Text Type: Traditional Tales – Story Writing

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| **Text Structure** | **Sentence Construction** | **Word / Language** | **Punctuation** | **Spelling** |
| Consolidate Autumn term  Introduce:  Fiction  Fiction  Planning Tools: story map / story mountains  Plan opening around characters, setting, time of day and type of weather  Understanding – beginning / middle / end to a story  Understanding – 5 parts to a story:  Opening  *Once upon a time…*  Build Up  *One day…*  Problem / Dilemma  *Suddenly...*  Resolution  *Fortunately…*  Ending  *Finally…* | Consolidate Autumn term  Introduce:  Types of sentences:  Questions  Exclamations  Simple Connectives:  *and/or/but/so/because/ so that/then/that/while/ when/where*  Also as openers:  *While/When/Where*  Compound sentences using connectives (coordinating conjunctions)  e.g.  *The children played on the swings and slid down the slide.*  Complex sentences:  Use of who (relative clause)  e.g.  There are many children who like to eat ice cream. | Consolidate Autumn term  Introduce:  *Alliteration*  *e.g.*  *dangerous dragon, slimy snake*  *Precise clear language to give information*  *e.g.*  *First, switch on the red light button* | Consolidate Autumn term  Introduce:  **Question marks**  **Exclamation marks** | Consolidate Autumn  Phonic phases 3,4,5 and 6  Name the letters of the alphabet in order  Use letter names to distinguish between alternative spellings of the same sound. |

Acrostic Poem