Text Structure	Sentence Construction	Word / Language	Punctuation	Spelling
Consolidate Autumn list <u>Introduce:</u> <u>Non-Fiction</u> Secure use of planning tools: e.g. Text map, washing line, 'Boxing-Up' grid, story grids **Paragraphs to organise ideas around a theme.** Logical organisation Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of connectives. Use of bullet points, diagrams <u>Introduction</u> Develop hook to introduce and tempt reader in e.g. *Who…? What…? Where…? Why…? When…? How…?* <u>Middle Section(s)</u> <u>Develop Ending</u> Ending should include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader	Consolidate Autumn list <u>Introduce:</u> Develop complex sentences: (Subordination) Main and subordinate clauses with a range of subordinating conjunctions. -'ed' clauses as starters e.g. *Frightened, Tom ran straight home to avoid being caught.* Expanded –'ing' clauses as starters e.g. *Grinning menacingly, he slipped the treasure into his rucksack.* Drop in – 'ing' clause e.g. *Jane, laughing at the teacher fell off her chair.* **Appropriate choice of pronoun or noun across sentences to aid cohesion.**	Consolidate Autumn list <u>Introduce:</u> The grammatical difference between plural and possessive –s Standard English forms for verbs inflections instead of local spoken forms e.g. *we were instead of we was*	Consolidate Autumn list <u>Introduce:</u> **Apostrophes to mark singular and plural possession** e.g. the girl's name, the boys' boots	Consolidate Autumn spellings Words ending in sion e.g. *collision, television* k sound spelt ch e.g. *choir, chord* sh sound spelt ch e.g *chalet, charlotte* g sound spelt gue e.g. *league, fatigue, intrigue*

Non-negotiables written in bold