

<u>Text Structure</u>	<u>Sentence Construction</u>	<u>Word / Language</u>	<u>Punctuation</u>	<u>Spelling</u>
<p>Consolidate Year 1 list <u>Introduce:</u></p> <p><u>Fiction</u> Secure use of planning tools: Story map / story mountain / story grids / 'Boxing –up' grid</p> <p>Plan opening around character(s), setting, time of day and type of weather Understanding five parts to a story</p> <p>Opening e.g. In a land far away... Build Up e.g. Later that day Problem / Dilemma / Event e.g. Suddenly Resolution e.g. As soon as Ending e.g. Luckily,</p>	<p>Consolidate Year 1 list <u>Introduce:</u></p> <p>Types of sentences: Statements Questions Exclamations Commands</p> <p>Vary openers to sentences</p> <p>Embellished simple sentences using adjectives e.g. <i>the boys peeped inside the dark cave</i> Adverbs e.g. <i>Tom ran quickly down the hill</i></p> <p>Secure use of compound and complex sentences using conjunctions: and/but/so/when/because</p> <p>Expanded noun phrases e.g. <i>lots of people, plenty of food</i></p> <p>List of 3 for description e.g. <i>He wore old shoes, a dark coat and a red hat.</i></p>	<p>Consolidate Year 1 list <u>Introduce:</u></p> <p>Prepositions: <i>Behind above along before</i></p> <p>Two adjectives to describe the noun e.g. <i>The scary, old women...</i></p> <p>Adverbs for description e.g. <i>Snow fell gently and covered the cottage in the wood.</i></p> <p>Adverbs for information e.g. <i>Lift the pot carefully onto the tray.</i></p>	<p>Consolidate Year 1 list <u>Introduce:</u></p> <p>Demarcate sentences: Capital letters Full stops Question Marks Exclamation marks Commas to separate items in a list</p>	<p>Consolidate Phonics from Year 1</p> <p>Continue with phonic phases</p>