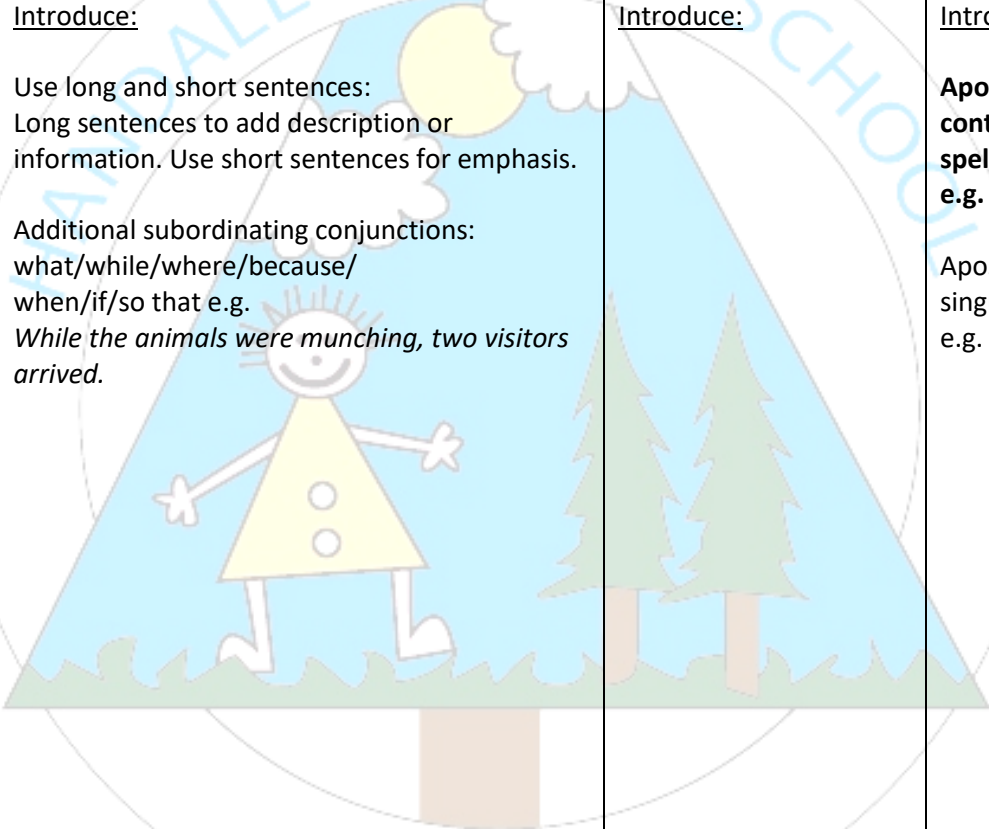


<u>Text Structure</u>	<u>Sentence Construction</u>	<u>Word / Language</u>	<u>Punctuation</u>	<u>Spelling</u>
<p>Consolidate Spring list <u>Introduce:</u></p> <p><u>Fiction</u> Secure use of planning tools: Story map / story mountain / story grids / 'Boxing –up' grid</p> <p>Plan opening around character(s), setting, time of day and type of weather Understanding five parts to a story 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 Spring list <u>Introduce:</u></p> <p>Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis.</p> <p>Additional subordinating conjunctions: what/while/where/because/ when/if/so that e.g. <i>While the animals were munching, two visitors arrived.</i></p> 	<p>Consolidate Spring list <u>Introduce:</u></p> <p>Apostrophes to mark contracted forms in spelling e.g. don't, can't</p> <p>Apostrophes to mark singular possession e.g. the cat's name</p>	<p>Consolidate Spring list <u>Introduce:</u></p> <p>Apostrophes to mark contracted forms in spelling e.g. don't, can't</p> <p>Apostrophes to mark singular possession e.g. the cat's name</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>