

# PYE BANK PRIMARY SCHOOL

## (S)PaG Long Term Planning Guidance



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Foundation 2</b> <ul style="list-style-type: none"> <li>To compose a sentence orally</li> <li>To identify a noun and verb in a sentence</li> <li>To recognise and write own name</li> <li>Know that we write English text from left to right and from top to bottom</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>Write simple phrases and sentences that can be read by others.</li> <li>Through reading and writing reinforce knowledge of the terms 'word, letter, capital letter and full stop.</li> </ul>	<p>To speak in full sentences</p> <p>To know that a noun is an object, place or person To know that a verb is an action</p> <p>To say initial sound for own name</p> <p>Begin to know that in English we read and write from left to right and top to bottom.</p> <p>Orally blend CVC words Orally segment CVC words Introduce initial, middle, final and sound</p>	<p>To know that a noun is an object, place or person To know that a verb is an action</p> <p>To identify own name To attempt to write own name To recognise initial sound for own name</p> <p>Orally blend words including CV/CCVC Introduce digraph Recognise and write initial sounds</p> <p>Introduce word, letter, capital letter and full stop.</p>	<p>Know that you need more than one word to make up a sentence</p> <p>To identify a noun in a sentence To identify a verb in a sentence</p> <p>To attempt to write own name</p> <p>To begin to write from left to right</p> <p>Recognise and write initial sounds To use phonic knowledge to write CVC words</p> <p>Recognise capital letters and full stops in familiar places such as stories. To begin to leave spaces between words using prompts such as a finger space.</p>	<p>To identify a noun in a sentence To identify a verb in a sentence</p> <p>To use a capital letter to write own name</p> <p>To know that we write English text from left to right and from top to bottom.</p> <p>To write words and captions using phonics knowledge Attempts to write simple sentences</p> <p>To start to demarcate a sentence with a capital letter Begin to leave spaces between words using prompts such as a finger space</p>	<p>To attempt to write surname</p> <p>To know that we write English text from left to right and from top to bottom.</p> <p>To write a simple sentence.</p> <p>To leave spaces between words using prompts such as a finger space. To use full stops at the end of the sentence and a capital letter at the start of a sentence</p>	<p>To write text from left to right and from top to bottom.</p> <p>To write a simple sentence.</p> <p>To leave spaces between words using prompts such as a finger space. To use a capital letter at the start of a sentence and full stops at the end.</p>

### Vocabulary

**Noun, Verb, Sentence, Letter, sound, initial**

Each year group will need to recap and revise work from previous years depending on children's ability and what they have retained. We cannot expect children to remember all they have been taught if it's only been taught once.

