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| **Text Structure** | **Sentence Construction** | **Word / Language** | **Punctuation** | **Spelling** |
| Consolidate Autumn 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 with more complex vocabulary  Opening e.g.  *In a land far away… One cold but bright morning…*  Build Up e.g.  *Later that day*  Problem / Dilemma / Event e.g.  *To his amazement*  Resolution e.g.  *As soon as*  Ending e.g.  *Luckily, Fortunately*  Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation. | Consolidate Autumn list  Introduce:  -‘ly’ starters  e.g. usually, finally, eventually  Complex sentences (subordination) using:  Drop in relative clause:  who/which e.g.  Sam, who was lost, sat down and cried  **The consistent use of present tense versus past tense through texts**  **Use of the continuous form of verbs in the present and past tense to make actions in progress e.g.**  **She is drumming, he was dancing** | Consolidate Autumn list  Introduce:  Alliteration  e.g. *wicked witch*  Generalisers for information e.g.  *Most dogs…*  Similes using like e.g.  *…like sizzling sausages* | Consolidate Autumn list  Introduce:  Comma after –ly opener  e.g. *Fortunately,*  **Speech bubbles/**  **speech marks for direct speech** | Consolidate Phonics from Autumn term  Continue with phonic phases  Formation of nouns using suffixs such as –ness, -er  Use of the suffixes –er and –est to form comparisons of adjectives and adverbs |

Text Type: Traditional Tales

Poetry - Diamante