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| **Text Structure** | **Sentence Construction** | **Word / Language** | **Punctuation** | **Spelling** |
| Consolidate Spring 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 Spring list  Introduce:  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 list  Introduce: | 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 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: Fantasy Story

Poetry - Haiku