

Whole School Grammar, Punctuation and Spelling Long Term Plan

EYFS - Spelling, Grammar and Punctuation Plan

Vocabulary/Terminology:

Throughout the year, please ensure that the Nebula SSP is followed for phonetic attempts at spelling words. Word lists for other spelling words are documented on the Nebula SSP and at the end of this document.

*Taught in conjunction and alongside the Nebula SSP.

Key vocabulary – Phoneme, grapheme, segmenting, blending, capital letter (large and in charge), finger space, full stop.

<u>Order</u>	<u>Grammar and punctuation</u>
1	The Alphabet – uppercase and lowercase*
2	Word level writing
3	Finger spaces
4	Sentence level
5	Capital letters
6	Full stops

Year 1 - Spelling, Grammar and Punctuation Plan

Vocabulary/Terminology:

Throughout the year, please ensure that the Nebula SSP is followed for phonetic attempts at spelling words. Word lists for other spelling words are documented on the Nebula SSP and at the end of this document.

*Taught in conjunction and alongside the Nebula SSP.

Key vocabulary - Phoneme, grapheme, segmenting, blending, capital letter (large and in charge), finger space, full stop, exclamation mark, question mark, noun, adjective, verb, joining word (conjunction), plural, singular, opposites, prefix, suffix

<u>Order</u>	<u>Grammar and punctuation</u>
1	The Alphabet – uppercase and lowercase
2	Phonetic attempts at words – word and caption level writing
3	Sentence level
4	Naming words (Book 1A:unit 2/9 and Book 1B: unit 1/4/7)
5	Describing (Book 1A:unit 3 and Book 1B:unit 6)
6	Naming and describing (Book 1A:unit 4)
7	Doing words (Book 1A:unit 5)
8	Doing words (Book 1A:unit 7)
9	Doing words (Book 1A:unit 10/12)
10	More than one - plurals (Book 1A:unit 8)
11	Sentences (including capitals and full stops) (Book 1A:unit 11/14)
12	Joining words (Book 1B: unit 10)
13	Describing words (Book 1A:unit 13)
14	Doing words (Book 1B: unit 3)
15	Sentences (full stops and question marks) (Book 1B: unit 2)
16	Sentences (full stops, question marks and exclamation marks) (Book 1B: unit 5)
17	Doing words (Book 1B: unit 8)
18	More than one (Book 1B: unit 9)
19	Special naming words (Book 1B: unit 11)
20	Doing words (Book 1B: unit 12)
21	Opposites (Book 1B: unit 13)
22	Naming words (Book 1B: unit 14)

Key: Introduced in EYFS

Year 2 – Spelling, Grammar and Punctuation Plan

Vocabulary/Terminology:

*Taught in conjunction and alongside the Nebula SSP.
Spellings are taught in line with the Nebula SSP expectations.

Key vocabulary - Phoneme, grapheme, segmenting, blending, capital letter (large and in charge), finger space, full stop, exclamation mark, question mark, noun, adjective, verb, joining word (conjunction), plural, singular, opposites, prefix, suffix, co-ordinating and subordinating conjunctions, adverbs, proper, collective and compound nouns, past progressive, superlatives, homophones, near homophones, contractions, apostrophes.

Order	Grammar and punctuation
1	The Alphabet – uppercase and lowercase
2	Nouns and adjectives (Book 2: unit 1)
3	Adjectives (Book 2: unit 2)
4	Nouns - collective (Book 2: unit 3/5)
5	Verbs – action/doing words and adding ‘ed’ (Book 2: unit 4/10)
6	Sentences – (full stops, exclamation mark and question mark) and types (Book 2: unit 6/12)
7	Conjunctions – co-ordinating and subordinating conjunctions (Book 2: unit 8/23/25) (Joining word ‘and’/’because’)
8	Adverbs – adding ‘ly’, when/where, (Book 2: unit 9/21)
9	Comparative (Book 2: unit 26)
10	Proper, collective and compound nouns (Book 2: unit 11)
11	Pronouns (Book 2: unit 13)
12	Commas (Book 2: unit 15)
13	Comparative adjectives (Book 2: unit 16)
14	Verbs – Past progressive and past simple (Book 2: unit 19/22)
15	Adjectives – superlatives (Book 2: unit 20)
16	Nouns – adding ‘ness’ (Book 2: unit 20)
17	Adjectives – adding ‘ful’ (Book 2: unit 28)
18	Apostrophes
19	Contractions
20	Confusing words – homophones and near homophones.

