

<u>Text Structure</u>	<u>Sentence Construction</u>	<u>Word / Language</u>	<u>Punctuation</u>	<u>Spelling</u>
<p>Consolidate Year 2 list</p> <p><u>Introduce:</u></p> <p><u>Fiction</u> Secure use of planning tools: Story map / story mountain / story grids / 'Boxing –up' grid</p> <p>Paragraphs to organise ideas into story part</p> <p>Extended vocabulary to introduce 5 story parts: <u>Introduction</u> – should include detailed description of setting or characters <u>Build-up</u> – build in some suspense towards the problem or dilemma <u>Problem / Dilemma / Event</u> – include detail of actions / dialogue <u>Resolution</u> – should link with problem <u>Ending</u> – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.</p>	<p>Consolidate Year 2 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 <i>A few days ago, we discovered a hidden box.</i> <i>At the back of the eye, 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 Year 2 list</p> <p><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 <i>e.g. 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 Year 2 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</p> <p>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>