



Diamond Hall Junior Academy

SPAG Overview



GPS scheme of work	Autumn	Spring	Summer
Year 3	Year 2 revision Conjunctions Determiners	Adverbs Prepositions Speech Tenses	Paragraphs Word families Prefixes
Year 4	Year 3 revision Conjunctions Determiners	Adverbs Prepositions Speech Tenses	Paragraphs Word families Prefixes
Year 5	Year 4 revision Relative clauses Modal verbs Adverbs	Parenthesis Expanded noun phrases Tenses	Commas Cohesion Prefixes and suffixes
Year 6	Revision from Y5 Synonyms and Antonyms Word classes Subjunctive form	Punctuation 1 Active and Passive Formal and Informal Punctuation 2 Hyphens	Cohesion SATS Consolidation

Year 3

Autumn

Spring

Summer

1. Y2 Revision

- To learn how to use expanded noun phrases to describe and specify
- To learn how to use both familiar and new punctuation correctly (A . ? ! , ')
- To know how the grammatical patterns in a sentence indicate its function as a question, command, exclamation or statement
- To be able to use co-ordination (or, and, but) and sub-ordination (when, if, that, because)
- To use the present and past tenses correctly and consistently including the progressive form

2. Determiners

- To use the forms a or an according to whether the next word begins with a consonant or a vowel

3. Conjunctions

- To extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
- To use conjunctions to express time, place and cause (for example, when, before, after, while, so, because)

1 Nouns

- To know the different types of nouns including abstract nouns

2. Prepositions

- To learn to use prepositions to express time, place and cause using prepositions [for example, before, after, during, in, because of]

3. Adverbs

- To learn to use adverbs to express time, place and cause using adverbs [for example, then, next, soon, therefore]

4. Paragraphs

1. Speech

- To begin to use inverted commas to punctuate direct speech

2. Tenses

- To use the present perfect form of verbs in contrast to the simple past [for example, He has gone out to play contrasted with He went out to play]

3. Word Families

- To learn about word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]

4. Prefixes

- To learn to form nouns using a range of prefixes [for example super-, anti-, auto-]

[for example, a rock, an
open box]

Year 4

Autumn

1. Ready to write (year 3 revision)

- To use the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]
- To extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
- To express time, place and cause using conjunctions [for example, when, before, after, while, so, because]
- To express time, place and cause using adverbs [for example, then, next, soon, therefore]
- To express time, place and cause using prepositions [for example, before, after, during, in, because of]
- To begin to use inverted commas to punctuate direct speech
- To use the present perfect form of verbs instead of the simple past [for example, He has gone out to play

3. Fronted Adverbials

- To use fronted adverbials [for example, Later that day, I heard the bad news.]
- To use commas after fronted adverbials.

Spring

1. Apostrophes

- To indicate possession by using the possessive apostrophe with plural nouns
- To understand the grammatical difference between plural and possessive –s
- To use apostrophes to mark plural possession [for example, the girl's name, the girls' names]

2. Speech

- To use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]

3. Noun Phrases

- To create phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)

4. Suffixes

- To spell words with endings sounding like /ʒə/ or /tʃə/

Summer

1. Standard English

- To use the correct Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]

2. Paragraphs

- To use paragraphs to organise ideas around a theme

3. Suffixes 2

- To use further prefixes and suffixes and know how to add them (-ation, -ly, -ous)
- To spell words with endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian

contrasted with He went out to play]

2. Pronouns

- To be able to choose nouns or pronouns appropriately within and across sentences for clarity and cohesion and to avoid repetition

Year 5

Autumn

1. Ready to Write (Year 4 revision)

- To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
- To use fronted adverbials and commas after fronted adverbials
 - To understand the grammatical difference between plural and possessive –s
- To use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]

2. Relative clauses

- To use relative clauses beginning with who, which, where, when, whose, that or

3. Modal Verbs

- To use modal verbs to indicate degrees of possibility
- To indicate degrees of possibility using modal verbs [for example, might, should, will, must]

4. Adverbs

To use adverbs to indicate degrees of possibility [for example, perhaps, surely]

Spring

1. Parenthesis

- To use brackets, dashes or commas to indicate parenthesis

2. Expanded Noun Phrases

- To use expanded noun phrases to convey complicated information concisely

3. Tenses

- To use the perfect form of verbs to mark relationships of time and cause

Summer

1. Commas

- To use commas to clarify meaning or avoid ambiguity in writing

2. Cohesion

- To use devices to build cohesion within a paragraph [for example, then, after that, this, firstly]
- To link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]

3. Prefixes

- To use further verb prefixes [for example, dis-, de-, mis-, over- and re-]

4. Suffixes

- To learn to convert nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]

with an implied (ie omitted) relative pronoun					
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Year 6

Autumn

1. Ready to Write (Year 5 revision)

- To use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
- To use modal verbs to indicate degrees of possibility
- To be able to indicate degrees of possibility using modal verbs [for example, might, should, will, must] and adverbs [for example, perhaps, surely]
- To use brackets, dashes or commas to indicate parenthesis
- To use expanded noun phrases to convey complicated information concisely
- To use the perfect form of verbs to mark relationships of time and cause
 - To use commas to clarify meaning or

Consolidating Word Classes 2

- To consolidate understanding of word classes (conjunction, preposition, determiner, subject, object)

4. Subjunctive Form

- To be able to recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
 - To recognise subjunctive forms
 - To understand 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 subjunctive forms such

Spring

1. Punctuation 1

- To use a colon to introduce a list
- To use semi-colons within lists
- To use bullet points consistently to list information

2. Active and Passive

- To learn to use passive verbs to affect the presentation of information in a sentence
- To understand the use of the passive voice to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]

4. Punctuation 2

- To use semi-colons to mark boundaries between independent clauses [for example, It's raining; I'm fed up]
- To use colons to mark boundaries between independent clauses
- To use dashes to mark boundaries between independent clauses

5. Hyphens

- To learn to use hyphens to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]

Summer

Revision

SATS

Cohesion

- To link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis
- To use layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Consolidation KS2

avoid ambiguity in writing

2. Synonyms and Antonyms

- To know how words are related by meaning as synonyms and antonyms [for example, big, large, little]

3. Consolidating Word Classes 1

To consolidate understanding of word classes (noun, verb, adjective, adverb)

as *If I were* or *Were they to come* in some very formal writing and speech]

3. Formal and Informal

- To recognise vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms
- To understand 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]
- To understand 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 subjunctive forms such as *If I were* or *Were they to come* in some very formal writing and speech