

<u>Text Structure</u>	<u>Sentence Construction</u>	<u>Word / Language</u>	<u>Punctuation</u>	<u>Spelling</u>
<p>Consolidate Reception list</p> <p><u>Introduce:</u> <u>Non-Fiction</u></p> <p>Secure use of planning tools: e.g. Text map, washing line, 'Boxing-Up' grid, story grids</p> <p>Paragraphs to organise ideas around a theme Write under headings and sub-headings</p> <p><u>Introduction</u> Develop hook to introduce and tempt reader in e.g. <i>Who...? What...? Where...? Why...? When...? How...?</i></p> <p><u>Middle Section(s)</u> Group related ideas / facts into paragraphs Sub headings to introduce sections / paragraphs Topic sentences to introduce paragraphs</p> <p><u>Develop Ending</u> Personal response Extra information / reminders e.g. Information boxes / Five Amazing Facts Wow comment</p> <p>Use of the perfect form of verbs to mark relationships of time and cause e.g. <i>I have written it down so I can check what it said.</i> Use of present perfect instead of simple past.</p> <p>Non-Negotiables written in bold</p>	<p>Consolidate Reception list</p> <p><u>Introduce:</u></p> <p>Vary long and short sentences: Long sentences to add description or information. Short sentences for emphasis and making key points e.g. Sam was really unhappy. Visit the farm now.</p> <p>Embellished simple sentences: Adverb starters to add detail e.g. <i>Carefully, she crawled along the floor of the cave....</i> <i>Amazingly, small insects can....</i> Adverbial phrases used as 'where', 'when' or 'how' starter Fronted abverbials A few days ago, <i>we discovered a hidden box.</i> At the back of the eye, <i>is the retina.</i></p> <p>Prepositional phrases to place the action: <i>On the mat, behind the tree, in the air</i> Compound and complex sentences using conjunctions: <i>and/or/but/so/far/when/so/before/after/while/because</i></p>	<p>Consolidate Reception list</p> <p><u>Introduce:</u></p> <p>Consolidate Year 2 list <u>Introduce:</u></p> <p>Adverbs <i>then, next, soon</i></p> <p>Prepositions <i>Next to, by the side of, in front of, during, through, throughout, because of</i></p> <p>Correctly use verbs in 1st, 2nd and 3rd person</p> <p>Powerful verbs e.g. <i>stare, slither, tremble</i></p> <p>Boastful Language e.g. <i>magnificent, unbelievable, exciting!</i></p> <p>Determiners Use of determiners <i>a</i> or <i>an</i> according to whether the next word begins with a vowel e.g. <i>a rock, an open box</i></p>	<p>Consolidate Reception list</p> <p><u>Introduce:</u></p> <p>Secure use of inverted commas for direct speech</p> <p>Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p>	<p>Consolidate Phonics from Year 2</p> <p>Suffix – ing, ed, en, ion, er, ly, ly exceptions i spelt y e.g. <i>gym, mystery</i></p> <p>u spelt ou e.g. <i>double, trouble</i></p> <p>Prefix – mis, re</p>