Key: Introduced in EYFS Introduced in Year 1

Year 3 – Spelling, Grammar and Punctuation Plan

Vocabulary/Terminology:

Throughout the year carry out vocabulary work based on word families and prefixes and suffixes. (unit 22 and 24) Address Standard English and subject verb agreement throughout the year in Fast Fives and in verbal communication.

Key question when teaching word classes:

What job does it have in the sentence?

Vocabulary:

Separates, formal, informal, inverted commas, headings, sub-headings, introduction, onomatopoeia, alliteration, simile, metaphor, rhythm, repetition, chronological, imperative verbs.

<u>Order</u>	<u>Grammar</u>
1	Nouns (unit 16)
2	Adjectives (unit 3, 9, 13, 17, 21)
3	Verbs (tenses) (unit 8, 14, 27)
4	Adverbs (unit 6, 12, 23)
5	Subject, object, verb
6	Clauses and phrases (unit 28)
7	Conjunctions (unit 25)
8	Main and Subordinate clauses (unit 28)
9	Capital letters and full stops (unit 19)
10	Question marks and exclamation marks
11	Commas in a list
12	Apostrophes for omission and possession
13	Inverted commas for direct speech (unit 10, 20)
14	Prepositions (unit 7, 18)
15	Statement, question, exclamation, command
16	Homonyms and Homophones- for example: their, there, where, wear, which witch, night, knight

Key: Introduced in EYFS Introduced in Year 1 Introduced in Year 2

Year 4 – Spelling, Grammar and Punctuation Plan

Vocabulary/Terminology:

Throughout the year carry out vocabulary work based on word families and prefixes and suffixes. (unit 5) Address Standard English and subject verb agreement throughout the year in Fast Fives and in verbal communication.

Key question when teaching word classes:

What job does it have in the sentence?

Vocabulary:

Separates, formal, informal, inverted commas, headings, sub-headings, introduction, onomatopoeia, alliteration, simile, metaphor, rhythm, repetition, **persuasive**, chronological.

Order	Grammar
1	Nouns (unit 3, 17, 24, 26)
2	Adjectives (unit 6, 13)
3	Verbs (tenses) (unit 9, 12, 15, 18, 22)
4	Adverbs and adverbs of time (unit 10, 16, 23, 27)
5	Subject, object, verb (unit 11)
6	Clauses and phrases (unit 2)
7	Conjunctions
8	Pronouns (Inc. possessive) (unit 8)
9	Determiners
10	Noun phrases
11	Adverbial phrases
12	Main and subordinate clauses
13	Question marks and exclamation marks
14	Statement, question, exclamation, command
15	Commas in a list and after fronted adverbials
16	Apostrophes for omission and possession (plural) (unit 20)
17	Inverted commas for direct speech and comma to separate the speech (unit 14, 4, 25)
18	Prepositions

Key:

Introduced in EYFS
Introduced in Year 1
Introduced in Year 2
Introduced in Year 3
Introduced in Year 4
Introduced in Year 5
Introduced in Year 6

Year 5 - Spelling, Grammar, Punctuation and Spelling Plan

Vocabulary/Terminology:

Throughout the year carry out vocabulary work based on word families and prefixes and suffixes. Address Standard English and subject verb agreement throughout the year in Fast Fives and in verbal communication.

Key question when teaching word classes:

What job does it have in the sentence?

