



St. Vincent de Paul RC Primary School **Long Term English Plan- SPaG**



Year A						
Term	Autumn Year 1	Autumn Year 2	Spring Year 1	Spring Year 2	Summer Year 1	Summer Year 2
Years 1 & 2	Review Phase 3 graphemes ai ee igh oa oo ar or ur oo ow oi ear air er /z/ s – es words with two or more digraphs e.g. queen thicker Phase 4 graphemes CVCC CCVC CCVCC CCCVC with long vowels Phase 5 graphemes /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea Tricky words Review Phases 2-4 words Phase 5 graphemes /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw Grow the code	Review Phase 5 graphemes (Y1 Sum 1) ay (ai)/ a_e (ai) a (ai) ea (ee)/e (ee)/ ie (ee) ie (igh)/ i_e (igh) o (oa)/o_e (oa) ue (oo) (yoo)/ew (oo) (yoo)/u_e (oo) (yoo) aw (or) ea (e) ir (ur) ou (ow) oy (oi) i (igh) ow (oa) u (yoo) ph wh g (j) Tricky words Year 1 revision Year 2 Common exception Words door, floor, poor, because, find, kind, mind, behind, child, children wild, climb, most, only, both, old, cold, gold, hold, told, every everybody, even, great, break, steak, pretty, class, grass, pass, plant, path could, should, would, who, whole, any, many, clothes, busy, people after, fast, last, past, father, bath, hour, move, prove, improve sure, sugar, eye, water, again, half, money,	Phase 5 graphemes Grow the code /oo/ u ew ue u-e ui ou oo /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa /ur/ or /oo/ u oul would /air/ are share /or/ au aur oor al author /ch/ tch match /ch/ ture adventure /ar/ al half /ar/ a father /or/ a water /air/ ear ere bear/there /ur/ ear learn /r/ wr wrist /s/ st sc whistle, science /c/ ch school /sh/ ch chef Tricky words Any,many,again,who, whole,where,two,school, call,different, thought,through,friend. work,once, laugh,because,eye - Capital letters for names and the personal pronoun 'I' - Combining words to make sentences; joining	Continuation of Phase 6 - Adverbs-use of –ly turning adjectives into adverbs - Apostrophes- omission and singular possession - Use of past and present tenses consistently and accurately - Use of suffixes- ness,-er,-est –ful,- ible,-able, - Use of homophones - Compound words - Write sentences to form short narrative - Use capital letters, full stops, question marks and exclamation marks consistently - Use co-ordination (and,so,but) and some subordination (when, if,because) to join clauses	Phase 5 graphemes Grow the code /a/ ay, a-e, / ea / e, ie /i/ ie, i-e, /o/ o, o-e, ow /u/ ue, ew /or/ aw, augh our oar ore /e/ ea /ir/ /ow/ ou /oy/ oi /ph/ /w/ wh /ai/ eigh aigh ey ea /n/ kn gn /m/ mb /ear/ ere eer /zh/ su si /j/ dge ,g,ge /i/ y /sh/ ti ssi si ci Tricky words busy beautiful pretty hour move improve parents shoe - Capital letters for names and the personal pronoun 'I', names, places and days of the week - Spell words containing the 40+ phonemes - Combining words to make sentences; joining words and joining	- Continuation of Phase 6 - Use of suffixes – ment, -ness, -ful,- less,-ly - Use of -tion - Use of contractions - Use of homophones - Consolidation of all Key Stage 1 Grammar, punctuation and spelling objectives - Write sentences to form short narrative - Write sentences about real events Use capital letters, full stops, question marks and exclamation marks consistently - Use co- ordination(and,so



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	/igh/ ie i i-e /ai/ ay a e /oa/ oa o o-e /ee/ e ie e- e ea /oo/ /yoo/ ew u-e u ue Tricky words their people oh your Mr Mrs Ms ask could would should our house mouse water want • Leave spaces in between words. • Recognise spaces sizes and use consistent space sizes. • Match lower case & upper case letters. • Recognise capital letters and full stops in a sentence. • Recognise nouns and verbs in sentences.	Christmas, beautiful • Recognise and begin to use capital letters, full stops, question marks and exclamation marks. • Recognise both common and proper nouns. • Recognise the difference between a phrase and a sentence. • Recognise and begin to use conjunctions within sentences. • Recognise and use nouns and adjectives in a sentence. • Recognise and use commands.	words and joining clauses using 'and'. • Sequencing sentences to form short narratives. • Capital letters, full stops, question marks and introduction to exclamation marks		clauses using 'and' • Use, -es for plurals Use prefix-un Use suffixes – ing, -ed, -er, -est • Sequencing sentences to form short narratives. • Continuation of Phase 6 • Use of suffixes – ment, -ness, -ful, -less, -ly Use of -tion • Use of contractions • Use of homophones • Consolidation of all Key Stage 1 Grammar, punctuation and spelling objectives • Write sentences to form short narrative • Write sentences about real events • Use capital letters, full stops, question marks and exclamation marks consistently	,but) and some subordination (when, if, because) to join clauses • Use of past and present tense consistently
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				• Use co-ordination(and, so,but) and some subordination (when, if, because) to join clauses • Use of past and present tense consistently • Capital letters, full stops, question marks and introduction to exclamation marks	
Year 3	• To identify noun phrases in a sentence. • To identify different types of sentences; statements, questions, exclamation s, commands. • To use commas to separate adjectives. • To use apostrophes for contractions. • To be able to identify determiners. • To use conjunctions to express time, place and cause.	• Adverbs- expressing time, place and cause • Prepositions- expressing, time, place and cause • Inverted commas- using direct speech • Tenses-use of the present form instead of the simple past • Using the present perfect form of verbs in contrast to the past tense	• Introduction to paragraphs as a way to group related material • Headings and sub-headings to aid presentation • Word families based on common words-solve, solver, solution • Formation of nouns with a range of prefixes- super -, anti-, auto- etc		
Year 4	• To be able to use determiners. • To be able to identify clauses. • To be able expand sentences using conjunctions, adverbs and prepositions. • To be able to recognise direct speech, use the terminology inverted commas and begin to punctuate given sentences with speech. • To be able to identify the simple past and past progressive tense.	• Apostrophes-indicating possession by apostrophe with plural nouns • Speech- using and punctuating direct speech • Use of inverted commas and other punctuation to indicate direct speech • Noun phrases-expanded phrases by the addition of modifying adjectives, nouns and preposition phrases • To identify suffixes and show how words are related in form and meaning	• Use of standard English forms for verb infections • Use of paragraphs to organise ideas around a theme • Consolidation of Lower Key Stage 2 Grammar, punctuation and spelling objectives		



