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| **Text Structure** | **Sentence Construction** | **Word / Language** | **Punctuation** | **Spelling** |
| Consolidate Spring 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 with more complex vocabularyOpening 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 Spring listIntroduce:Use long and short sentences:Long sentences to add description or information. Use short sentences for emphasis.Additional subordinating conjunctions:what/while/where/because/when/if/so that e.g.*While the animals were munching, two visitors arrived.* | Consolidate Spring listIntroduce: | Consolidate Spring list Introduce:**Apostrophes to mark contracted forms in spelling****e.g. don’t, can’t** Apostrophes to mark singular possession e.g. the cat’s name | 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: Fantasy Story

 Poetry - Haiku