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| **Text Structure** | **Sentence Construction** | **Word / Language** | **Punctuation** | **Spelling** |
| Consolidate Autumn listIntroduce:Non-FictionSecure use of planning tools: Text Map / Washing line / ‘Boxing-up’ gridIntroduction:**Heading**Hook to engage readerFactual statement / definitionOpening questionMiddle Section(s)Group related ideas / facts into sections**Sub headings** to introduce sentences / sectionsUse of lists – what is needed / lists of steps to be taken DiagramsEndingMake final comment to readerExtra Tips! / Did you know? Facts true / false | Consolidate Autumn listIntroduce:-‘ly’ starterse.g. usually, finally, eventuallyComplex 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 listIntroduce:Alliteratione.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 openere.g. *Fortunately,* **Speech bubbles/****speech marks for direct speech** | Consolidate Phonics from Autumn termContinue with phonic phasesFormation of nouns using suffixs such as –ness, -erUse of the suffixes –er and –est to form comparisons of adjectives and adverbs |

Text Type: Non-Fiction – Chronological Report