjunction WITB	- Coordinating conjunction FANBOYS - Subordinating conjunction AWhiTEBUS	- Coordinating conjunction FANBOYS - Subordinating conjunction AWhiTEBUS	- Coordinating conjunction FANBOYS - Subordinating conjunction AWhiTEBUS	- Coordinating conjunction FANBOYS - Subordinating conjunction AWhiTEBUS

- Single clause sentence	- Single clause sentences, - Compound sentences using coordinating conjunction	- Single clause sentences, - Compound sentences using coordinating conjunction - Multiclaue sentence using subordinating conjunctions	- Single clause sentences, - Compound sentences using coordinating conjunction, - Multiclaue sentence using subordinating conjunctions - Subordinate clause	- Single clause sentences, - Compound sentences using coordinating conjunction, - Multiclaue sentence using subordinating conjunctions - Subordinate clause	- Single clause sentences, - Compound sentences using coordinating conjunction, - Multiclaue sentence using subordinating conjunctions - Subordinate clause - Relative clauses - Relative pronoun	- Single clause sentences, - Compound sentences using coordinating conjunction, - Multiclaue sentence using subordinating conjunctions - Subordinate clause - Relative clauses - Relative pronoun
		- Manner adverbs	- TRaMP adverbs	- TRaMP adverbs - Fronted adverbials	- TRaMP adverbs - Fronted adverbials	- TRaMP adverbs - Fronted adverbials
				- Standard English was/were did/done I/me have/of	- Standard English was/were did/done I/me have/of	- Standard English was/were did/done I/me have/of
						- Active and passive voice sentences - Subject, Object - Subjunctive form

FANBOYS: For, And, Nor, But, Or, Yet, So

A	Wh	I	T	E	B	U	S
Although After As	When Whenever Whatever Whether Whereas Which	If In order that In case	Though Till That	Even though Even if	Because Before	Until Unless	Since

TRaMP adverbs: Time, Reason, Manner, Place

Assessment

Children's SPAG knowledge and understanding are routinely assessed every term via SIMS writing tracking.

Years 2-6: Termly SAT style/Pixl SPAG test.

Catch up

Children not making sufficient progress are quickly identified and receive interventions to speed up their progress. These children are also tracked in their reading as encouraging children to read reinforces instinctive knowledge of spelling, punctuation and grammar. The more children read, the more they are exposed to SPAG and the easier it is to teach and learning about it.