

<u>Text Structure</u>	<u>Sentence Construction</u>	<u>Word / Language</u>	<u>Punctuation</u>	<u>Spelling</u>
<p>Consolidate Year 4 list</p> <p><u>Introduce:</u></p> <p><u>Non-Fiction</u></p> <p>Independent planning across all genres and application</p> <p>Secure use of range of layouts suitable to text.</p> <p>Structure</p> <p>Introduction / Middle / Ending</p> <p>Secure use of paragraphs:</p> <p>Use a variety of ways to open texts and draw reader in and make the purpose clear</p> <p>Link ideas within and across paragraphs using a full range of connectives. Use rhetorical questions to draw reader in.</p> <p>Express own opinions clearly</p> <p>Consistently maintain viewpoint</p> <p>Summary clear at the end to appeal directly to the reader.</p>	<p>Consolidate Year 4 list</p> <p><u>Introduce:</u></p> <p>Add phrases to make sentences more precise and detailed</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound and complex sentences</p> <p>Use a range of sentence openers – judging the impact or effect needed</p> <p>Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and/or effect.</p> <p>Use of rhetorical questions</p> <p>Stage directions in speech (speech+verb+action) e.g. <i>"Stop!" he shouted, picking up the stick and running after the thief.</i></p>	<p>Consolidate Year 4 list</p> <p><u>Introduce:</u></p> <p>Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p>Use pronouns to avoid repetition</p> <p>Empty words e.g. <i>Someone, somewhere was out to get him</i></p>	<p>Consolidate Year 4 list</p> <p><u>Introduce:</u></p> <p>Rhetorical questions</p> <p>Dashes</p> <p>Brackets</p> <p>Commas for parenthesis</p>	<p>Consolidate Year 4 spellings</p> <p>Endings spelt –cious e.g. <i>grace – gracious</i> <i>space - spacious</i></p> <p>Endings spelt –tious e.g. <i>ambitious. Nutritious</i></p> <p>Endings spelt –cial e.g. <i>official, artificial</i></p> <p>Endings spelt –tial e.g. <i>confidential, essential</i></p>