

St Martin's Y1-Y6 Overview of EGPS

	Autumn	Spring	Summer
Year 1	<ul style="list-style-type: none"> -Finger spaces -Punctuating sentences -Full stops -Sentences -Capital letters 	<ul style="list-style-type: none"> -Conjunctions -Exclamations -Capital letters 	<ul style="list-style-type: none"> -Questions -Singular and plural -Prefixes -Suffixes -Sequencing sentences
Year 2	<ul style="list-style-type: none"> -Basic sentence -Commas -Word classes (expanded noun phrases) -Conjunctions (subordination and coordination) -Sentence types 	<ul style="list-style-type: none"> -Word classes (adjectives to adverbs use of ly) -Apostrophes -Sentence types -Tenses -Suffixes 	<ul style="list-style-type: none"> -Suffixes -SATs type questions -Consolidation
Year 3	<ul style="list-style-type: none"> -Review previous learning -Determiners -Conjunctions (joining clauses) 	<ul style="list-style-type: none"> -Adverbs -Prepositions -Speech (inverted commas) -Tenses 	<ul style="list-style-type: none"> -Nouns -Paragraphs -Word families -Prefixes
Year 4	<ul style="list-style-type: none"> -Review previous learning -Determiners -Pronouns -Fronted adverbials 	<ul style="list-style-type: none"> -Apostrophes -Speech (inverted commas) -Noun phrases -Suffixes 	<ul style="list-style-type: none"> -Standard English (formal and informal) -Paragraphs -Suffixes
Year 5	<ul style="list-style-type: none"> -Review previous learning -Relative clauses (relative pronouns) -Modal verbs -Adverbs 	<ul style="list-style-type: none"> -Parentheses -Expanded noun phrases -Word classes -Tenses 	<ul style="list-style-type: none"> -Commas -Cohesion -Prefixes -Suffixes
Year 6	<ul style="list-style-type: none"> -Review previous learning -Synonyms and antonyms -Word classes (object and subject) -Subjunctive form 	<ul style="list-style-type: none"> -Punctuation (colon, semi-colon) -Passive and active voice -Formal and informal -Punctuation (parentheses) -Hyphens 	<ul style="list-style-type: none"> -SATs questions -Cohesion -Consolidation

St Martin's Y1-Y6 Long Term EGPS Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<ul style="list-style-type: none"> Finger spaces Punctuating sentences Capital letters Full stops Letters in alphabetical order Forming lower-case letters Forming capital letters 	<ul style="list-style-type: none"> Sentences (combining words) Capital Letters (Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I') ASSESSMENTS 	<ul style="list-style-type: none"> Conjunctions (joining words and clauses using 'and') Exclamations and exclamation marks 	<ul style="list-style-type: none"> Capital Letters (Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I') ASSESSMENTS 	<ul style="list-style-type: none"> Questions and question marks Singular and plural (Regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun) 	<ul style="list-style-type: none"> Prefixes (How the prefix un- changes the meaning of verbs and adjectives e.g. negation, for example, unkind, or undoing: untie) Suffixes (Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) Sequencing sentences to form short narratives ASSESSMENTS
Y1 Terminology	<i>Letter, Word, Sentence, Capital letter, Punctuation, Full stop</i>	<i>language relating to dates, including days of the week, weeks, months and years</i>	<i>Word, Sentence</i>		<i>Singular, Plural</i>	
Year 2	<ul style="list-style-type: none"> Basic sentence (capital letters for places, names, week days and I) Punctuation (full stops, exclamation marks, question marks) 	<ul style="list-style-type: none"> Conjunctions Co-ordination: using or, and, but Subordination: using when, if, that, because) Sentence types (questions and commands) ASSESSMENTS 	<ul style="list-style-type: none"> Word classes (adjectives to adverbs use of ly) Apostrophes (to mark where letters are missing in spelling and to mark singular possession in 	<ul style="list-style-type: none"> Sentence types (exclamations and statements) Tenses (present and past tenses including the progressive form) Suffixes (formation of nouns using suffixes ness, er 	<ul style="list-style-type: none"> Suffixes (use of the suffixes er, est in adjectives) SATs type questions 	<ul style="list-style-type: none"> Consolidation ASSESSMENTS

