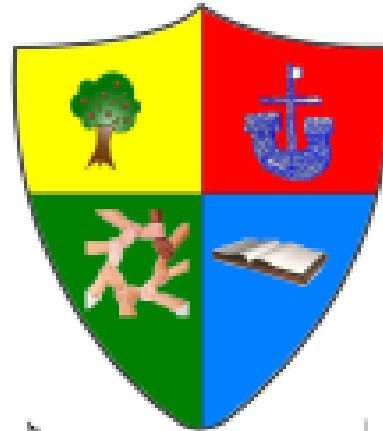


Thames View Primary SPAG Long term plan



Thames View Primary School

Wherever possible, the teaching of vocabulary, grammar and punctuation will be done within the context of 'real' writing and reading. Sometimes discrete teaching will be needed to secure children's understanding of certain grammatical structures and punctuation. The development of children's grammar in spoken language is just as important as their written grammar, so a lot of attention is paid to this. Children are expected to learn and use the correct grammatical terminology right from the beginning (e.g. noun, expanded noun phrase, preposition).

Yearly Overviews

Year 1			
Word	Sentence	Text	Punctuation
<p>W1 – Regular plural noun suffixes -s or -es including the effects of these suffixes on the meaning of the noun</p> <p>W2 – Suffixes that can be added to verbs where no change is needed in the spelling of the root words</p> <p>W3 – How the prefix un- changes the meaning of verbs and adjectives</p>	<p>S1 – How words combine to make sentences</p> <p>S2 – Joining words and joining clauses using 'and'</p>	<p>T1 – Choosing words from a bank to create sentences</p> <p>T2 – Sequencing sentences to form narratives</p>	<p>P1 – Separation of words with spaces</p> <p>P2 – Introduction of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>P3 – Capital letters for names and for personal pronoun</p>

Year 2			
Word	Sentence	Text	Punctuation
<p>W1 – Formation of nouns using suffixes such as -ness, -er and by compounding</p> <p>W2 – Formation of adjectives using suffixes such as -ful, -less</p> <p>W3 – Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into nouns</p>	<p>S1 – Expanded noun phrases for description and specification</p> <p>S2 – Subordination (using when, if, that, because) and coordination (using or, and, but)</p>	<p>T1 – Correct choice and consistent use of present tense and past tense throughout writing</p> <p>T2 – 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)</p>	<p>P1 – Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>P2 – Commas to separate items in a list</p> <p>P3 – Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. a girl's name)</p>

Year 3

Word	Sentence	Text	Punctuation
<p>W1 – Formation of nouns using a range of prefixes (e.g. super-, anti-, auto-)</p> <p>W2 – use of forms a or an according to whether the next word begins with a consonant or a vowel</p> <p>W3 – Word families based on common words showing how words are related in form or meaning (e.g. solve, solution, solver, dissolve, insoluble)</p>	<p>S1 – Expressing time, place and cause using conjunctions (e.g. when, before, after, while), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in)</p>	<p>T1 – Introduction to paragraphs as a way to group related material</p> <p>T2 – Headings and subheadings to aid presentation</p> <p>T3 – Use of the present perfect verbs instead of the simple past. (e.g. <i>he has gone out to play</i> contrasts with <i>he went out to play</i>)</p>	<p>P1 – Introduction to inverted commas to punctuate speech</p>

Year 4

Word	Sentence	Text	Punctuation
<p>W1 – The grammatical differences between plural and possessive -s</p> <p>W2 – 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>S1 – Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the expanded to: the strict maths teacher with curly hair)</p> <p>S2 – Fronted adverbials (e.g. Later that date, I heard the bad news)</p>	<p>T1 – Use of paragraphs to organise ideas around a theme</p> <p>T2 – Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>P1 – Commas after fronted adverbials</p> <p>P2 – Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation with inverted commas)</p> <p>P3 - Apostrophes to mark plural possession (e.g. the girl's name, the girls' names)</p>

Year 5

Word	Sentence	Text	Punctuation
<p>W1 – Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify)</p> <p>W2 – Verb prefixes (e.g. dis-, de-, mis-, over- and re-)</p>	<p>S1 – Relative clauses beginning with who, which, where, when whose, that or an omitted relative pronoun.</p> <p>S2 – Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)</p>	<p>T1 –Devices to build cohesion within a paragraph (e.g. Then after, firstly)</p> <p>T2 – Linking ideas across paragraphs using adverbials of time, place and number or tense choices (e.g, he had seen her before)</p>	<p>P1 – Brackets, dashes or commas to indicate parenthesis</p> <p>P2 – Use of commas to clarify meaning or avoid ambiguity)</p>

