

<u>Text Structure</u>	<u>Sentence Construction</u>	<u>Word / Language</u>	<u>Punctuation</u>	<u>Spelling</u>
<p>Consolidate Autumn list <u>Introduce:</u></p> <p><u>Non-Fiction</u></p> <p>Secure use of planning tools: Text Map / Washing line / 'Boxing-up' grid</p> <p>Introduction: <b>Heading</b> Hook to engage reader Factual statement / definition Opening question</p> <p>Middle Section(s) Group related ideas / facts into sections <b>Sub headings</b> to introduce sentences / sections Use of lists – what is needed / lists of steps to be taken Diagrams</p> <p>Ending Make final comment to reader Extra Tips! / Did you know? Facts true / false</p>	<p>Consolidate Autumn list <u>Introduce:</u></p> <p>-‘ly’ starters e.g. usually, finally, eventually</p> <p>Complex sentences (subordination) using: because, when, after, if</p> <p>Drop in relative clause: who/which e.g. Sam, who was lost, sat down and cried</p> <p><b>The consistent use of present tense versus past tense through texts</b> <b>Use of the continuous form of verbs in the present and past tense to make actions in progress e.g.</b> <b>She is drumming, he was dancing</b></p>	<p>Consolidate Autumn list <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 <u>Introduce:</u></p> <p>Comma after –ly opener e.g. <i>Fortunately,</i></p> <p><b>Speech bubbles/ speech marks for direct speech</b></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>