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| **Text Structure** | **Sentence Construction** | **Word / Language** | **Punctuation** | **Spelling** |
| Consolidate Year 1 listIntroduce:FictionSecure use of planning tools:Story map / story mountain / story grids / ‘Boxing –up’ gridPlan opening around character(s), setting, time of day and type of weatherUnderstanding five parts to a story Opening e.g.In a land far away… Build Up e.g.Later that dayProblem / Dilemma / Event e.g.SuddenlyResolution e.g.As soon asEnding e.g.Luckily,  | Consolidate Year 1 listIntroduce:**Types of sentences:****Statements****Questions****Exclamations****Commands**Vary openers to sentencesEmbellished simple sentences using adjectives e.g. *the boys peeped inside the dark cave*Adverbs e.g. *Tom ran quickly down the hill***Secure use of compound sentences using connectives:****and/but/so/when/because****Expanded noun phrases e.g. *lots of people, plenty of food***List of 3 for description e.g. *He wore old shoes, a dark coat and a red hat.* | Consolidate Year 1 listIntroduce:Prepositions:*Behind above along before*Two adjectives to describe the noun e.g.*The scary, old women…*Adverbs for description e.g.*Snow fell gently and covered the cottage in the wood.*Adverbs for information e.g.*Lift the pot carefully onto the tray.* | Consolidate Year 1 list Introduce:**Demarcate sentences:****Capital letters****Full stops****Question Marks****Exclamation marks****Commas to separate items in a list** | Consolidate Phonics from Year 1Continue with phonic phases |

Text Type: Non-Chronological Report

 Poetry - Diamante