

Grammar Long Term Plan

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Premise	In Early Years, it is important to begin to lay the ground for teaching the terminology and punctuation which will come later. Areas of focus: building experiences during and about which the child can express themselves; building confidence to speak in sentences; building new vocabulary; learning the names of things and beginning to describe them; beginning to understand what the terms <i>letter</i> , <i>word</i> and <i>sentence</i> mean.					
Word Classes	Know the names of members of the class; Begin to know the order of letters in their own name including the capital letter for their own name Independently make marks and begin to give meaning to marks.	Identify nouns and use describing words for objects in the environment; shells, stones, plants, mini-beasts; use describing words for characters in stories read and write lower case and upper case letters for their own (proper nouns)	know that names begin with a capital letter; know that the personal pronoun 'I' has a CL label objects in the learning environment using known sounds	talk about actions; know some 'doing' words which describe actions e.g. I am <i>jumping</i> ; begin to read and write simple sentences which include 'being' words e.g. He <i>is</i> in the car.	reinforce oral use of describing words during outings and in the environment; expand range of known verbs during P.E. and other play activities e.g. <i>hopping, skipping, curling, weaving</i> .	orally use adverbs such as carefully, quickly, gently; learn to identify wider groups of common nouns e.g. <i>types of tree, leaf, flower, shell, mini-beast, stationery item, cooking utensil, clothing</i>
Sentence Functions	listen to a variety of sentence models which include statement, question, command and exclamation – in stories and information texts and in class talk; point to the question mark when reading big books together; model the word <i>question</i> e.g. <i>I'm going to ask you a question?</i> <i>Who can answer this question?</i> Answer a range of question starters.					
Combining words, phrases and clauses	model simple oral sentences as examples of clear units of meaning	encourage children to speak in meaningful sentences; expand responses with some detail Standard English	use the word <i>and</i> to join ideas together; model oral use of <i>but</i> , <i>or</i> and <i>because</i> as useful joining words	read and write sentences together in shared reading and shared writing; count the words in a sentence	make oral sentence chains, child after child, each making a contribution; read early conjunctions on word cards linked to CEW.	with the adult, orally compose meaningful sentences which explain or describe an experience or class activity; shared writing of simple sentences say a sentence, hold a sentence, rite a sentence
Verb tenses	orally respond to child's error with correct verb form	read stories to model past tense verb form; talk together about pictures to model present tense verb form	also model verbs in progressive form e.g. <i>Jack is running</i> ; <i>Samir was singing</i> .	when writing a shared sentence, ask child to check verb tense e.g. <i>Should we say Kitty dranked her milk?</i> ; make deliberate errors and edit together – sentence sense	continue to respond to child's error with correct verb form; respond to incorrect subject/verb agreement, e.g. 'We was' - 'Were you?'	make corrections of pupil's oral and written errors, with a focus on oral correction e.g. <i>We come</i> out to play; <i>You came</i> out to play did you?
Punctuation	Exposing children to CL and FS in classroom environment; read texts to children as often as possible, to reinforce familiarity with <i>hearing</i> the unit of a sentence		model CL and FS in classroom environment; Kung Fu Punctuation – capital, finger spaces, full stops. during shared sentence writing, emphasise use of CL for names, personal pronoun 'I' and sentence beginnings; model FS	use big books or shared texts which include an exclamation mark to show surprise and question marks.	continue to ask children to help you write sentences together: <i>What do we need to put at the end? What have I left out?</i>	encourage and praise children for remembering to use a CL, finger spaces and FS when they write their own sentences
Vocabulary	learn appropriate vocabulary which label nouns in the learning environment; build appropriate vocabulary related to school activities; times of day; actions in P.E.; colours; days of week; months of the year; read rhymes and poems to hear rhyming words Grandma Fantastic introducing new vocab weekly. Weekly themes – identified vocabulary. Vocabulary for weekly nature walk and class outings.		expand vocabulary to also describe mathematical activities; shapes; size words; number words; prepositions e.g. <i>under, next to, behind</i>	expand vocabulary by offering a wide range of rich texts; read aloud to children; read more rhymes and poems to enjoy new words; clarify misconceptions of word meanings continue to refine word meanings	Continue to build vocabulary about the wider world through outings and outdoor walks, talks by visitors; expand vocabulary about nature	