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	- To be able to identify the simple present and present progressive tense. - To be able to identify different types of nouns; common, proper, collective and abstract. - To be able to identify pronouns. - To begin to use pronouns for clarity, cohesion and to avoid repetition. - To recognise and identify fronted adverbials.					
Term	Autumn Year 5	Autumn Year 6	Spring Year 5	Spring Year 6	Summer Year 5	Summer Year 6
Years 5 & 6	- To be able to use pronouns for clarity, cohesion and avoid repetition. - To be able to use expanded noun phrases. - To be able to use fronted adverbials. - To be able to use apostrophes for plurals and for possession. - To be able to identify and use direct and indirect speech with accurate punctuation. - To be able to identify relative pronouns.	- To be able to identify and use relative clauses. - To be able to recognise and use modal verbs. - To be able to use adverbials in different parts of a sentence. - To be able to identify and use parenthesis. - To be able to use commas for different purposes; items in a list, demarcating fronted adverbials and for clarifying meaning. - To be able to identify and use different tense forms.	- Parenthesis- using commas, brackets or dashes to indicate parenthesis - Expanded noun phrases-ability to convey complicated information concisely - Tenses-using the perfect form to mark the relationship of time and cause	- Colons- introducing a list - Semi-colons- use within a list - Bullet points-list information, consistent use - Passive verbs-affecting presentation of information in a sentence - Formal and informal speech - Dashes-marking boundaries between independent clauses - Hyphens- use to avoid ambiguity	- Use of commas to clarify meaning or avoid ambiguity in writing - Use of devices to build cohesion within a paragraph - Use of linking ideas across paragraphs using adverbials of time, place and number - Use of verb prefixes dis-, de-, mis-, over-, re- - Converting nouns or adjectives into verbs using suffixes -ate, -ise, -ify	- Use of linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, - Use of adverbials and ellipsis. - Use of layout devices; headings, sub headings, columns, bullet points or tables - Consolidation of all Key Stage 2 Grammar, punctuation and spelling objectives



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	• To recognise relative clauses and understand which noun or pronoun the relative clause is referring to. • To be able to use relative clauses. • To be able to recognise and use modal verbs.	friend in hand with Jesus To be able to identify and use synonyms and antonyms. • To be able to identify nouns as subjects and objects. • To be able to identify all word classes in sentences. • To be able to recognise and use the subjunctive form.				
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Year B						
Term	Autumn		Spring		Summer	
Years 1 and 2	As above		As above		As above	
Term	Autumn Year 3	Autumn Year 4	Spring Year 3	Spring Year 4	Summer Year 3	Summer Year 4
Years 3 and 4	- To identify noun phrases in a sentence. - To identify different types of sentences; statements, questions, exclamations, commands. - To use commas to separate adjectives. - To use apostrophes for contractions. - To be able to identify determiners. - To use conjunctions to express time, place and cause.	- To be able to use determiners. - To be able to identify clauses. - To be able to expand sentences using conjunctions, adverbs and prepositions. - To be able to recognise direct speech, use the terminology inverted commas and begin to punctuate given sentences with speech. - To be able to identify the simple past and past progressive tense. - To be able to identify the	- Adverbs- expressing time, place and cause - Prepositions- expressing, time, place and cause - Inverted commas- using direct speech - Tenses-use of the present form instead of the simple past - Using the present perfect form of verbs in contrast to the past tense	- Apostrophes- indicating possession by apostrophe with plural nouns - Speech- using and punctuating direct speech - Use of inverted commas and other punctuation to indicate direct speech - Noun phrases- expanded phrases by the addition of modifying adjectives, nouns and preposition phrases - To identify suffixes and show how words	- Introduction to paragraphs as a way to group related material - Headings and sub-headings to aid presentation - Word families based on common words- solve, solver, solution - Formation of nouns with a range of prefixes- super -, anti-, auto- etc	- Use of standard English forms for verb inflections - Use of paragraphs to organise ideas around a theme - Consolidation of Lower Key Stage 2 Grammar, punctuation and spelling objectives



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		simple present and present progressive tense. • To be able to identify different types of nouns; common, proper, collective and abstract. • To be able to identify pronouns. • To begin to use pronouns for clarity, cohesion and to avoid repetition. • To recognise and identify fronted adverbials.		are related in form and meaning		
Years 5 and 6	As above		As above		As above	