

<u>Text Structure</u>	<u>Sentence Construction</u>	<u>Word / Language</u>	<u>Punctuation</u>	<u>Spelling</u>
<p>Consolidate Autumn term</p> <p><u>Introduce:</u> <u>Non-Fiction</u></p> <p>Planning tools: Text map / washing line</p> <p>Heading</p> <p>Introduction Opening factual statement</p> <p>Middle section(s) Simple factual sentences around a theme</p> <p>Bullet points for instructions</p> <p>Ending Concluding sentence</p>	<p>Consolidate Autumn term</p> <p><u>Introduce:</u></p> <p>Types of sentences: Questions Exclamations</p> <p>Simple Conjunctions: <i>and/or/but/so/because/ when/</i></p> <p>Compound sentences using conjunctions (coordinating conjunctions) e.g. <i>The children played on the swings and slid down the slide.</i></p> <p>Complex sentences: Use of because</p> <p>Temporal Connectives First, Next, Then etc</p>	<p>Consolidate Autumn term</p> <p><u>Introduce:</u></p> <p><i>Alliteration</i> e.g. <i>dangerous dragon, slimy snake</i></p> <p><i>Precise clear language to give information</i> e.g. <i>First, switch on the red light button</i></p>	<p>Consolidate Autumn term</p> <p><u>Introduce:</u></p> <p>Question marks</p> <p>Exclamation marks</p>	<p>Consolidate Autumn term</p> <p>Phonic phases 3,4,5 and 6</p> <p>Name the letters of the alphabet in order</p> <p>Use letter names to distinguish between alternative spellings of the same sound.</p>