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Week 1 Objectives	Writing on a line, using a margin, finger spacing.	What is a noun?	Recognising a sentence	Capital letters to start sentences	What is a question? Question openers	Removing -un Adding -un
Week 2 Objectives	Writing on a line, using a margin, finger spacing.	What is a verb?	Recognising 'and' Recognising and using 'and'	Capital letters for dates	Recognising and using questions Question or not a question?	Recognising -ing, -ed, -er
Week 3 Objectives	Writing on a line, using a margin, finger spacing.	Noun or verb?	Recognising 'but' Using 'but'	Capital letter for names of people and I	Single nouns Plural nouns	Using -ing, -ed, -er Comparing and correcting -ing, -ed, -er
Week 4 Objectives	Use capital letters and full stops to demarcate sentences, punctuate sentences using a capital letter to start and full stop to end, name the letters of the alphabet in order, form capital letters and lowercase letters in the correct direction starting and finishing in the correct place.	Recognising and forming capital letters.	Recognising 'or' Using 'or' Using and, but and or.	Capital letters for places 1 Capital letters for places 2	Adding -s	Recognising a sentence Using a sentence
Week 5 Objectives	Use capital letters and full stops to demarcate sentences, punctuate sentences using a capital letter to start and full stop to end, name the letters of the alphabet in order, form capital letters and lowercase letters in the correct direction starting and finishing in the correct place.	Capitals for Days of the week and months of the year.	One word only exclamation	Consolidating capital letters	Adding -es	Ordering given sentences
Week 6 Objectives	Use capital letters and full stops to demarcate sentences, punctuate sentences using a capital letter to start and full stop to end, name the letters of the alphabet in order, form capital letters and lowercase letters in the correct direction starting and finishing in the correct place.	Capital letters for names. Autumn Assessment	Commands with exclamations Exclamation or full stop?	Spring Assessment	Adding -s or -es	Summer Assessment

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1 Objectives	Capital Letters Full stops, Question Marks and exclamation marks	Using conjunctions 'so', 'and', 'but' 'or'	Different types of verbs What are adverbs?	Using statements All four sentence types	Suffixes for comparative adjectives Suffixes for superlative adjectives	Consolidating prefixes and suffixes
Week 2 Objectives	Recognising common and proper nouns Recognising sentences	Recognising 'because' and 'that' Using 'because' and 'that'	Adding -ly to words Recognising adverbs in sentences	Recognising simple past and present tense Using simple past and present tense	Comparing and ordering comparatives and superlatives	Consolidating adverbs
Week 3 Objectives	Recognising sentences using conjunctions Using conjunctions in sentences	Recognising 'when' and 'if' Using 'when' and 'if'	Using adverbs in sentences Recognising simple contractions	Recognising past progressive tense Using past progressive tense	Consolidating the alphabet – lower and upper case Consolidating punctuating sentences	Consolidating apostrophes
Week 4 Objectives	Recognising Commas in a list Writing lists	Using 'because' and 'that', 'when' and 'if'	Using simple contractions Introducing possession	Recognising present progressive tense Using present progressive tense	Consolidating nouns and verbs Consolidating Capital letters	Consolidation of sentence types 1 Consolidation of sentence types 2
Week 5 Objectives	What are nouns? What are adjectives?	Recognising questions Using questions	Plural or possessive? Recognising exclamations	Compound nouns Adding -ment, -er and -ness	Consolidating conjunctions Consolidating commas and conjunctions	Consolidating past and present tense
Week 6 Objectives	Recognising adjectives in sentences Using adjectives in sentences	Recognising commands Using commands	Using exclamations Recognising statements	Adding -ful and -less Spring Assessment	Consolidating Singular or plural	Summer Assessment
Week 7 Objectives	Double adjectives with commas Adjectives after the noun	Autumn Assessment				

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1 Objectives	Noun Phrases	Past and Present Tense 1 Past and Present Tense 2	What is an adverb? Using adverbs to express time.	Using prepositions to express time. Using prepositions to express place.	types of nouns Recognising abstract nouns	Identifying word families
Week 2 Objectives	What is a sentence?	What is a vowel? What is a consonant?	Using adverbs to express place.	Using prepositions to express cause Using prepositions to express time, place and cause.	Using abstract nouns Using different types of nouns.	What is a prefix?
Week 3 Objectives	Different types of sentences	The, a or an? Recognising determiners	Using adverbs to express cause	Recognising direct speech Punctuating direct speech	Sequencing sentences What is a paragraph?	Adding super, anti and auto.
Week 4 Objectives	Expanding sentences 1	Using determiners What is a clause?	Using adverbs to express time, place and cause.	introducing the present perfect form Recognising the present perfect form in sentences	Paragraphs in narratives, paragraphs in reports	Adding sub and inter
Week 5 Objectives	Expanding sentences 2	Co-ordinating conjunctions. Subordinating conjunctions	What is a preposition?	using the present perfect form in sentences	Paragraphs in biographies	Creating word families
Week 6 Objectives	Commas	Using conjunctions to express time Using conjunctions to express place	Prepositional phrases	Spring Assessment	Root words, prefixes and suffixes	Summer Assessment
Week 7 Objectives	Apostrophes 1 Apostrophes 2	Using conjunctions to express cause Autumn Assessment				

