Browney Academy

SPAG Planning Overview and Progression 2020-2021

Word	Sentence	Text	Punctuation	Terminology
• Regular plural noun suffixes –s or –es (e.g. god, dogs, dish, dishes) • Suffixes that can be added to verbs (e.g. helping, helped, helper) • How the prefix –un changes the meaning of verbs and adjectives (negation, for example, *unkind*, or undoing: *untie the boat*) • Formation of nouns using suffixes such as –ness, -er • Formation of adjectives using suffixes such as –ful, -less • Use of the suffixes –er and –est to form comparisons of adjectives and adverbs • Formation of nouns using a range of prefixes, such as super-, anti-, auto • Use of the determiners a or an according to whether the next word begins with a consonant or vowel (e.g. a rock, an orange) • Word families based on common words • The grammatical difference between plural and possessive –s • 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) • Converting nouns to adjectives into verbs using suffixes (e.g. –ate; -ise; -ify) • Verb prefixes (e.g. dis-, de-, mis-, over- and –re) • 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)	• How words can combine to make sentences • Joining **words** and joining **clauses** using *and* • **Sub-ordination** (using when, if, that or because) and **co-ordination** (using or, and, but) • **Expanded noun phrases** for description and specification (e.g. the blue butterfly) • Sentences with different forms: ***statement, question, exclamation, command*** • Expressing time, cause or place using **conjunctions** (e.g. when, before, after, while, because), **adverbs** (e.g. then, next, soon, so), or **prepositions** (e.g. before, after, during, in, because of) • Wider range of conjunctions • Appropriate choice of pronoun or noun for clarity and cohesion • Use fronted adverbials (including the correct use of commas) • Relative clauses beginning with who, which, where, why, or whose • Indicating degrees of possibility using **modal verbs** (e.g. might, should, will, must) or **adverbs** (e.g. perhaps, surely) • Subject-verb agreement • Use of the **passive voice** to affect the presentation of information in a sentence (e.g. *I broke the window in the greenhouse* versus *The window in the greenhouse was broken {by me}*) • **Expanded noun phrases** to convey complicated information concisely (e.g. *the boy that jumped over the fence* is over there or *the fact that it was raining* meant the end of sports day) • The differences between structures typical of **informal** speech and structures appropriate for **formal** speech and writing such as the use of **question tags**, e.g. He's your friend, isn't he? or the use of the **subjunctive form** in some very formal writing and speech (*If I were* or *Were they to come*)	• Sequencing sentences to form short narratives • The correct choice and consistent use of **present** tense and **past** tense • Use of the **progressive** form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting) • Introduction to paragraphs as a way to group related material • Headings and sub-headings to aid presentation • Use of the present perfect from of verbs instead of simple past (E.g. *He has gone out to play* versus *He went out to play*) • Use of paragraphs to organise ideas around a theme • Appropriate choice of pronoun or noun across sentences • Devices to build cohesion across a paragraph (e.g. then, after that, this, firstly) • Linking ideas across paragraphs using **adverbials of time** (e.g. *later*), place (e.g. *nearby*) and number (e.g. *secondly*) • Linking ideas across paragraphs using a wider range of cohesive devices: **semantic cohesion** (e.g. 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 **elision**. • Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text.	• Separation of words with spaces • Begin to use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Capital letters for names and the personal pronoun I • Capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes to mark contracted forms and singular possession • Begin to use inverted commas to punctate direct speech • Secure use of direct speech punctuation and layout • Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' books) • Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.) • Brackets, dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity • Semi-colons • Colons to introduce a list and semi-colons within complicated lists. • Colons, semi-colons and dashes to mark boundaries between independent clauses (Its raining; I'm fed up). • Punctuate bullet points consistently. • Hyphens to avoid ambiguity (e.g. a man-eating shark versus man eating shark, or recover versus re-cover)	Word, sentence, letter ,capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark Verb, tense (past, present), adjective, noun, suffix, apostrophe, comma Word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause Pronoun, possessive pronoun, adverbial Relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity, semi-colon Active and passive voce, subject and object, hyphen, synonym, colon, bullet points

