

Long-term Planning Matrix – Vocabulary, Grammar and Punctuation

| AUTUMN  |  | SPRING  |   | SUMMER   |  |    |
|---|--|---|---|--|--|----|
| Separation of <b>words</b> with spaces.<br>Introduction to capital letters, full stops.   | How <b>words</b> can combine to make <b>sentences</b><br>Joining <b>words</b> and joining <b>clauses</b> using <i>and</i> .  | Introduction to question marks and exclamation marks to demarcate <b>sentences</b> .                                | Sequencing <b>sentences</b> to form short narratives.   | Regular <b>plural noun suffixes</b> – s or –es [for example, <i>dog, dogs; wish, wishes</i> ], including the effects of these suffixes on the meaning of the noun<br><b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i> ). | How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind, or undoing: untie the boat</i> ]  | Y1 |
| Capital letters for names and for the personal pronoun I  |  |   |   |  |  |    |
| <p>ICT – KS1 use programmes such as Education City regularly embedded in phonics lessons and in the summer term girls access the programme independently.</p> <p>English – All years talk before creative writing and use strategies such as mnemonics, rhymes and drama to aid childrens quick recall of vocabulary grammar and punctuation.</p> |  |   |   |  |  |    |
| Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> .<br><b>How the grammatical patterns in a</b>  | Commas to separate items in a list.<br><b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular | <b>Subordination</b> (using <i>when, if, that, because</i> ) and <b>co-ordination</b> (using <i>or, and, but</i> ). | Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i> ]. | Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing<br>Use of the <b>progressive</b> form of <b>verbs</b> in  | Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i> ]<br>Formation of | Y2 |

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|--|--|--|--|---|--|-----------|
| <p><b>sentence indicate its function as</b> a statement, question, exclamation or command.</p>   | <p>possession in nouns [for example, <i>the girl's name</i>]</p>   |  |  | <p>the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i>].</p>                   | <p><b>adjectives</b> using <b>suffixes</b> such as <i>-ful, -less</i> Use of the <b>suffixes</b> <i>-er, -est</i> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b>.</p> |           |
| <p>Formation of <b>nouns</b> Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when, before, after, while, so, because</i>]. Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>].</p> | <p>Teaching a range of <b>prefixes</b> [for example <i>super-, anti-, auto-</i>]. Headings and sub-headings to aid presentation.</p> | <p>Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a rock, an open box</i>].</p> | <p><b>Adverbs</b> [for example, <i>then, next, soon, therefore</i>].</p> | <p><b>Prepositions</b> [for example, <i>before, after, during, in, because of</i>]. Introduction to paragraphs as a way to group related material</p> | <p>Introduction to inverted commas to <b>punctuate</b> direct speech.</p>  | <p>Y3</p> |
| <p><b>Word families</b> based on common <b>words</b>, showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>]</p>   |  |  |  |   |  |           |

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|   |  |   |  |  |  |                  |
|---|--|---|--|--|--|------------------|
| <p>Review of nouns, verbs, adjectives, CLs &amp; basic punctuation, incl. commas in lists; noun phrases, fronted adverbials (&amp; use of comma afterwards), adverbs &amp; adverbial phrases; writing in the present tense and 1<sup>st</sup>/3<sup>rd</sup> person.</p>  | <p>Casual connectives, paragraphs, time connectives for cohesion; identifying and reordering clauses; introducing commas to separate clauses, extend range of sentences with more than one clause using wider conjunctions eg. if, when, because, although</p> | <p>Apostrophes of omission &amp; possession; abstract/common nouns; choosing nouns and pronouns to aid cohesion and avoid repetition; nouns and preposition phrases to modify noun phrases.</p> | <p>Punctuation of speech; the use of inverted commas and other punctuation to indicate direct speech; comparative adjectives; the grammatical difference between plural and possessive -s</p>                      | <p>Progressive and perfect tenses.<br/>Standard English forms for verb inflections (instead of local spoken forms, e.g. 'We was' instead of 'We were')<br/>Determiners.<br/>Adapting sentence structure for powerful description</p> |  | <p><b>Y4</b></p> |
| <p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example. -ate; -ise; -ify].<br/><b>Relative clauses</b> beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</p>   | <p><b>Verbal prefixes</b> [for example, dis-, de-, mis-, over-, and re-] Devices to build <b>cohesion</b> within a paragraph [for example, then, after, that, this, firstly].</p>  | <p>Indicating degrees of possibility using <b>adverbs</b> [for example, perhaps, surely] or <b>modal verbs</b> [for example, might, should will, must].</p>                                     | <p>Linking ideas across paragraphs using <b>adverbials</b> of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p> | <p>Brackets, dashes or commas to indicate parenthesis.</p>   | <p>Use of commas to clarify meaning or avoid ambiguity.</p>  | <p><b>Y5</b></p> |
| <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]<br/>How words are related by meaning as synonyms and antonyms [for example, big, large, little]. Use of the <b>passive</b> to affect the presentation of information in a</p> | <p>The use of <b>adverbials</b> such as on the other hand, in contrast, or as a consequence], and <b>ellipsis</b>. Use of the colon to introduce a list and use of semi-colons within lists.</p>   | <p>Linking ideas across paragraphs using a wider range of <b>cohesive Devices</b>.</p>  | <p>Repetition of a <b>word</b> or phrase, grammatical connections. Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, It's raining; I'm fed up].</p>      | <p>Layout devices [for example, headings, columns, bullets, or tables, to structure text].</p>   | <p><b>Punctuation</b> of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover].</p> | <p><b>Y6</b></p> |

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|--|--|--|--|--|--|--|
| <p><b>sentence</b> [for example, I broke the window in the greenhouse versus The window in the green house was broke (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of <b>subjunctive</b> forms such as If I were or Were they to come in some very formal writing and speech].</p> |  |  |  |  |  |  |
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