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1 Objectives	Using determiners	Present Tense Present perfect or simple past?	Recognising apostrophes	Identifying noun phrases modifying adjectives and nouns	Were or was and did or done I or me	Consolidating adverbs Consolidating prepositions
Week 2 Objectives	Clauses	Using paragraphs Recognising nouns	Using apostrophes for plural possession.	Determiners before modifiers, Prepositional phrases.	Have not of and these/those not them Identifying paragraphs	Consolidating speech Consolidating tenses
Week 3 Objectives	Expanding sentences using conjunctions.	Recognising pronouns Using pronouns	When should you not use an apostrophe?	Using expanded noun phrases Word families	Using fronted adverbials in paragraphs Using pronouns and conjunctions in paragraphs.	Consolidating noun types, consolidating root words
Week 4 Objectives	Expanding sentences using adverbs	Pronoun or noun? What is an adverbial?	Using apostrophes for possession or contraction.	words ending in – sure, -ture, -cher	Using speech in paragraphs, more than one paragraph	Consolidating fronted adverbials Consolidating apostrophes
Week 5 Objectives	Expanding sentences using prepositions	Recognising fronted adverbials 1 Time-specific adverbials	Recognising speech.	Adding -ation, -sion, -ssion, -tion, or -cian Using suffixes	Sequencing paragraphs Consolidating determiners	Consolidating paragraphs in standard and non-standard English.
Week 6 Objectives	Direct Speech	Place-specific adverbials Descriptive fronted adverbials	Punctuating direct speech. Direct or indirect speech?	Spring Assessment	Consolidating coordinating conjunctions. Consolidating subordinating conjunctions	Summer Assessment
Week 7 Objectives	Past Tense	Recognising fronted adverbials 2 Using fronted adverbials Autumn Block Assessment				

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1 Objectives	Sentence structure; noun phrases; fronted adverbials; pronouns for clarity and cohesion.	Use brackets, dashes and commas to add extra information accurately.	Choose language and grammatical structures appropriate to purpose and audience.	Use hyphens to avoid ambiguity and for compound modifiers (e.g., man-eating shark).	Year 6 Gap Analysis Consolidation	GPaS Consoliation
Week 2 Objectives	Identify and use nouns, verbs, adjectives, adverbs, determiners, prepositions, conjunctions.	Use commas in lists and clauses, and to avoid ambiguity.	Use pronouns, adverbials, conjunctions and synonyms to link ideas within and across sentences.	Understand and apply prefixes ('de-', 'dis-', 'mis-', 're-', 'over-') to change word meaning.	Year 6 Gap Analysis Consolidation	GPaS Consoliation
Week 3 Objectives	Create and improve noun phrases with adjectives and prepositional phrases.	Identify and use present, past and future perfect forms correctly.	Organise sentences and paragraphs logically; use cohesive devices for flow.	Explore suffixes ('-ate', '-ise', '-ify') to form verbs and understand word families.	Year 6 Gap Analysis Consolidation	GPaS Consoliation
Week 4 Objectives	Use relative pronouns (who, which, where, that) and embedded clauses for detail.	Maintain consistent tense across writing; recognise shifts in verb forms.	Broaden vocabulary and avoid repetition through precise synonym and antonym use.	Consolidation	Year 5 Gap Analysis Consolidation	GPaS Consoliation
Week 5 Objectives	Use modal verbs to express possibility, certainty, obligation and permission.	Identify and convert between active and passive sentences.	Use colons and semi-colons accurately to punctuate lists.	SATs Grammar Test Practice Paper	Year 5 Gap Analysis Consolidation	GPaS Consoliation
Week 6 Objectives	Use adverbs to indicate degrees of possibility or modify verbs/adjectives effectively.	Recognise and use the subjunctive mood in formal speech and writing.	Use semi-colons, colons and dashes to mark boundaries between independent clauses.	SATs Grammar Test Practice Paper	Year 5 Gap Analysis Consolidation	GPaS Consoliation

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1 Objectives	Sentence structure; noun phrases; fronted adverbials; pronouns for clarity and cohesion.	Use brackets, dashes and commas to add extra information accurately.	Choose language and grammatical structures appropriate to purpose and audience.	Use hyphens to avoid ambiguity and for compound modifiers (e.g., man-eating shark).	Year 6 Gap Analysis Consolidation	GPas Consoliation
Week 2 Objectives	Identify and use nouns, verbs, adjectives, adverbs, determiners, prepositions, conjunctions.	Use commas in lists and clauses, and to avoid ambiguity.	Use pronouns, adverbials, conjunctions and synonyms to link ideas within and across sentences.	Understand and apply prefixes ('de-', 'dis-', 'mis-', 're-', 'over-') to change word meaning.	Year 6 Gap Analysis Consolidation	GPas Consoliation
Week 3 Objectives	Create and improve noun phrases with adjectives and prepositional phrases.	Identify and use present, past and future perfect forms correctly.	Organise sentences and paragraphs logically; use cohesive devices for flow.	Explore suffixes ('-ate', '-ise', '-ify') to form verbs and understand word families.	Year 6 Gap Analysis Consolidation	GPas Consoliation
Week 4 Objectives	Use relative pronouns (who, which, where, that) and embedded clauses for detail.	Maintain consistent tense across writing; recognise shifts in verb forms.	Broaden vocabulary and avoid repetition through precise synonym and antonym use.	Consolidation	Year 5 Gap Analysis Consolidation	GPas Consoliation
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