Key	
Y1	🟦
Y2	🟥
Y3	🟩
Y4	🟪
Y5	🟪
Y6	🟧

Classroom Secrets GPS scheme of work units	Autumn	Spring	Summer

Year 1	Ready to write Spacing Punctuating sentences Word classes Capital letters 1	Conjunctions Exclamations Capital letters 2	Questions Singular and Plural Prefixes Suffixes Sequencing sentences
Year 2	Year 1 revision Word classes 1 Conjunctions Sentence types 1	Word classes Apostrophes Sentence types 2 Tenses Suffixes 1	Suffixes 2 SATS Consolidation
Year 3	Year 2 revision Conjunctions Determiners	Adverbs Prepositions Speech Tenses	Paragraphs Word families Prefixes
Year 4	Year 3 revision Conjunctions Determiners	Adverbs Prepositions Speech Tenses	Paragraphs Word families Prefixes
Year 5	Year 4 revision Relative clauses Modal verbs Adverbs	Parenthesis Expanded noun phrases Tenses	Commas Cohesion Prefixes and suffixes
Year 6	Revision from Y5 Synonyms and Antonyms Word classes Subjunctive form	Punctuation 1 Active and Passive Formal and Informal Punctuation 2 Hyphens	Cohesion SATS Consolidation

Year 1

Autumn		Spring		Summer	
1. Ready to write • To leave spaces between words. **2. Punctuating sentences** • To begin to use capital letters to punctuate sentences. • To begin to use full stops to punctuate sentences. • To name the letters of the alphabet in order. • To understand how words can combine to make sentences. **Handwriting** • To form capital letters. • To begin to form lower-case letters in the correct direction, starting and finishing in the right place.	**3. Sentences** • To combine words to make sentences. **4. Capital letters 1** • To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Handwriting: Form. Digits. 0-9 Maths link: • To recognise and use language relating to dates, including days of the week, weeks, months and years.	**1. Conjunctions** • To use joining words and joining clauses using 'and' • To know how words can combine to make sentences **2. Exclamations** • To begin to punctuate sentences using an exclamation mark	**3. Capital Letters** • To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	**1. Question Marks** • To begin to punctuate sentences using a question mark **2. Singular and Plural** • To learn to add suffixes using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs	**3. Prefixes** • To know how the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] **4. Suffixes** • To add suffixes using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] **5.Sequencing sentences** • To learn to sequence sentences to form short narratives

Year 2

Autumn		Spring		Summer	
1. Ready to Write (Y1 revision) • To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • To learn how to use both familiar and new punctuation correctly (A . ? !) • To join words and clauses using and **2. Commas** • To learn how to use commas to separate items in a list **3. Word classes 1** • To learn how to use expanded noun phrases to describe and specify (for example, the blue butterfly, plain flour, the man in the moon)	**4. Conjunctions** • To use co-ordinating conjunctions (or, and or but) • To use sub-ordinating conjunctions (when, if, that *or* because) **5. Sentence types 1** • To know how grammatical patterns in a sentence indicate its function as a question • To know how grammatical patterns in a sentence indicate its function as a command	**1. Word Classes 2** • To learn to spell words by adding the suffix –ly to turn adjectives into adverbs **2. Apostrophes** • To learn to use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] **3. Sentence Types 2** • To know how the grammatical patterns in a sentence indicate its function as a exclamation or statement	**4. Tenses** • To learn how to use the present and past tenses correctly and consistently including the progressive form **5. Suffixes 1** • To learn to form nouns using suffixes such as – ness, – er and by compounding [for example, whiteboard, superman] • To learn to form 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)	**1. Suffixes 2** • To learn to add the suffixes –er, –est to create adjectives Assessment SATS	Consolidation Key Stage 1

Year 3

Autumn		Spring		Summer	
1. Ready to Write – Y2 revision (week 1-4) • To learn how to use expanded noun phrases to describe and specify • To learn how to use both familiar and new punctuation correctly (A . ? ! , ') • To know how the grammatical patterns in a sentence indicate its function as a question, command, exclamation or statement • To be able to use co-ordination (or, and, but) and sub-ordination (when, if, that, because) • To use the present and past tenses correctly and consistently including the progressive form 2. Determiners (weeks 5-7) • To 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]	3. Conjunctions • To extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although • To use conjunctions to express time, place and cause (for example, when, before, after, while, so, because)	1. Adverbs • To learn to use adverbs to express time, place and cause using adverbs [for example, then, next, soon, therefore] 2. Prepositions • To learn to use prepositions to express time, place and cause using prepositions [for example, before, after, during, in, because of]	3. Speech • To begin to use inverted commas to punctuate direct speech 4. Tenses • To use the present perfect form of verbs in contrast to the simple past [for example, He has gone out to play contrasted with He went out to play]	1 Nouns • To know the different types of nouns including abstract nouns 2. Paragraphs	3. Word Families • To learn about word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] 4. Prefixes • To learn to form nouns using a range of prefixes [for example super–, anti–, auto–]

