|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Text Structure** | **Sentence Construction** | **Word / Language** | **Punctuation** | **Spelling** |
| Consolidate Autumn list  Introduce:  Non-Fiction  Secure use of planning tools: Text Map / Washing line / ‘Boxing-up’ grid  Introduction:  **Heading**  Hook to engage reader  Factual statement / definition  Opening question  Middle Section(s)  Group related ideas / facts into sections  **Sub headings** to introduce sentences / sections  Use of lists – what is needed / lists of steps to be taken  Diagrams  Ending  Make final comment to reader  Extra Tips! / Did you know? Facts true / false | 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: Non-Fiction – Chronological Report