**Year 5 SPAG Long Term Plan**

**Expected punctuation**

* **capital letters**
* **full stops**
* **exclamation marks**
* **question marks**
* **inverted commas**
* **commas (to separate words in a list)**
* **commas (to separate an independent clause from a subordinate clause)**
* **commas (to mark a fronted adverbial of time, reason, manner or place)**
* **apostrophes to mark plural possession**
* **commas (to clarify meaning or avoid ambiguity)**
* **brackets, dashes or commas to indicate parenthesis**

**Expected grammar**

* **sentence types (statement, command, question, exclamation)**
* **coordinating conjunctions (using acronym ‘fanboys’)**
* **expanded noun phrases (including adding a prepositional phrase)**
* **tense (past simple, present simple)**
* **tense (past progressive, present progressive)**
* **tense (past perfect, present perfect)**
* **subordinating conjunction (using acronym ‘a white bus’)**
* **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]**
* **appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition**
* **prepositions**
* **adverbs (time, reason, manner, place)**
* **fronted adverbials**
* **use of paragraphs to organise ideas around a theme**
* **devices to build cohesion within a paragraph [for example, then, after that, this, firstly]**
* **modal verbs**

**Terminology**

* **conjunction**
* **preposition**
* **word family**
* **subordinating clause**
* **determiner**
* **pronoun**
* **possessive pronoun**
* **adverbial**
* **modal verb**
* **relative pronoun**
* **relative clause**
* **parenthesis**
* **brackets**
* **dash**
* **cohesion**
* **ambiguity**