Year 6

Word	Sentence	Text	Punctuation
<p>W1 – 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>W2 – How words are related by meaning as synonyms and antonyms</p>	<p>S1 – Use of passive to affect the presentation of information in a sentence</p> <p>S2 – The differences between structures typical of informal speech and structures appropriate for formal speech and writing (e.g. use of question tags, subjunctive form)</p>	<p>T1 –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), and ellipsis</p> <p>T2 – Layout devices (e.g. headings, sub-headings, columns, bullets or tables) to structure text</p>	<p>P1 – Use of semicolon, colon and dash to mark the boundary between independent clauses (e.g. It’s raining; I’m fed up)</p> <p>P2 – Use of the colon to introduce a list and use of semicolons within a list</p> <p>P3 – Punctuation of bullet points to list information</p> <p>P4 – How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark)</p>

Spelling plan

At Thames View Primary, we follow the Spelling shed scheme of work supported by guidance and teaching ideas from No Nonsense Spelling. Each list has relevant plan, teaching and homework ideas. Where the word stage has been, this is used to represent Year group e.g. Stage 2 is Year 2. Year 1 follow the Essential Letters and Sounds for phonics and spellings.

Spelling Shed

Medium Term Plan: Stage 2

(based on 6-week half-terms)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Words where 'dge' makes a /j/ sound	Words where 'wr' makes a /r/ sound at the beginning of words	Words where 'y' makes an /igh/ sound	Words where '-er', '-est' and '-ed' is added to words ending in 'e'	Words where 'ey' makes an /ee/ sound	Words that are homophones or near homophones
Week 2	Words where 'ge' makes a /j/ sound	Words ending in 'le'	Words where '-es' is added to words ending in 'y'	Words where '-ing' is added to single syllable words	Words where 'a' makes an /o/ sound	Words that are homophones or near homophones
Week 3	Words where 'g' makes a /j/ sound	Words ending in 'el'	Words where '-ed' is added to words ending in 'y'	Words where '-ed' is added to single syllable words	Words where 'or' and 'ar' make an /er/ or /or/ sound	Words ending in '-tion'
Week 4	Words where 'c' makes a /s/ sound before 'e', 'i' and 'y'	Words ending in 'al'	Words where '-er' and '-est' are added to words ending in 'y'	Words where 'a' makes an /or/ sound	Words where 's' makes an /z/ sound	Words containing an apostrophe for contraction
Week 5	Words where 'kn' and 'gn' make a /n/ sound at the beginning of words	Words ending in 'il'	Words where '-ing' is added to words ending in 'e'	Words where 'o' makes an /u/ sound	Words ending in '-ment' and '-ness'	Words containing an apostrophe for possession
Week 6	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Words ending in '-ful' and '-less'	Challenge Words

Spelling Shed

Medium Term Plan: Stage 3

(based on 6-week half-terms)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Words where 'ou' makes an /ow/ sound	Words with the prefix 're-'	Words with the 'ai' digraph	Words ending in 'al'	Words ending in '-er' when the root word ends in 'ch'	Words that end in 'sion'
Week 2	Words where 'ou' makes a /u/ sound	Words with the prefix 'dis-'	Words with the 'ei' digraph	Words ending in 'le'	Words where 'ch' makes a /k/ sound	Revision of spelling patterns learned in Stage 3
Week 3	Words where 'y' makes an /i/ sound	Words with the prefix 'mis-'	Words where 'ey' makes an /ai/ sound	Adding '-ly' when the root word ends in '-le'	Words where 'que' makes a /k/ sound	Revision of spelling patterns learned in Stage 3
Week 4	Words ending in '-sure'	Words where '-ing' and '-ed' are added to multisyllabic words	Adding the suffix '-ly'	Adding '-ally' when the root word ends in '-ic'	Words where 'sc' makes a /s/ sound	Revision of spelling patterns learned in Stage 3
Week 5	Words ending in '-ture'	Words where '-ing', '-en' and '-ed' are added to multisyllabic words	Words that are homophones	Adding '-ly' when the words do not follow the spelling patterns	Words that are homophones	Revision of spelling patterns learned in Stage 3
Week 6	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Revision of spelling patterns learned in Stage 3