Vocabulary:

Parenthesis, cohesion, formal, informal, inverted commas, headings, sub-headings, ambiguity, introduction, conclusion, onomatopoeia, alliteration, personification, simile, metaphor, rhythm, repetition, chronological.

Order	Grammar
1	Nouns (unit 6)
2	Adjectives (unit 11)
3	Verbs (tenses) (unit 3, 10, 18, 21)
4	Modal verbs (unit 24)
5	Adverbs and adverbs of time (unit 5, 23)
6	Subject, object, verb (unit 8, 15)
7	Clauses and phrases
8	Conjunctions
9	Prepositions
10	Question marks and exclamation marks
11	Statement, question, exclamation, command
12	Pronouns (Inc. possessive) (unit 2, 12, 16)
13	Determiners
14	Noun phrases
15	Adverbial phrases and prepositional phrases
16	Commas in a list and after fronted adverbials (unit 19, 26)
17	Main and subordinate clauses and comma to separate subordinate and main clauses
18	Relative pronouns and clauses and embedded relative clauses (unit 17, 25)
19	Parenthesis- brackets, dashes, double commas (unit 27)
20	Antonyms and synonyms
21	Apostrophes for omission and possession (plural) (unit 14)
22	Inverted commas for direct speech and comma to separate the speech (introduce when required) (unit 4, 7)

Key: Introduced in EYFS | Introduced in Year 1 | Introduced in Year 2 | Introduced in Year 3 | Introduced in Year 4 | Introduced in Year 5 | Introduced in Year 6

Year 6 – Spelling, Grammar and Punctuation Plan

Vocabulary/Terminology:

Throughout the year carry out vocabulary work based on word families and prefixes and suffixes. Address Standard English (unit 28) and subject verb agreement throughout the year in Fast Fives and in verbal communication.

Key question when teaching word classes:

What job does it have in the sentence?

Vocabulary:

Parenthesis, etymology, cohesion, biased, neutral, formal, informal, subjunctive, inverted commas, atmosphere, headings, sub-headings, ambiguity, introduction, conclusion, onomatopoeia, alliteration, assonance, personification, simile, metaphor, rhythm, repetition, chronological, persuasive.

Order	Grammar
1	Nouns (unit 12)
2	Adjectives
3	Verbs (tenses) (unit 7)
4	Modal verbs (unit 5, 17)
5	Adverbs
6	Subject, object, verb (unit 1, 2, 18, 23, 26)
7	Clauses and phrases inc. capital letters and full stops
8	Conjunctions and Prepositions
9	Antonyms and synonyms
10	Question marks and exclamation marks
11	Statement, question, exclamation, command
12	Pronouns (Inc. possessive) (unit 4)
13	Determiners
14	Noun phrases
15	Adverbial phrases and prepositional phrases
16	Commas in a list and after fronted adverbials
17	Main and subordinate clauses and comma to separate subordinate and main clauses (unit 8, 10)
18	Apostrophes for omission and possession (plural)
19	Inverted commas for direct speech and comma to separate the speech (unit 16)
20	Semi-colons between two main clauses and in a list (unit 21)
21	Colons to separate clauses and to introduce a list (unit 21)
22	Relative pronouns and clauses and embedded relative clauses (unit 6, 20, 26)
23	Parenthesis- brackets, dashes, double commas
24	Active and Passive sentences (unit 27)
25	Ellipsis, hyphen, bullet points (unit 15, 25)
26	Progressive, perfect tenses
27	Subjunctive

Key: Introduced in EYFS Introduced in Year 1 Introduced in Year 2 Introduced in Year 3
 Introduced in Year 4 Introduced in Year 5 Introduced in Year 6