**COVERAGE MARKED IN GREEN IS NEW LEARNING**

# PYE BANK PRIMARY SCHOOL

## (S)PaG Long Term Planning Guidance



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b> <ul style="list-style-type: none"> <li>• Leave spaces between words</li> <li>• Recognise capital letters and full stops when reading and name them correctly</li> <li>• Begin to use the term sentence</li> <li>• Know that a line of writing is not necessarily a sentence</li> <li>• Begin to use full stops to demarcate sentences</li> <li>• Use a capital letter for the personal pronoun and the start of a sentence</li> <li>• Join words and join sentences using 'and'</li> <li>• Recognise full stops and capital letters when reading and understand how they affect the way a passage is read</li> <li>• Continue demarcating sentences when writing, ending a sentence with a full stop</li> <li>• Recognise other common uses of capitalisation e.g. for personal titles, headings, book titles, emphasis, days of the week</li> <li>• Add question marks to questions</li> <li>• Use exclamation marks within</li> <li>• Through reading and writing reinforce knowledge of the term sentence</li> </ul>	To independently leave spaces between words	To independently leave spaces between words	To independently leave spaces between words			
	Recognise capital letters and full stops when reading and name them correctly					Through reading and writing to reinforce knowledge of the term sentence
	Begin to use the term sentence				To use the term sentence appropriately	
	Know that a line of writing is not necessarily a sentence					
	Begin to use full stops to demarcate sentences	To use full stops to demarcate sentences	To continue demarcating sentences when writing, ending a sentence with a full stop	To continue demarcating sentences when writing, ending a sentence with a full stop	To continue demarcating sentences when writing, ending a sentence with a full stop	To continue demarcating sentences when writing, ending a sentence with a full stop
	To use a capital letter for the start of a sentence	To use a capital letter for the personal pronoun 'I' and the start of a sentence	To use capital letters for the personal pronoun I, for names and for the start of a sentence	To use capital letters for the personal pronoun I, for names and for the start of a sentence	To use capital letters for the personal pronoun I, for names and for the start of a sentence	To use capital letters for the personal pronoun I, for names and for the start of a sentence
		To join words using 'and'	To join words and join sentences using 'and'	To join words and join sentences using 'and'		
		To identify sentences within text i.e. those demarcated by capital letters and full stops	Recognise full stops and capital letters when reading and understand how they affect the way a passage is read	Recognise full stops and capital letters when reading and understand how they affect the way a passage is read		
				To recognise other common uses of capitalisation e.g. for personal titles, headings, book titles, emphasis, days of the week	To recognise other common uses of capitalisation e.g. for personal titles, headings, book titles, emphasis, days of the week	To recognise other common uses of capitalisation e.g. for personal titles, headings, book titles, emphasis, days of the week
				To add question marks to questions	To add question marks to questions	To add question marks to questions
				To use exclamation marks	To use exclamation marks	
<b>Vocabulary</b>	<b>To know the vocabulary taught in FS2. Letter, Capital letter, Word, Singular, Plural, Punctuation, Full Stop, Question Mark, Exclamation Mark</b>					

Each year group will need to recap and revise work from previous years depending on children's ability and what they have retained. We cannot expect children to remember all they have been taught if it's only been taught once.

**COVERAGE MARKED IN GREEN IS NEW LEARNING**

# PYE BANK PRIMARY SCHOOL

## (S)PaG Long Term Planning Guidance



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Year 2</b> <ul style="list-style-type: none"> <li>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences and Proper Nouns.</li> <li>Use adjectives in expanded noun phrases for description</li> <li>Use subordination ((when, if, that, because) and co-ordination (or, and, but)</li> <li>Know what an adjective is and identify and use within sentences.</li> <li>Know how the grammatical patterns in a sentence indicate statements, questions, exclamations or commands</li> <li>Use correct choice and consistent use of present and past tense throughout writing.</li> <li>Use the progressive form of verbs in the present and past tense to mark actions in progress.</li> <li>Write sentences with subject-verb agreements</li> <li>Correct sentences with incorrect subject/verb agreements</li> <li>Use apostrophes to mark where letters are missing</li> <li>Use apostrophes for singular possession in nouns.</li> <li>Use commas to separate items in a list</li> </ul>	To use capital letters for the opening of sentences, proper nouns and the personal pronoun I.	To use capital letters for the opening of sentences, proper nouns and the personal pronoun I.	To use capital letters for the opening of sentences, proper nouns and the personal pronoun I.	To use capital letters for the opening of sentences, proper nouns and the personal pronoun I.	To use capital letters for the opening of sentences, proper nouns and the personal pronoun I.	To use capital letters for the opening of sentences, proper nouns and the personal pronoun I.	
	To demarcate sentences with full stops.	To demarcate sentences with full stops.	To demarcate sentences with full stops, and questions with question marks.	To demarcate sentences, questions and exclamations with full stops, question marks and exclamation marks.	To demarcate sentences, questions and exclamations with full stops, question marks and exclamation marks.	To demarcate sentences, questions and exclamations with full stops, question marks and exclamation marks.	
	To know what an adjective is To identify adjectives within sentences To use adjectives accurately within sentences To use adjectives to write expanded noun phrases for description	The use adjectives to write expanded noun phrases for description.	The use adjectives to write expanded noun phrases for description. To use commas to separate items (adjectives) in a list	The use adjectives to write expanded noun phrases for description. To use commas to separate items (adjectives) in a list	The use adjectives to write expanded noun phrases for description. To use commas to separate items (adjectives) in a list	The use adjectives to write expanded noun phrases for description. To use commas to separate items (adjectives) in a list	The use adjectives to write expanded noun phrases for description. To use commas to separate items (adjectives) in a list
		To use co-ordinating conjunctions (and, but) to join sentences	To use co-ordinating conjunctions (and, but, so) to join sentences.	To use co-ordinating conjunctions (and, but, so) to join sentences.	To use co-ordinating conjunctions (and, but, so) to join sentences.	To use co-ordinating conjunctions (and, but, so) to join sentences.	To use co-ordinating conjunctions (and, but, so) to join sentences.
		To use subordinating conjunctions (when, because) to join sentences	To use subordinating conjunctions (when, because) to join sentences.	To use subordinating conjunctions (when, because, if) to join sentences.	To use subordinating conjunctions (when, because, if) to join sentences.	To use subordinating conjunctions (when, because, if) to join sentences.	To use subordinating conjunctions (when, because, if) to join sentences.
		To recognise and write statements and commands.	To recognise and write statements, questions and commands.	To recognise and write statements, questions, exclamations and commands.			
			Use verbs accurately within sentences (correct subject verb agreement)	To use the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting).	To use the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting).	To use the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting).	To use the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting).
		To use correct choice and consistent use of present and past tense throughout writing		To use correct choice and consistent use of present and past tense throughout writing	To use correct choice and consistent use of present and past tense throughout writing	To use correct choice and consistent use of present and past tense throughout writing	To use correct choice and consistent use of present and past tense throughout writing
				To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.	To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.	To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.	To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.
	<b>Vocabulary</b>	<b>To know the vocabulary taught in year 1.</b>					

