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| **Text Structure** | **Sentence Construction** | **Word / Language** | **Punctuation** | **Spelling** |
| Consolidate Year 1 list  Introduce:  Fiction  Secure use of planning tools:  Story map / story mountain / story grids / ‘Boxing –up’ grid  Plan opening around character(s), setting, time of day and type of weather  Understanding five parts to a story  Opening e.g.  In a land far away…  Build Up e.g.  Later that day  Problem / Dilemma / Event e.g.  Suddenly  Resolution e.g.  As soon as  Ending e.g.  Luckily, | Consolidate Year 1 list  Introduce:  **Types of sentences:**  **Statements**  **Questions**  **Exclamations**  **Commands**  Vary openers to sentences  Embellished 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 list  Introduce:  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 1  Continue with phonic phases |

Text Type: Non-Chronological Report

Poetry - Diamante