



Whole school Grammar Long Term Plan: (Links with A. Peat)

Week	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1	Spaces between words	Capitals Full stops Exclamation marks Question marks Words combine to sentences Join words/clauses 'and'	Expanded nouns FS, CL, exclam + qu marks Grammatical patterns in diff sentences Coordinating + subordinating conjuncts Commas in lists Apostrophes-contractions + single possession Present + past tenses	a/an range of conjunctions (when, if, because, although) Time, place, cause using conjuncts/ adverbs/prepositions Inverted commas Present perfect (he has gone NOT he went) paragraphs	Nouns/pronouns Noun phrases Fronted adverbials, commas Plural and possessive 's' Inverted commas + other speech punctuation	
2						
3						
4	Capital letters Full stops Name letters of alphabet Formation of lower case letters	Commas List,	Determiners a/an	Pronouns – aid cohesion, avoid repetition	Relative clauses- who, which, where, when, whose, that or implied relative pronoun	Synonyms antonyms
5		Noun phrases List, 2A				
6		Conjunctions BOYS Co-ordinate- or, and, but Sub-ordinate- when, if, that, because				
7	How words combine to make sentences	Questions Commands All Ws, Short	Time, place, cause using conjuncts -ing, -ed	Fronted adverbials Use of comma after fronted adverbial	Modal verbs- degrees of possibility	Word classes
8						
9						
10	Capital letters- beg of sentence, names, I etc	assessments			Adverbs- degrees of possibility	Vocab- informal and formal speech
11						
12						

Week	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1	Conjunctions Joining words and clauses with 'and' Combining words to make sentences	-ly to change adjectives to adverbs As -ly, Double -ly	Adverbs express time, place + cause	Plural possession Diff btwn plural and possessive '-s'	Parenthesis- brackets, dashes or commas Noun ww	Colon-intro a list Semi-colon in lists Bullet points lists Tell: 3 e.g.s, When, (x3) then, If (x3) then, 3 -ed, With action, more action
2						
3						
4	Exclamations Exclamation marks	Apostrophes for contractions Singular possession	Prepositions express time, place + cause	Use + punctuate direct speech Inverted commas, comma after reporting clause, punct in inverted commas	Expanded noun phrases List, 2A	Active and Passive
5		Exclamations Statements Short				
6		Present and past tense inc progressive form				
7	Capital letters- names of people, places, days, months and personal pronoun 'I'	Present perfect in contrast to simple past	Inverted commas to punctuate speech	Expanded noun phrases- adding adj, nouns or prepositions List, 2A	Perfect form of verbs to mark time and cause	Vocab- informal and formal speech Subjunctive form- if I were you... Were they to come
8						
9						
10	Noun form- + ness/er Adjective- +ful/less					Semi-colons, colons, dashes btwn independent clauses De:De, Some; others, Emotion-consequence, verb, person
11						
12						

Week	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1	Questions Question mark	Er/est suffix in adjectives	Nouns	Standard English	Commas List, Desperate, comma	
2						
3						
4	Singular and plural nouns		Paragraphs	Paragraphs	Cohesion- paragraphs , time conjunctions- then, after firstly That, this Adverbials to link ideas- later, nearby, secondly Tenses- he had seen her before	Cohesion- paragraphs: Conjunctions, adverbials, ellipses, phrases etc
5						
6						
7	Prefixes -un		Word families- solve, solver, solution, dissolve, insoluble	-ation -ly -ous -tion, sion, ssion, cian		Layout devices: heading, sub-heading, columns, bullets, tables etc
8	Suffixes- added to verbs where no spelling change- helping, helped					
9	Sequencing sentences					
10					Prefixes (verb) Suffixes (noun/adj into verbs)	CONSOLIDATION
11						
12						

Ready to write	Fronted adverbials	Standard English	Synonyms+antonyms
Punctuation	Suffixes/Prefixes	Paragraphs	Relative clauses
Word classes	Conjunctions	Subjunctive form	
Sentence types	Pronouns	Prepositions	
Tenses	Speech	Determiners	



