



## Bosmere Community Primary School SPAG and Handwriting Long Term Plan

Year	Word Structure	Word Classes	Sentence Structure	Text Structure	Punctuation	Terminology	Handwriting
1	<p>Understands suffixes can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>Understands how the prefix un- changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat)</p> <p>Understands how regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun.</p>	<p>Understands pronouns, verbs, nouns and adjectives</p> <p>1<sup>st</sup> person: I love sweets.</p> <p>3<sup>rd</sup> person: He/she loves sweets.</p>	<p>Joins words and clauses using 'and.'</p> <p>Understands how words can combine to make sentences.</p>	<p>Sequences sentences to form short narratives.</p> <p>Openers: Time One day First Then Next Finally After/after that</p>	<p>Uses capital letters for names and for the personal pronoun 'I'.</p> <p>Shows some awareness of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Separates words with spaces.</p>	<p>Word, sentence, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark, noun, verb, adjective, pronoun</p>	<p>Sits correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begins to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Forms capital letters.</p> <p>Form digits 0-9.</p> <p>Understands which letters belong to which handwriting 'families' (letters formed in similar ways) and practises these.</p>
<b>Spelling</b>							
Spells words containing each of the 40+ phonemes already taught.							
Spells common exception words.							
Spells the days of the week.							
Names the letters of the alphabet in order.							
Uses letter names to distinguish between alternative spellings of the same sound.							
Uses the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.							
Uses the prefix un-							
Uses -ing, -ed, -er and -est where no change is needed in the spelling of root words (eg, helping, helped, helper, eating, quicker, quickest).							
Applies simple spelling rules and guidance, as listed in English appendix 1.							
Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.							
Understands that words are divided into 'beats' or syllables.							

Distinguishes between homophones and near-homophones.



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2	<p>Uses suffix –ly to turn adjectives into adverbs.</p> <p>Some use of the suffixes –er, –est in adjectives</p> <p>Shows understanding of formation of adjectives using suffixes such as –ful, –less.</p> <p>Shows understanding of formation of nouns, using suffixes such as –ness, –er and by compounding (e.g. whiteboard, superman).</p>	<p><b>Understands adverbs</b></p> <p><b>Distinguishes between homophones and near homophones</b></p>	<p>Shows understanding of the grammatical patterns in a sentence, indicating its function as a statement, question, exclamation or command.</p> <p>Uses expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon).</p> <p>Uses subordination (using when, if, that, because) and co-ordination (using or, and, but).</p>	<p>Uses the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting).</p> <p>Correct choice and consistent use of present tense and past tense throughout writing.</p> <p><b>Openers</b> <b>-ly sentence -happily</b></p>	<p>Uses apostrophes to mark singular possession in nouns (e.g. the girl's name).</p> <p>Uses apostrophes to mark where letters are missing in spelling. <b>(and possession)</b></p> <p>Uses commas to separate items in a list.</p> <p>Accurate use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p>	<p><b>Tense-past, present, future, prefix, suffix, apostrophe, comma, compound sentence, adding, contrasting, causal</b></p> <p><b>Noun, noun phrase, statement, question, command, verb, adjective, determiner, article</b></p> <p><b>Homophone</b></p>	<p>Forms lower-case letters of the correct size relative to one another.</p> <p>Starts using some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left unjoined.</p> <p>Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>Uses spacing between words that reflects the size of the letters.</p>
<b>Spelling</b>							
Spells by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.							
Learns new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones.							
Learns to spell common exception words.							
Learns to spell more words with contracted forms.							
Spells by learning the possessive apostrophe (singular).							
Adds suffixes to spell longer words including –ment, –ness, –ful, –less, –ly.							
Applies spelling rules and guidance, as listed in English Appendix 1.							
Writes from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.							



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<b>3</b>	<p>Shows knowledge of word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble).</p> <p>Uses the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box).</p> <p>Shows understanding of formation of nouns, using a range of prefixes (e.g. super-, anti-, auto-).</p>		<p>Expresses time, place and cause using prepositions (e.g. before, after, during, in, because of).</p> <p>Expresses time, place and cause using adverbs (e.g. then, next, soon, therefore).</p> <p>Expresses time, place and cause using conjunctions (e.g. when, before, after, while, so, because).</p>	<p>Makes some use of the present perfect form of verbs, instead of the simple past (e.g. 'He has gone out to play', contrasted with, 'He went out to play').</p> <p>Shows awareness of headings and sub-headings to aid presentation.</p> <p>Attempts to use paragraphs as a way to group related material.</p> <p><b>Openers:</b>  <b>-prepositional phrase-</b>  <i>Under the table</i>  <b>-ing-</b><i>Running as fast as she could</i>  <b>-connective-</b><i>While they were still sleeping</i></p>	<p>Limited use of inverted commas to punctuate direct speech.</p> <p><i>Uses commas to separate clauses-If I hadn't been so lazy, I wouldn't have missed the bus</i></p>	<p><b>Word family, connective, adverb, preposition, direct speech, inverted commas/speech marks, prefix, consonant, vowel, clause, subordinate clause</b></p>	<p>Uses the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left unjoined.</p> <p>Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant.</p> <p>Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>
<b>Spelling</b>							
Uses further prefixes and suffixes and understands how to add them (Appendix 1)							
Spells further homophones.							
Identifies commonly misspelt words and attempts to correct them. (See Appendix 1)							
Understands how to place the apostrophe in words with regular plurals (e.g. girls', boys')							
Uses the first two or three letters of a word to check its spelling in a dictionary.							
Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.							



