



**GPS – Long Term Plan**

	<b>End of KS1</b>	<b>Year 3/4</b>	<b>Year 5/6</b>
<b>Spelling</b>	<p>Refer to the national curriculum non- statutory spelling and guidance document. See the phonics Long Term Plan for the breakdown of phonics in Key Stage 1.</p> <p>Other spellings will be taught linked to topic vocabulary and in subjects where subject- specific vocabulary is required.</p>	<p>Refer to the national curriculum spelling list. Additional spellings patterns/rules that will be covered will include:</p> <p>Prefixes and suffixes such as – dis, mis-, in-, -ly</p> <p>Comparative and superlative adjectives such as small, smaller, smallest etc.</p> <p>Words ending in ‘sure’ and ‘ture’ • Endings spelt as –sion</p> <p>Other spellings will be taught linked to topic vocabulary and in subjects where subject- specific vocabulary is required.</p>	<p>Refer to the national curriculum spelling list. Additional spellings patterns/rules that will be covered will include:</p> <p>Verb prefixes such as de-, over-, re-</p> <p>Synonyms and antonyms</p> <p>Converting nouns and adjectives into verbs using suffixes</p> <p>Homophones and other often confused words</p> <p>Other spellings will be taught linked to topic vocabulary and in subjects where subject- specific vocabulary is required.</p>
<b>Punctuation</b>	<p><b>Capital Letters and full stops</b></p> <p>Capital letters and full stops used consistently and accurately in independent writing.</p> <p><b>Commas</b></p>	<p><b>Commas</b></p> <p>Use of commas after fronted adverbials</p> <p><b>Apostrophes</b></p> <p>Apostrophes will be used for all contracted forms</p>	<p><b>Colons and semi colons</b></p> <p>Use of colon to separate two independent clauses and semi-colons within lists.</p>

	<p>Commas to separate items in a list</p> <p>Comma after –ly opener</p> <p><b>Speech</b></p> <p>Use speech marks around spoken words.</p> <p>Identify who is speaking and use synonyms for the word said</p> <p><b>Question mark</b></p> <p>Identify what a question mark is</p> <p>Use question marks to demarcate the end of a question</p> <p><b>Exclamation mark</b></p> <p>Identify what an exclamation mark is</p> <p>Use an exclamation mark accurately at the end of an exclamation or command.</p> <p><b>Apostrophes</b></p> <p>Use apostrophes for contraction</p> <p>Understand the singular possessive form for an apostrophe</p>	<p>Children will use possessive form for the plural possessive including irregular plural possessive words</p> <p><b>Speech</b></p> <p>Accurately punctuate direct speech, including punctuation within the speech marks</p> <p><b>Colon</b></p> <p>Recognise a colon and how it can be used to introduce a list</p> <p><b>Ellipses</b></p> <p>Understand what an ellipses is and use it in a range of writing genres.</p> <p><b>Bullet Points</b></p> <p>Use bullet points to introduce a list</p> <p>Ensure each bullet point begins with a capital letter</p>	<p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a <b>sentence</b> than a comma</p> <p><b>Hyphens</b></p> <p>Understand how hyphens can be used to avoid ambiguity</p> <p><b>Rhetorical questions</b></p> <p>Developed use of rhetorical questions for persuasion texts</p> <p><b>Dashes</b></p> <p>Children to recognise the use of a dash as well as a hyphen and understand the different uses. to show interruption</p> <p>to show repetition for dramatic emphasis to contain extra information before a final comment</p> <p><b>Brackets/dashes/commas for parenthesis</b></p> <p>Children to be able to use all three to indicate and demarcate further information within a sentence</p> <p>Children to be able to choose which is appropriate for the sentence they are writing</p> <p><b>Commas</b></p>
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			Use commas and hyphens to clarify meaning or avoid ambiguity
<b>Grammar</b>	<p><b>Sentence construction</b></p> <p>Look at and understand the use of command, question, exclamation and statements</p> <p><b>Noun phrases</b></p> <p>Identify and use expanded noun phrases within independent writing</p> <p><b>Tenses</b></p> <p>Recognise past and present tense verbs</p> <p>Write in the past and present tense consistently in independent writing</p> <p>Use spelling rules to support writing in the past tense including irregular past tense words</p> <p><b>Conjunctions</b></p> <p>Use coordinating conjunctions in sentences to create compound sentences</p> <p>Identify subordinating conjunctions and applying these to compound sentences</p> <p><b>Standard English</b></p>	<p><b>Sentences</b></p> <p>Vary long and short sentences:</p> <p>Long sentences to add description or information.</p> <p>Short sentences for emphasis and making key points</p> <p>Subordination with range of subordinating conjunctions</p> <p><b>Adverbial phrases</b></p> <p>used as a 'where', 'when' or 'how' starter (fronted adverbials)</p> <p><b>'ing' clauses as starters</b></p> <p>Sighing, the boy finished his homework.</p> <p>Grunting, the pig lay down to sleep.</p> <p><b>Verb Tenses</b></p> <p>Develop an understanding of past, present and future tenses and be able to apply them appropriately to a range of writing genres</p> <p>Learn about the perfect tense in the past, present and future.</p> <p><b>Pronouns</b></p>	<p><b>Complex sentences</b></p> <p>Using relative clauses that begin with relative pronouns to add extra information.</p> <p><b>Passive and active voice</b></p> <p>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)</p> <p><b>Cohesive devices</b></p> <p>Use cohesion in different forms across a text including</p> <p>semantic cohesion e.g. repetition of a word or phrase,</p> <p>grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence,</p> <p>Elision e.g. informal speech/dialect.</p> <p><b>Subject and object</b></p> <p>Recognise the difference between the subject and the object of a sentence</p> <p><b>Metaphors and personification</b></p>

	<p>Begin to recognise standard English in writing</p>	<p>Understand how to use pronouns to develop cohesion in writing.</p> <p>Learn what a possessive pronoun is and be able to use them correctly in context</p> <p>Begin to identify and use relative pronouns within their writing such as who/whom/which/whose</p> <p><b>Similes</b></p> <p>Use similes to open sentences</p> <p><b>Prepositional phrases</b></p> <p>Learn what a prepositional phrase is and use them at a range of places within sentences</p> <p>The cat sat on the mat</p> <p>The wind whistled under the door</p> <p><b>Adverbial phrases</b></p> <p>Use a range of 'Where, when, how' sentence openers</p> <p><b>Develop subordination</b></p> <p>Use subordinating conjunctions within a range of sentences</p> <p>Use 'ing' clauses as starters</p> <p><b>Standard English</b></p>	<p>Use metaphors and personification to develop description in narrative texts.</p> <p><b>Subjunctive form</b></p> <p>Develop the use of the subjunctive mood in formal writing.</p> <p>Recognise words that use the subjunctive form.</p> <p><b>Formal and informal speech/writing</b></p> <p>Children to develop the use of question tags in informal speech</p> <p>Use of formal and informal language within speech dependent on genre of writing.</p> <p><b>Modal verb</b></p> <p>Children to use modal verbs in a range of writing to indicate possibility, ability or obligation.</p>

		<p>Identify standard English and common misconceptions related to local dialect</p> <p>Was/were</p> <p>They/there</p> <p>Them/those</p> <p>That/what</p>	
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