	<ul style="list-style-type: none"> • Making sentences • Joining sentences using 'and' • Commas (commas to separate items in a list) • Word classes: expanded noun phrases (e.g. the blue butterfly, plain four, the man in the moon) 		nouns e.g. the girl's hat)	and by compounding such as whiteboard, superman) <ul style="list-style-type: none"> • Suffixes (formation of adjectives using suffixes ful, less) SEE SPELLING PLAN <ul style="list-style-type: none"> • ASSESSMENTS 		
Y2 Terminology	<i>Comma, Noun phrase, adjectives</i>	<i>Question, command,</i>	<i>Letter, word, apostrophe</i>	<i>Statement, exclamation, tense (past, present), suffix</i>		
Year 3	<ul style="list-style-type: none"> • Review previous learning • Expanded noun phrases • Punctuation: full stops, capitals, exclamation marks, question marks, commas, apostrophes) • Conjunctions • Tenses (past and present) 	<ul style="list-style-type: none"> • Determiners (a or an) • Conjunctions for joining clauses: using when, if, because, although • Conjunctions to express time, place and cause (when, before, after, while, so because) • ASSESSMENTS 	<ul style="list-style-type: none"> • Adverbs to express time, place and cause (e.g. then, next, soon, therefore) • Prepositions to express time, place and cause (e.g. before, after, during, in, because of) 	<ul style="list-style-type: none"> • Speech (inverted commas for direct speech) • Tenses (use of the present perfect form of verbs instead of simple past (e.g. he has gone out to play instead of he went out to play) • ASSESSMENTS 	<ul style="list-style-type: none"> • Nouns • Paragraphs (grouping ideas, headings, sub-headings) 	<ul style="list-style-type: none"> • Word families based on common words (e.g. solve, solution, solver, dissolve, insoluble) • Prefixes (formation of nouns using super, anti, auto) • ASSESSMENTS
Y3 Terminology	<i>Recap previous vocab</i>	<i>Determiner, consonant, vowel, Conjunction, clause, subordinate clause</i>	<i>Preposition</i>	<i>Direct speech, inverted commas</i>	<i>Different types of nouns (not statutory) Paragraphs</i>	<i>Word family, Prefix</i>
Year 4	<ul style="list-style-type: none"> • Review previous learning • Determiners (using an or a) 	<ul style="list-style-type: none"> • Pronouns (choosing nouns and pronouns for clarity and cohesion) 	<ul style="list-style-type: none"> • Apostrophes (possession with plural nouns) • Speech -inverted commas to show 	<ul style="list-style-type: none"> • Noun phrases expanded by the addition of modifying adjectives, nouns 	<ul style="list-style-type: none"> • Standard English (formal and informal) • Paragraphs 	<ul style="list-style-type: none"> • Suffixes (-ation, -ly, -ous, sing the suffix -ly, -tion, -sion, -ssion, -cian) • ASSESSMENTS

	<ul style="list-style-type: none"> Coordinating and subordinating conjunctions Conjunctions for time, place and cause Adverbs for time, place and cause Prepositions for time, place and cause Inverted commas for speech Tenses (present perfect form instead of simple past) 	<ul style="list-style-type: none"> Possessive pronouns Fronted adverbials Commas after fronted adverbials ASSESSMENTS 	<p>direct speech: e.g. The conductor shouted, "Sit down!"</p>	<p>and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <ul style="list-style-type: none"> Suffixes SEE SPELLING PLAN <p>ASSESSMENTS</p>		
Y4 Terminology	<i>Review terminology from year 3</i>	<i>Pronouns, possessive pronouns, adverbials, fronted adverbials,</i>	<i>Inverted commas Apostrophes</i>	<i>Expanded noun phrases, adjectives</i>	<i>Standard English, formal, informal, tenses</i>	<i>Suffixes</i>
Year 5	<ul style="list-style-type: none"> Review previous learning Noun phrases expanded Fronted adverbials with commas Inverted commas Relative clauses beginning with who, which, where, when, whose, that Relative pronouns 	<ul style="list-style-type: none"> Modal verbs to indicate degrees of possibility (e.g. might, should, will, must) Adverbs to indicate degrees of possibility (e.g. perhaps, surely) ASSESSMENTS 	<ul style="list-style-type: none"> Parentheses (using brackets, dashes, commas to indicate parenthesis) Expanded noun phrases Word classes (review all word classes) 	<ul style="list-style-type: none"> Tenses (using the perfect form of verbs to mark relationships of time and cause) ASSESSMENTS 	<ul style="list-style-type: none"> Commas to clarify meaning or avoid ambiguity Cohesion -devices to build cohesion within a paragraph e.g. then, after, that, this, firstly -link ideas across paragraphs using adverbials of time e.g. later; place e.g. nearby; and number e.g. secondly; tense 	<ul style="list-style-type: none"> Prefixes (dis, de, mis, over, re) Suffixes: converting nouns into adjectives using ate, ise, ify ASSESSMENTS

					choices e.g. he had seen her before	
Y5 Terminology	<i>Relative pronoun, relative clause</i>	<i>Modal verb, adverbs of possibility</i>	<i>Parenthesis, bracket, dashes, commas</i>	<i>Simple, progressive, perfect</i>	<i>Ambiguity, cohesion</i>	
Year 6	<ul style="list-style-type: none"> Review previous learning Relative clauses Modal verbs Adverbs of possibility Parentheses (brackets, dashes, commas) Expanded noun phrases Tenses (perfect form) Commas Synonyms and antonyms 	<ul style="list-style-type: none"> Word classes (object and subject) Subjunctive form Vocabulary for formal and informal speech Sentence structures for formal and informal ASSESSMENTS 	<ul style="list-style-type: none"> Punctuation (colon: introduce a list, semi-colon: within lists) Punctuating with bullet points Passive and active voice 	<ul style="list-style-type: none"> Punctuation (parentheses) Punctuation (colons and semi-colons to mark independent clauses) Hyphens ASSESSMENTS 	<ul style="list-style-type: none"> Revision SATs questions Cohesion: Linking 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 Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] SATs 	<ul style="list-style-type: none"> Consolidation of KS2
Y6 Terminology	<i>Synonyms and antonyms</i>	<i>Subject and object Subjunctive form</i>	<i>Colon, semi-colon, bullet point, active, passive,</i>	<i>Hyphens</i>	<i>Ellipsis</i>	