All the Ws	Would there ever be another opportunity like this one? Who would take over this role now? Why do zebras have stripes? What if you had all of the money in the world?	Your short sentence must start with one of the following W words: Who? What? When? Where? Why? Would? Was? What if?
List sentences	It was a dark, long, leafy lane. She had a cold, cruel cackle. It was a cold, wet, miserable Wednesday afternoon. His hair was long, brown and unwashed .	A list sentence must have 3 or 4 adjectives before the noun. Use <i>and</i> between the final 2 adjectives.
Short	Oh no! Then it happened. He stopped. Everything failed. The door opened. What's wrong?	1-3 word sentences possibly with an exclamation mark or question mark. Begin to discuss exclamations, questions, statements and commands with the children.
BOYS Sentences	He was a friendly man most of the time, but he could become nasty. He could be really friendly or he could be really miserable. It was a beautiful morning for a walk so he set off quite happily.	A B.O.Y.S sentence is a two-part sentence. The first part of the sentence <u>always</u> ends with a comma (,) and the last part <u>always</u> begins with a connective.
As -ly	As the rain came down heavily , the children ran for shelter. As the wind screamed wildly , the lost giant lumbered along the path. As the water heats up quickly , a change of state happens called 'evaporation'.	The first part of the sentence opens with an action description which starts with the word <i>As...</i> and ends with an adverb. The second part of the sentence is a description of a related, and often consequential, action.
__ing, __ed.	Walking in the bush, she stopped at the sight of a crocodile facing her. Running near the beach, he halted as the ground gave way. Jumping quickly through the air, she landed on her feet before sprinting away	The sentence must begin with a subordinate clause which begins with a verb ending in 'ing', followed by the location of the action. Focus on the use of prepositions in the first part of the sentence (subordinate clause) to explain where the action is happening.
Doubly -ly ending	He swam slowly and falteringly . He rode determinedly and swiftly . He laughed loudly and heartily . He tiptoed quietly and carefully .	The sentence must end in two adverbs which add detail to and describe how the verb within the sentence is being carried out.
2A Sentences	He was a tall, awkward man with an old, crumpled jacket. It was an overgrown, messy garden with a leafless, lifeless tree. The huge, green tractor ploughed the wet, muddy field.	A 2Ad sentence has <u>two adjectives</u> before the first noun and <u>two adjectives</u> before the second noun. This sentence creates a clear picture for the reader.
Emotion, comma	Desperate , she screamed for help. Anxious , they began to realise they were lost. Terrified , he froze instantly on the spot where he stood. Happily , the astronaut stepped safely from the shuttle.	Emotion first followed by the actions that are caused by the emotion. Putting the word first gives more weight to the emotion. When teaching, provide an A-Z list of emotions the children could use.
Verb, person	Running , Sarah almost tripped over her own feet. Tiptoeing , he tried to sneak out across the landing without waking anybody up.	A sentence starts with a verb to give it more importance. The verb is always followed by a comma and then a name or a personal pronoun (he, she, they, it) followed by the rest of the sentence.
If, if, if, then.	If the alarm had gone off, if the bus had been on time, if the road repairs had been finished, then he might have got to school on time. If I hadn't found the watch, if the alarm hadn't gone off, if I hadn't scared those burglars, then I wouldn't be sitting here today.	Summarising a dramatic plot (key plots) at beginning or the end of a story in groups of 3. The emphasis should be on using the comma after each clause. Each clause always begins with an if or a then and each clause ends with a comma (,) or a full stop (.)
With a(n) action, more action	With a smile , Greg waved goodbye. With a weary wail , Thor launched his final attack. With a deep breath , Neil Armstrong stepped carefully on to the surface of the moon.	This two-part sentence starts with a subordinate clause which starts with the phrase ' With a(n)... ' followed by an action and a comma. The main clause then describes more action which occurs simultaneously .
3 __ed	Frightened, terrified, exhausted , they ran from the creature. Amused, amazed, excited , he left the circus reluctantly. Confused, troubled, worried , she didn't know what had happened.	Starts with three adjectives that end in <u>_ed</u> and describe emotions. The <u>_ed</u> words MUST be followed by commas.
Noun, which/who/where	Cakes, which taste fantastic, are not so good for your health. Snakes, which scare me, are not always poisonous. Tom, who was a little shorter than the others, still made it into the football team.	Use commas to embed a clause within a sentence, add information that links with the sentence topic and start the clause with <u>which, who or where</u> .
