

<u>Text Structure</u>	<u>Sentence Construction</u>	<u>Word / Language</u>	<u>Punctuation</u>	<u>Spelling</u>
<p>Consolidate Autumn list</p> <p><u>Introduce:</u></p> <p><u>Fiction</u></p> <p>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 with more complex vocabulary</p> <p>Opening e.g. <i>In a land far away... One cold but bright morning...</i> Build Up e.g. <i>Later that day</i> Problem / Dilemma / Event e.g. <i>To his amazement</i> Resolution e.g. <i>As soon as</i> Ending e.g. <i>Luckily, Fortunately</i></p> <p>Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</p>	<p>Consolidate Autumn list</p> <p><u>Introduce:</u></p> <p>-‘ly’ starters e.g. usually, finally, eventually</p> <p>Complex sentences (subordination) using: because, when, if, that</p> <p>Drop in relative clause: who/which e.g. Sam, who was lost, sat down and cried</p> <p>The consistent use of present tense versus past tense through texts Use of the continuous form of verbs in the present and past tense to make actions in progress e.g. She is drumming, he was dancing</p>	<p>Consolidate Autumn list</p> <p><u>Introduce:</u></p> <p>Alliteration e.g. <i>wicked witch</i></p> <p>Generalisers for information e.g. <i>Most dogs...</i></p> <p>Similes using like e.g. <i>...like sizzling sausages</i></p> <p>Powerful adjectives</p>	<p>Consolidate Autumn list</p> <p><u>Introduce:</u></p> <p>Comma after –ly opener e.g. <i>Fortunately,</i></p> <p>Speech bubbles/ speech marks for direct speech</p>	<p>Consolidate Phonics from Autumn term</p> <p>Continue with phonic phases</p> <p>Formation of nouns using suffixs such as – ness, -er</p> <p>Use of the suffixes –er and –est to form comparisons of adjectives and adverbs</p>