Each year group will need to recap and revise work from previous years depending on children's ability and what they have retained. We cannot expect children to remember all they have been taught if it's only been taught once.

**COVERAGE MARKED IN GREEN IS NEW LEARNING**

# PYE BANK PRIMARY SCHOOL

## (S)PaG Long Term Planning Guidance



Statement, Question, Exclamation, Command, Compound, Coordinate Conjunction, Subordinate Conjunction, Adjective, Expanded Noun Phrase, Verb, Suffix, Adverb, Tense (past/present), Past Progressive, Present Progressive, Apostrophe, Comma							
Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Year 3</b>  To express time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs or prepositions (e.g. before, after, during, in, because of)  To introduce paragraphs as a way to group related material  To use headings and subheadings to aid presentation  To use the present perfect form of verbs instead of the simple past	To express time, using subordinating conjunctions (e.g. when, while) to join dependent sentences	To express time, using subordinating conjunctions (e.g. when, while) to join dependent sentences		To express time, using subordinating conjunctions (e.g. when, while) to join dependent sentences			
	To express time by adding adverbs (then, next, soon).		To express time by adding adverbs (then, next, soon).		To express time by adding adverbs (then, next, soon).		
	To express time by adding prepositions (before, after).		To express time by adding prepositions (before, after).		To express time by adding prepositions (before, after).		
		To express cause using subordinating conjunctions (because) to join sentences.			To express cause using subordinating conjunctions (because) to join sentences.		To express cause using subordinating conjunctions (because) to join sentences.
		To use adverbs to add details of 'how' to verbs (quickly, quietly etc)			To use adverbs to add details of 'how' to verbs (quickly, quietly etc)		
	To understand what prepositions are and be able to use them within writing independently			To understand what prepositions are and be able to use them within writing independently		To understand what prepositions are and be able to use them within writing independently	
			To introduce paragraphs as a way to group related material		To introduce paragraphs as a way to group related material		
					To use headings and subheadings to aid presentation		To use headings and subheadings to aid presentation

Each year group will need to recap and revise work from previous years depending on children's ability and what they have retained. We cannot expect children to remember all they have been taught if it's only been taught once.

**COVERAGE MARKED IN GREEN IS NEW LEARNING**

# PYE BANK PRIMARY SCHOOL

## (S)PaG Long Term Planning Guidance



				To use the present perfect form of verbs instead of the simple past		To use the present perfect form of verbs instead of the simple past
					Introduce inverted commas to punctuate direct speech.	
<b>Vocabulary</b>	<b>To know vocabulary taught in year 1 and 2.                  Adverb, Preposition, Conjunction, Word family, Prefix, Clause, Subordinate Clause, Direct Speech, Consonant, Letter, Vowel, Vowel Letter, Paragraph, Present Perfect</b>					

Each year group will need to recap and revise work from previous years depending on children's ability and what they have retained. We cannot expect children to remember all they have been taught if it's only been taught once.

