

<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>Non-Fiction</u> Secure use of planning tools: Text Map / Washing line / 'Boxing-up' grid</p> <p>Introduction: Heading Hook to engage reader Factual statement / definition Opening question</p> <p>Middle Section(s) Group related ideas / facts into sections Sub headings 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 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>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>