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