**COVERAGE MARKED IN GREEN IS NEW LEARNING**

# PYE BANK PRIMARY SCHOOL

## (S)PaG Long Term Planning Guidance



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<p><b>Year 4</b></p> <p>To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>To use fronted adverbials</p> <p>To use paragraphs to organise ideas around a theme</p> <p>To use the appropriate choice of the pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p>To use inverted commas and other punctuation to indicate direct speech.</p> <p>To use apostrophes to mark singular and plural possession.</p> <p>To use commas after fronted adverbials.</p> <p>To use a wider range of subordinating conjunctions, including if although, to join sentences.</p>	To add detail to noun phrases with additional adjectives, nouns and prepositional phrases.	To add detail to noun phrases with additional adjectives, nouns and prepositional phrases.		To add detail to noun phrases with additional adjectives, nouns and prepositional phrases.		To add detail to noun phrases with additional adjectives, nouns and prepositional phrases.	
		To use paragraphs to organise ideas around a theme	To use paragraphs to organise ideas around a theme		To use paragraphs to organise ideas around a theme		
		To use fronted adverbials for when.	To use fronted adverbials for where and when.	To use fronted adverbials for where when and how.		To use fronted adverbials for where when and how.	
		To use fronted adverbials for where.	To use commas after fronted adverbials.	To use commas after fronted adverbials.		To use commas after fronted adverbials.	
		To use commas after fronted adverbials					
			To know what a pronoun is		To develop the use of nouns to ensure that consistency and clarity is achieved throughout writing		
			To be able to select pronouns for use within sentences				
		To be able to use pronouns within sentences					
		To use the appropriate choice of the pronoun or noun within and across sentences to aid cohesion and avoid repetition					
		To use inverted commas and other punctuation to indicate direct speech	To use inverted commas and other punctuation to indicate direct speech	To use inverted commas and other punctuation to indicate direct speech		To use inverted commas and other punctuation to indicate direct speech	
		To use the term inverted commas					
				To use apostrophes to mark singular and plural possession	To use apostrophes to mark singular and plural possession	To use apostrophes to mark singular and plural possession	
<b>Vocabulary</b>	<b>To know vocabulary taught in year 1, 2 and 3. Determiner, Pronoun, Possessive pronoun, Adverbial</b>						

Each year group will need to recap and revise work from previous years depending on children's ability and what they have retained. We cannot expect children to remember all they have been taught if it's only been taught once.

**COVERAGE MARKED IN GREEN IS NEW LEARNING**

# PYE BANK PRIMARY SCHOOL

## (S)PaG Long Term Planning Guidance



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 5</b>	To use adverbs, pronouns and synonyms to build cohesion within a paragraph	To use adverbs, pronouns and synonyms to build cohesion within a paragraph	To use adverbs, pronouns and synonyms to build cohesion within a paragraph	To use adverbs, pronouns and synonyms to build cohesion within a paragraph	To use adverbs, pronouns and synonyms to build cohesion within a paragraph	To use adverbs, pronouns and synonyms to build cohesion within a paragraph
To use relative clauses beginning with, who, which, where, when, whose, that or an omitted relative pronoun	To use relative clauses beginning with relative pronouns (who, which) to add detail to a sentence. where, when, whose, that or an omitted relative pronoun	To use relative clauses beginning with relative pronouns (who, which) to add detail to a sentence	To use relative clauses beginning with relative pronouns (who, which, when, where) to add detail to a sentence.	To use relative clauses beginning with relative pronouns (who, which, when, where) to add detail to a sentence.	To use relative clauses beginning with relative pronouns (who, which, when, where) or an omitted relative pronoun to add detail to a sentence.	To use relative clauses beginning with relative pronouns (who, which, when, where) or an omitted relative pronoun to add detail to a sentence.
To indicate degrees of possibility using adverbs or modal verbs	To use commas to indicate parenthesis	To use brackets, dashes or commas to indicate parenthesis	To use brackets, dashes or commas to indicate parenthesis		To use brackets, dashes or commas to indicate parenthesis	
To use devices to build cohesion within a paragraph			To use commas to avoid ambiguity and to clarify meaning  To be able to understand the purpose of commas within writing	To use commas to avoid ambiguity and to clarify meaning		To use commas to avoid ambiguity and to clarify meaning
To link ideas across paragraphs using adverbials of time, place and number or tense choices		To link ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly) or tense choices (he had seen her)	To link ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly) or tense choices (he had seen her)			
To use brackets, dashes or commas to indicate parenthesis			To be able to identify formal and informal voice To be able to change between formal and informal voice depending on the style of writing	To be able to identify formal and informal voice To be able to change between formal and informal voice depending on the style of writing	To be able to identify formal and informal voice To be able to change between formal and informal voice depending on the style of writing	
To use commas to avoid ambiguity and to clarify meaning			To indicate degrees of possibility using adverbs or modal verbs			To indicate degrees of possibility using adverbs or modal verbs
<b>Vocabulary</b>	<b>To know vocabulary taught in year 1, 2, 3 and 4 Modal Verb, Relative Pronoun, Relative Clause, Parenthesis, Bracket, Dash, Cohesion, Ambiguity, Formal, Informal</b>					

