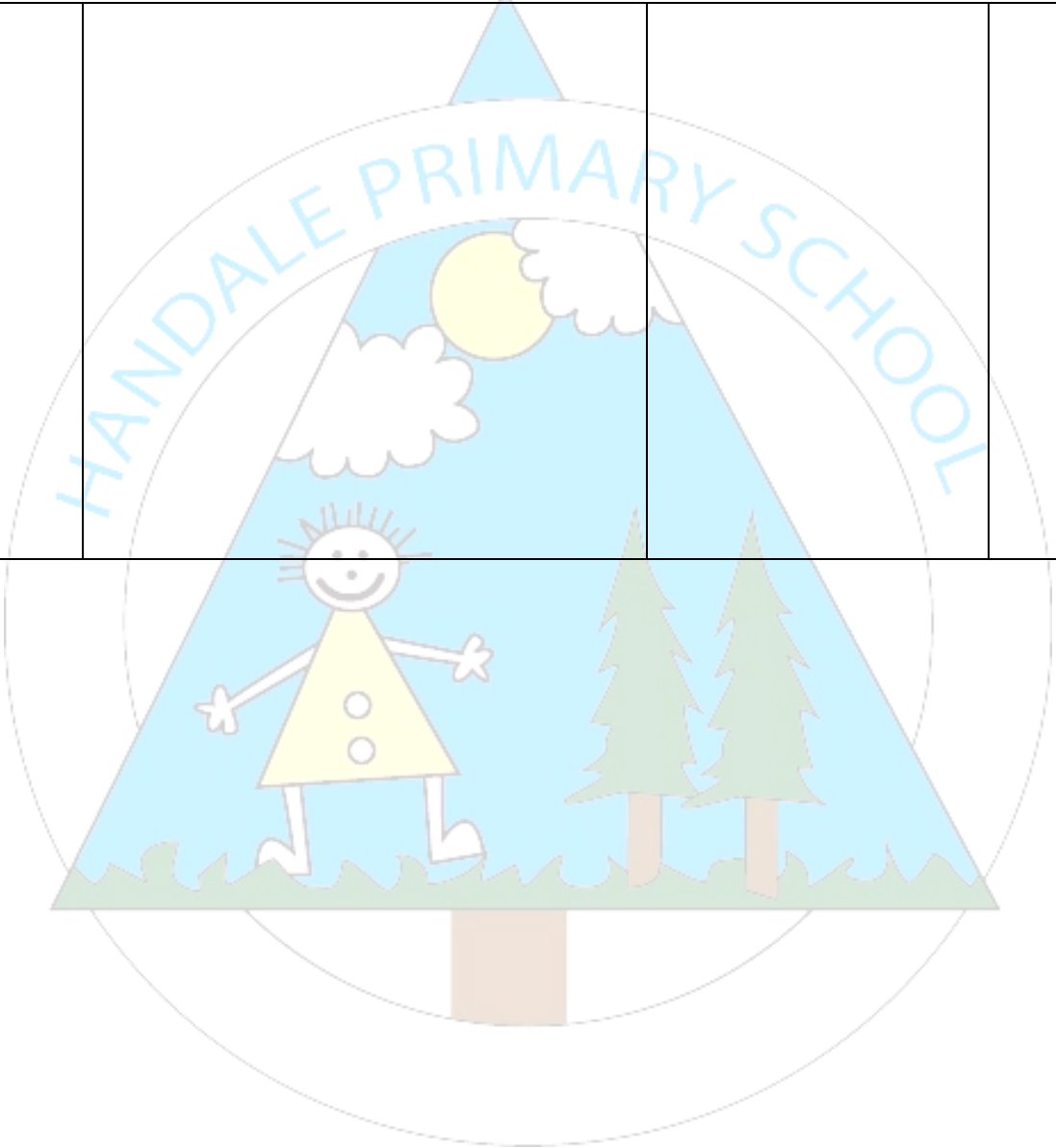


<u>Text Structure</u>	<u>Sentence Construction</u>	<u>Word / Language</u>	<u>Punctuation</u>	<u>Spelling</u>
<p>Consolidate Spring list</p> <p><u>Introduce:</u> <u>Fiction</u> Secure use of planning tools: Story map / story mountain / story grids / 'Boxing –up' grid</p> <p>Paragraphs to organise ideas 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 Spring list</p> <p><u>Introduce:</u> Develop complex sentences (Subordination) with range of subordinating conjunctions - 'ing' clauses as starters e.g. <i>Sighing, the boy finished his homework.</i> <i>Grunting, the pig lay down to sleep.</i></p> <p>Sentence of 3 for description e.g. <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</i></p> <p>Drop in a relative clause using: who/whom/which/whose/that e.g. <i>The girl, whom I remember, had long black hair.</i></p> <p>Pattern of 3 for persuasion e.g. Visit, Swim, Enjoy!</p>	<p>Consolidate Spring list</p> <p><u>Introduce:</u> Word families based on common words e.g. <i>teacher – teach,</i> <i>beauty – beautiful</i></p>	<p>Consolidate Spring list</p> <p><u>Introduce:</u> Colon before a list e.g. <i>What you need</i></p>	<p>Consolidate Spring list</p> <p>k sound spelt ch e.g. <i>choir, chord</i></p> <p>sh sound spelt ch e.g. <i>chalet, charlotte</i></p> <p>g sound spelt gue e.g. <i>league, fatigue, intrigue</i></p>

				
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