



Fair Field Junior School

English, Grammar and Punctuation Long Term Plan



FAIR FIELD
JUNIOR SCHOOL

Writing composition Years 3 and 4

Plan	Draft	Evaluate and edit	Handwriting
Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)	Assess the effectiveness of their own and others' writing and suggest improvements.	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
Discuss and record ideas.	organising paragraphs around a theme	Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
	in narratives, creating settings, characters and plot	Proof-read for spelling and punctuation errors.	
	in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	

Writing composition Years 5 and 6

Plan	Draft	Evaluate and edit	Handwriting
Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	Assess the effectiveness of their own and others' writing.	Write legibly, fluently and with increasing speed.
Noting and developing initial ideas, drawing on reading and research where necessary.	In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.
In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.	Précising longer passages.	Ensure the consistent and correct use of tense throughout a piece of writing.	Choose the writing implement that is best suited for a task.
	Use a wide range of devices to build cohesion within and across paragraphs.	Ensure correct subject and verb agreement when using singular and plural.	
	Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].	Distinguish between the language of speech and writing and choosing the appropriate register.	
		Proof-read for spelling and punctuation errors.	
		Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	

Punctuation and Grammar - Year 3

Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
Formation of nouns using a range of prefixes , such as <i>super-</i> , <i>anti-</i> , <i>auto-</i>	Expressing time and cause 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)	Introduction to paragraphs as a way to group related material	To use inverted commas to punctuate direct speech	word family conjunction adverb preposition direct speech speech marks prefix consonant vowel clause suffixes subordinate clause pronouns
Word families based on common words. To consolidate the understanding of adding suffixes to root words.		Headings and sub-headings to aid presentation	Embed apostrophes to mark contracted forms in spelling	
Use of the determiners <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel (e.g. <i>a</i> rock, <i>an</i> open box)		Embed commas to separate items in a list		
To learn irregular tense changes e.g; go, went.		Use of the perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check what he said.)		
Embed the use of the suffixes – <i>est</i> to form comparison of adjectives and adverbs				

Punctuation and Grammar - Year 4

Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
The grammatical difference between plurals and possessive –s . e.g. The cows in the field –plural. The cow’s nose- possessive	Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition (e.g. The car was red. It was also very shiny)	Use of paragraphs to organise ideas around a theme	Use of inverted commas to punctuate direct speech	pronoun possessive pronoun (fronted) adverbials possession contraction
Standard English forms for verb inflections instead of local spoken forms (eg. He was instead of He were or I did instead of I done)	Fronted adverbials (e.g., <i>Next</i> to the kitchen is a small store room; <i>In</i> the middle of the bed sat a large white cat; <i>Quickly</i> , he opened the door).	Appropriate choice of pronoun or noun across sentences	Embed apostrophes to mark contracted forms and introduce apostrophes for possession.	
	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		Use of commas after fronted adverbials (e.g. Later that day, Jack went to the park; Slowly, I ambled down the road)	

Punctuation and Grammar - Year 5

Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
Converting nouns or adjectives using suffixes (- <i>ate</i> , - <i>ise</i> , - <i>ify</i>)	Relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>why</i> , <i>whose</i> (e.g. Joe went to the park, <i>where</i> he saw lots of flowers) (GfWU37- modal only)	Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)	Brackets, dashes or commas to indicate parenthesis	relative clause modal verb relative pronoun parenthesis bracket dash derterminer cohesion ambiguity
Verb prefixes (e.g. <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i>)	Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely)	Linking ideas across paragraphs using adverbials of time (e.g. Later) place (e.g. Nearby) and number (e.g. Secondly)	Use of commas to clarify meaning or avoid ambiguity (e.g. embedded clause, complex sentence) Apostrophes to mark singular and plural possession e.g. the <i>girl's</i> name (singular possession), the <i>boys'</i> boots (plural possession)	

Punctuation and Grammar - Year 6

Word Structure	Sentence structure	Text Structure	Punctuation	Vocabulary
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)	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)	Linking ideas across paragraphs using a wider range of cohesive devices ; semantic cohesion (e.g. repetition of a word or phrase- He ran and ran and ran but it was no good) grammatical connections (e.g. the use of adverbials such as On the other hand, In contrast, As a consequence) and contraction (e.g. I'm, can't , who'll)	Use of the semi-colon, colon and dash to indicate stronger subdivision of a sentence than a comma.	Active and passive voice Subject and object Hyphen Colon, semi-colon Bullet points
	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)	Layout devices, such as headings, subheadings, columns, bullet points, or tables, to structure text	Punctuation of bullet points to list information	
Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little	The difference 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 in some very formal writing and speech (e.g. John <i>asked that</i> Mark <i>submit</i> his research paper before the end of the month; <i>It is important</i> she <i>attend</i> the meeting.	Manage shifts in formality by using a range of formal and informal vocabulary and grammatical structures consistently and effectively to match particular audiences and purposes.	How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus recover)	
			Use the colon to introduce a list and semi-colons within lists	