Each year group will need to recap and revise work from previous years depending on children's ability and what they have retained. We cannot expect children to remember all they have been taught if it's only been taught once.

**COVERAGE MARKED IN GREEN IS NEW LEARNING**

# PYE BANK PRIMARY SCHOOL

## (S)PaG Long Term Planning Guidance



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<p><b>Year 6</b></p> <p>To use the passive to affect the presentation of information within a sentence</p> <p>To know the different between structures typical of informal speech and structures appropriate for formal speech and writing or the use of subjunctive forms</p> <p>To link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis</p> <p>To use layout devices – headings, subheadings, colons, bullets, tables</p> <p>To use the semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>To use the colon to introduce a list and use of semi-colons within lists</p> <p>To use bullet points to list information. To use hyphens to avoid ambiguity.</p>	<p>To link ideas within and across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis</p>	<p>To link ideas within and across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis</p>	<p>To link ideas within and across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis</p>	<p>To link ideas within and across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis</p>	<p>To link ideas within and across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis</p>	<p>To link ideas within and across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis</p>	
	<p>To understand the term active and passive; begin able to transform a sentence from active to passive and vice versa</p>	<p>To use the passive to affect the presentation of information within a sentence</p>	<p>To use the passive to affect the presentation of information within a sentence</p>				
	<p>To know the different between structures typical of informal speech and structures appropriate for formal speech and writing or the use of subjunctive forms</p>				<p>To know the different between structures typical of informal speech and structures appropriate for formal speech and writing or the use of subjunctive forms</p>		
		<p>To use layout devices – headings, subheadings, colons, bullets, table</p>			<p>To use layout devices – headings, subheadings, colons, bullets, tables</p>		
				<p>To use the colon to introduce a list and use of semi-colons within lists</p>		<p>To use the colon to introduce a list and use of semi-colons within lists</p>	<p>To use the colon to introduce a list and use of semi-colons within lists</p>
					<p>To use bullet points to list information. To use hyphens to avoid ambiguity.</p>	<p>To use bullet points to list information. To use hyphens to avoid ambiguity.</p>	<p>To use bullet points to list information. To use hyphens to avoid ambiguity.</p>
		<p>To be able to identify subordinating conjunctions and clauses and use to create dependent clauses within sentences</p>	<p>To identify dependent and independent clauses within sentences. To write complex sentences with dependent clauses</p>		<p>To write multiclaue sentences using subordinating and coordinating conjunctions.</p>	<p>To write multiclaue sentences using subordinating and coordinating conjunctions.</p>	
	<p><b>Vocabulary</b></p>	<p><b>To know vocabulary taught in year 1, 2, 3, 4 and 5.</b>  <b>Subject, Object, Active, Passive, Synonym, Antonym, Ellipsis, Hyphen, Colon, Semi-colon, Bullet points</b></p>					

Each year group will need to recap and revise work from previous years depending on children's ability and what they have retained. We cannot expect children to remember all they have been taught if it's only been taught once.

**COVERAGE MARKED IN GREEN IS NEW LEARNING**