Year 4

Autumn		Spring		Summer	
1. Ready to write (year 3 revision) • To 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] • To extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although • To express time, place and cause using conjunctions [for example, when, before, after, while, so, because] • To express time, place and cause using adverbs [for example, then, next, soon, therefore] • To express time, place and cause using prepositions [for example, before, after, during, in, because of] • To begin to use inverted commas to punctuate direct speech • To use 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] **2. Pronouns** • To be able to choose nouns or pronouns appropriately within and across sentences for clarity and cohesion and to avoid repetition	**3. Fronted Adverbials** • To use fronted adverbials [for example, Later that day, I heard the bad news.] • To use commas after fronted adverbials.	**1. Apostrophes** • To indicate possession by using the possessive apostrophe with plural nouns • To understand the grammatical difference between plural and possessive –s • To use apostrophes to mark plural possession [for example, the girl's name, the girls' names] **2. Speech** • To 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** • To create 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** • To spell words with endings sounding like /ʒə/ or /tʃə/	**1. Standard English** • To use the correct 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** • To use paragraphs to organise ideas around a theme	**3. Suffixes 2** • To use further prefixes and suffixes and know how to add them (-ation, -lu, -ous) • To spell words with endings which sound like /ʃən/, spelt – tion,– sion, –ssion, –cian

Year 5

Autumn		Spring		Summer	
1. Ready to Write (Year 4 revision) • To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • To use 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) • To use fronted adverbials and commas after fronted adverbials • To understand the grammatical difference between plural and possessive –s • To use 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 • To use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun	3. Modal Verbs • To use modal verbs to indicate degrees of possibility • To indicate degrees of possibility using modal verbs [for example, might, should, will, must] • 4. Adverbs To use adverbs to indicate degrees of possibility [for example, perhaps, surely]	1. Parenthesis • To use brackets, dashes or commas to indicate parenthesis 2. Expanded Noun Phrases • To use expanded noun phrases to convey complicated information concisely	3. Tenses • To use the perfect form of verbs to mark relationships of time and cause	1. Commas • To use commas to clarify meaning or avoid ambiguity in writing 2. Cohesion • To use devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • To 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]	3. Prefixes • To use further verb prefixes [for example, dis–, de–, mis–, over– and re–] 4. Suffixes • To learn to convert nouns or adjectives into verbs using suffixes [for example, – ate; –ise; – ify]

Year 6		
Autumn	Spring	Summer

1. Ready to Write (Year 5 revision)	Consolidating Word Classes 2	1. Punctuation 1	4. Punctuation 2	Revision	Consolidation KS2
• To use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • To use modal verbs to indicate degrees of possibility • To be able to indicate degrees of possibility using modal verbs [for example, might, should, will, must] and adverbs [for example, perhaps, surely] • To use brackets, dashes or commas to indicate parenthesis • To use expanded noun phrases to convey complicated information concisely • To use the perfect form of verbs to mark relationships of time and cause • To use commas to clarify meaning or avoid ambiguity in writing 2. Synonyms and Antonyms • To know how words are related by meaning as synonyms and antonyms [for example, big, large, little] 3. Consolidating Word Classes 1 To consolidate understanding of word classes (noun, verb, adjective, adverb)	• To consolidate understanding of word classes (conjunction, preposition, determiner, subject, object) 4. . Subjunctive Form • To be able to recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • To recognise subjunctive forms • To understand 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]	• To use a colon to introduce a list • To use semi-colons. within lists • To use bullet points consistently to list information 2. Active and Passive • To learn to use passive verbs to affect the presentation of information in a sentence • To understand the use of the passive voice 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)] 3. Formal and Informal • To recognise vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms • To understand 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]	• To use semi-colons to mark boundaries between independent clauses [for example, It's raining; I'm fed up] • To use colons to mark boundaries between independent clauses • To use dashes to mark boundaries between independent clauses 5. Hyphens • To learn to use hyphens to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]	SATS Cohesion • To link 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 • To use layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	

		• To understand 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]			