2 pairs sentences	Exhausted and worried, cold and hungry , they didn't know how much further they had to go. Injured and terrified, numb and fearful , he couldn't believe that this was happening to him. Quickly and quietly, silently and carefully he tiptoed out of the house.	Begins with two pairs of related adjectives. Each pair is: Followed by a comma Separated by <i>and</i>
3 bad - (dash) question?	Cold, dark, airlessness – which would kill the spaceman first? Greed, jealousy, hatred – which of these is most evil?	3 negative followed by a dash and then a question which relates to the three adjectives.
Name - adjective pair - sentences	Little Tim – happy and generous – was always fun to be around. Ben Roberts – weak and nervy – was actually a secret superhero. Glass – fragile and dangerous – must be handled with care.	This works on a show and tell basis where the name and details form the main clause (tell). The added information within the dashes shows what the character was like. The two must be linked.
O. (I.)	She told the little girl not to be so naughty. (Inside, however, she was secretly amused by what she had done.) I was delighted (but I felt scared that something was about to go wrong). Bravely I looked behind me (but I was deeply worried).	The first sentence tells the reader a character's outward action and the second reveals their true feelings. If the sentence within the brackets is complete , the full stop goes inside the bracket. If it is not complete , the full stop goes outside .
De:De Sentence	The vampire is a dreadful creature: It kills by sucking all the blood from its victims. Snails are slow: They take hours to cross the shortest of distances. I was exhausted: I hadn't slept for more than two days.	Two independent clauses (they make sense on their own) are separated by a colon (:) The first clause is descriptive The second adds further detail
Some; others	Some people like football; others hate it. Some days are full of enjoyment; others are long and boring. Some dogs were running around happily; others looked tired.	<i>Some</i> ; <i>other</i> sentences begin with the word <i>some</i> and have a semi-colon to replace the word <i>but</i> . There is no capital letter after the semi-colon.
Imagine 3 examples:	Imagine a place where the sun always, shines, where wars never happen, where no-one ever dies: in the Andromeda 5 system, there is such a planet	Sentence begins with:- The word <i>imagine</i> Then describes three parts of something. The first two parts are separated by commas. The third ends with a colon
The more, the more	The more it rained, the more depressed he became. The more the crowd cheered, the more he looked forward to the race. The more upset she was, the more she cried.	This sentence type is particularly useful when developing a character trait in a story. The first more should be followed by an emotive word and the second more should be followed by a related action .
'Irony' sentences	Our 'luxury' hotel turned out to be a farm building. With dawn breaking, the 'beautiful view' which the brochure described, revealed itself to be a scrap-yard and a rubbish tip. The 'trip of our dreams' was, in fact, our worst nightmare.	An irony sentence deliberately overstates how good or bad something is and this is placed in 'inverted commas'. The overstated word is then shown to be false through the remainder of the sentence which reveals the truth.
Emotion - consequence	Davis was angry – he threw his toy at the wall. The professor was inconsolable – he wept for days on end. King Henry was furious – he ordered the execution of his wife.	This two-part sentence starts with a description of a character's emotion followed by a dash (-) and a description of a consequence of that feeling.
Tell: show 3 examples; sentences	He was feeling relaxed: shoes off, shirt undone, lying on the sofa. The commander was tense: sweat dripping; eyes narrowed; staring out on the battlefield. It was a sleepy town: shops shuttered; cats lazing in the shade; dogs snoozing in the sun.	This is a two-part sentence. The first part tells the reader a broad-ranging fact/opinion. This is followed by a colon which demonstrates that a list of examples will follow. After the colon the list of 3 examples follows. As this is a phrase list, semi-colons are used between the details rather than commas.
When; when; when, then sentences.	When tumultuous thunder shakes the ground; when blinding lightning tears the sky; when storm clouds block every ray of hopeful light, then you know the Kraken is approaching. When you look at the remains of Tutankhamen; when you examine the damage to his skull; when you look at the motives of his advisors, then it is clear that the young Pharaoh's death should be treated as suspicious.	The sentence type ends with a statement e.g. <i>the haunting begins</i> .