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| **Text Structure** | **Sentence Construction** | **Word / Language** | **Punctuation** | **Spelling** |
| Consolidate Spring 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 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: Non-Fiction – Recount