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4	<p>Understands the grammatical difference between plural and possessive –s</p> <p>Most of the time uses appropriate standard English forms for verb inflections instead of local spoken forms (e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done').</p>	<p><i>Uses powerful verbs.</i> <i>Shades of meaning:</i></p> <p><i>Wish, hope, dream, crave, desire-from weak to strong</i></p>	<p>Uses fronted adverbials (eg 'Later that day, I heard the bad news').</p> <p>Uses expanded noun phrases by adding modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).</p>	<p>Makes appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p>Uses paragraphs to organise ideas around a theme.</p> <p><i>Openers:</i> <i>-ed-Shocked, she satred in disbelief.</i> <i>-one word-Freezing, he shivered on the bank of the river.</i></p>	<p>Uses commas after fronted adverbials (e.g. 'Later that day, I heard the bad news').</p> <p>Some correct use of apostrophes to mark plural possession (e.g. the girl's name, the girls' names).</p> <p>Uses inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!").</p>	<p><i>Pronoun, possessive pronoun, adverbial, ellipsis</i></p>	<p>Uses the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left unjoined.</p> <p>Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant.</p> <p>Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>
<b>Spelling</b>							
Uses further prefixes and suffixes and understands how to add them (Appendix 1)							
Spells further homophones.							
Identifies commonly misspelt words and corrects them. (See Appendix 1)							
Understands how to place the apostrophe in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's).							
Use the first two or three letters of a word to check its spelling in a dictionary.							
Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.							



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5	<p>Knowledge of verb prefixes (e.g. dis-, de-, mis-, over- and re-).</p> <p>Understands how to convert nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify).</p>	<p><b>Abstract and concrete nouns</b></p> <p><b>Comparative and superlative adjectives- <i>Great, greater, greatest</i></b> <b><i>Good, better, best</i></b></p>	<p>Indicates degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must).</p> <p>Uses relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</p> <p><b>Children use the sentence of 3 for description or action:</b></p> <p><b>Description:</b> <i>Harry was dressed in a dark cloak, black trainers and a Minecraft cap.</i></p> <p><b>Action:</b> <i>He ran down the lane, jumped over the hedge and fell flat on his face.</i></p>	<p>Uses a range of linking ideas across paragraphs: adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before).</p> <p>Uses a range of devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).</p>	<p>Uses commas to clarify meaning or avoid ambiguity.</p> <p>Uses brackets, dashes or commas to indicate parenthesis-<i>Billy, a great sportsman, was not so good at dancing.</i></p>	<p><b>Relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity</b></p> <p><b>Modal verb</b></p> <p><b>Connectives:</b> <b>Who, which, where, during, eventually, since, consequently, as a result, to conclude, in conclusion, besides, alternatively, in contrast</b></p>	<p>Writes legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices.</p> <p>Decides, as part of their personal style, whether or not to join specific letters.</p> <p>Is clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version).</p> <p>Chooses the writing implement that is best suited for a task (e.g. quick notes, letters).</p>
<b>Spelling</b>							
Uses further prefixes and suffixes and understands the guidelines for adding them.							
Spells some words with 'silent' letters, e.g. knight, psalm, solemn.							
Continues to distinguish between homophones and other words which are often confused.							
Uses knowledge of morphology and etymology in spelling and understands that the spellings of some words need to be learnt specifically, as listed in Appendix 1.							
Uses dictionaries to check the spelling and meaning of words.							
Uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.							
Uses a thesaurus.							



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6	<p>Shows knowledge of how words are related by meaning as synonyms and antonyms (e.g. big, large, little).</p> <p>Recognise and use the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out/discover; ask for/request; go in/enter).</p>	<p>Revise and apply all word classes taught from years 1-6</p>	<p>Uses the passive voice to affect the presentation of information in a sentence (e.g. 'I had broken the window in the greenhouse' versus 'The window in the greenhouse had been broken).</p> <p>Recognises and uses different structures typical of informal speech and structures appropriate for formal speech and writing (e.g. 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).</p>	<p>Uses linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as : 'on the other hand', 'in contrast', or 'as a consequence') and ellipsis.</p> <p>Use of layout devices (e.g. headings, sub-headings, columns, bullets, or tables, to structure text).</p>	<p>Uses the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up).</p> <p>Uses the colon to introduce a list and uses semi-colons within lists.</p> <p>Punctuates bullet points when listing information.</p> <p>Shows knowledge of how hyphens can be used to avoid ambiguity (e.g. 'man eating shark' versus 'man-eating shark', or 'recover' versus 're-cover').</p>	<p>Active and passive voice, subject and object, hyphen, synonym, antonym, colon, semi-colon, bullet points</p> <p>Connectives: Similarly, whereas, nevertheless, despite, for instance, in a nutshell, whether, whilst, whenever</p>	<p>Writes legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices.</p> <p>Decides, as part of their personal style, whether or not to join specific letters.</p> <p>Is clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version).</p> <p>Chooses the writing implement that is best suited for a task (e.g. quick notes, letters).</p>
<b>Spelling</b>							
Uses further prefixes and suffixes and understands the guidelines for adding them.							
Spells some words with 'silent' letters, e.g. knight, psalm, solemn.							
Continues to distinguish between homophones and other words which are often confused.							
Uses knowledge of morphology and etymology in spelling and understands that the spellings of some words need to be learnt specifically, as listed in Appendix 1.							
Uses dictionaries to check the spelling and meaning of words.							
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