Spellings

EYFS - All children will be encouraged to use their phonics skills when writing words. Teachers will encourage a variety of spelling strategies when teaching, e.g. oral segmenting, segmenting, use of Nebula SSP resources (sound mats and word walls), and phonetic attempts at spelling words. Spelling words will be taught in line with the Nebula SSP. Children will be encouraged to make phonetic attempts at spelling words when completing writing tasks and in provision. Teachers will begin teaching spelling of other core vocabulary from Spring 2 in line with the Nebula SSP (these words might have been covered earlier in the year for word reading). The spellings listed below will start from Spring 2:

Spring 2	Summer 1	Summer 2
I the is as a no go of to into his has put	she me he be we was you my like her are all they have said do so some come little	one heard were there what when out oh Mr Mrs people their called looked ask asked

Year 1 - Children in Year 1 will revise spelling strategies that they have been exposed to in EYFS. Teachers will encourage a variety of spelling strategies when teaching, e.g. oral segmenting, segmenting, use of Nebula SSP resources (sound mats and word walls), phonetic attempts at spelling words, alternative spellings and spelling patterns. Spelling words will be taught in line with the Nebula SSP. All children have access to Spelling shed to complete weekly spelling homework (<https://www.spellingshed.com/en-gb>).

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
the a do to today of said says are were was is his has I	you your they be she me he we no go so by my here there where love come some one once ask friend	ask friend school put push pull full house mouse our said were out like one when do some come there what so	Mr Mrs looked made your came saw don't asked very make put called old I'm by their oh could would should about time	house mouse day people here moonlit raincoat handbag starfish football tractor rabbit windmill floating jumping find magic city fly chef field unicorn snow soup	do was head treasure measure closure leisure camouflage sabotage casual visual (consolidation of common exception words, spelling patterns and high frequency words).

Year 2 - Children in Year 2 will revise spelling strategies that they have been exposed to in EYFS and Year 1. Teachers will encourage a variety of spelling strategies when teaching, e.g. segmenting, use of Nebula SSP resources (sound mats and word walls), alternative spellings and spelling patterns. Spelling words will be taught in line with the Nebula SSP. All children have access to Spelling shed to complete weekly spelling homework (<https://www.spellingshed.com/en-gb>).

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
after	half	air	eat	animals	new
again	hold	boy	eggs	another	next
any	hour	its	ever	around	narrator
bath	improve	key	birds	inside	may
beautiful	kind	know	better	garden	magic
because	last	use	need	coming	giant
behind	many	way	never	different	he's
both	mind	well	rabbit	dragon	let's
break	money	want	really	floppy	we're
busy	most	wanted	queen	grandad	found
child	move	across	couldn't	jumped	
children	Mr	along	didn't	everyone	(consolidation
Christmas	Mrs	green	that's	looking	of common
class	old	girl	there's	small	exception
climb	only	grow	I've	pulled	words,
clothes	parents	sea	I'll	think	spelling
could	pass	say	Can't	three	patterns and
cold	path	or	wish	where	high
door	people	one	work	which	frequency
even	plant	other	window	under	words).
every	poor	park	wind	something	
everybody	pretty	over	why	stopped	
eye	prove	tea	thought	shouted	
fast	should	two	through	round	
father	steak	trees	than	place	
find	sugar	first	these	suddenly	
floor	sure	head	things	snow	
gold	told	cried	thing	miss	
grass	water	long		morning	
great	whole	bear		mother	
fast	who	lived			
	wild	before			
	would	began			
	air	baby			
	boy	away			
	its				
	key				
	know				

Year 3 and 4 - Children in Years 3 and 4 will revise the spelling patterns studied in Years 1 and 2, as well as learning the new spelling patterns below. All pupils have access to Spelling Shed <https://www.spellingshed.com/en-gb/> to complete weekly spelling homework.

Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.

Year 5 and 6 - Children in Years 5 and 6 will revise the spelling patterns studied in Years 3 and 4, as well as learning the new spelling patterns below. All pupils have access to Spelling Shed to complete weekly spelling homework (<https://www.spellingshed.com/en-gb/>)

Word list – years 5 and 6

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (–ped, –ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	
disastrous	parliament	