Spelling Shed

Medium Term Plan: Stage 4

(based on 6-week half-terms)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Words that are homophones	Words ending in '-ation'	Words ending in '-sion'	Words where 'au' makes an /or/ sound	Words that are homophones	Challenge Words
Week 2	Words with the prefix 'in-'	Words ending in '-ation'	Words ending in '-ous'	Words ending in '-tion'	Words spelled with 'c' before 'i' and 'e'	Words containing an apostrophe for possession
Week 3	Words with the prefixes 'il-', 'im-' and 'ir-'	Words ending '-ly'	Words ending in '-ous' where the ge from the root word remains	Words ending in '-sion'	Words containing 'sol' and 'real'	Revision of spelling patterns learned in Stage 4
Week 4	Words with the prefix 'sub-'	Words ending '-lly'	Words where 'i' makes an /ee/ sound	Words ending in '-cian'	Words containing 'phon' and 'sign'	Revision of spelling patterns learned in Stage 4
Week 5	Words with the prefix 'inter-'	Words where 'ch' makes a /sh/ sound	Words ending in '-ious' and 'eous'	Words that are adverbs of manner	Words with the prefixes 'super-', 'anti-' and 'auto'	Revision of spelling patterns learned in Stage 4
Week 6	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Words with the prefix 'bi-'	Revision of spelling patterns learned in Stage 4

Spelling Shed

Medium Term Plan: Stage 5

(based on 6-week half-terms)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Words ending in '-tious' and '-ious'	Words ending in '-ant'	Words ending in '-able', where the 'e' from the root word remains	Words spelled with 'ie' after c	Words that are homophones or near homophones	Words with hyphens
Week 2	Words ending in '-cious'	Words ending in '-ance' and '-ancy'	Words that are adverbs of time	Words where 'ei' makes an /ee/ sound	Words that are homophones	Challenge Words
Week 3	Words ending in /shul/ spelled '-cial'	Words ending in '-ent' and '-ence'	Words ending in '-fer'	Words where 'ough' makes an /or/ sound	Words that are homophones	Revision of spelling patterns learned in Stage 5
Week 4	Words ending in /shul/ spelled '-tial'	Words ending in '-able' and '-ible'	Words with 'silent' first letters	Words containing 'ough'	Words that are homophones or near homophones	Revision of spelling patterns learned in Stage 5
Week 5	Words ending in /shul/ spelled '-cial' and '-tial'	Words ending in '-ably' and '-ibly'	Words with 'silent' letters	Adverbs of possibility and frequency	Words that are homophones or near homophones	Revision of spelling patterns learned in Stage 5
Week 6	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Revision of spelling patterns learned in Stage 5

Spelling Shed

Medium Term Plan: Stage 6

(based on 6-week half-terms)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Challenge Words	Challenge Words	Adding the prefix '-over'	Words with a /f/ sound spelled 'ph'	Words with the suffix '-ably'	Adjectives to describe settings
Week 2	Challenge Words	Challenge Words	Words with the suffix '-ful'	Words with origins in other countries and languages	Words with the suffix '-ible'	Adjectives to describe feelings
Week 3	Challenge Words	Challenge Words	Words that can be nouns and verbs	Words with unstressed vowel sounds	Adding the suffix '-ibly' to create an adverb	Adjectives to describe characters
Week 4	Challenge Words	Challenge Words	Words with an /oa/ sound spelled 'ou' or 'ow'	Words ending with /shuhl/ spelled '-cial'	Words ending in '-ent' and '-ence'	Grammar Vocabulary 1
Week 5	Challenge Words	Words with the short vowel sound /i/ spelled 'y'	Words with a 'soft c' spelled 'ce'	Words ending with /shuhl/ spelled '-tial'	Words ending in '-er', '-or' and '-ar'	Grammar Vocabulary 2
Week 6	Challenge Words	Words with the long vowel sound /igh/ spelled 'y'	Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'	Words beginning with 'acc'	Adverbs synonymous with determination	Mathematical Vocabulary