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| **Text Structure** | **Sentence Construction** | **Word / Language** | **Punctuation** | **Spelling** |
| Consolidate Reception listIntroduce:Non-FictionSecure use of planning tools:e.g. Text map, washing line, ‘Boxing-Up’ grid, story grids**Paragraphs to organise ideas around a theme****Write under headings and sub-headings**IntroductionDevelop hook to introduce and tempt reader in e.g.*Who…? What…? Where…? Why…? When…? How…?*Middle Section(s)Group related ideas / facts into paragraphs Sub headings to introduce sections / paragraphsTopic sentences to introduce paragraphsDevelop EndingPersonal responseExtra information / reminders e.g. Information boxes / Five Amazing FactsWow commentUse of the perfect form of verbs to mark relationships of time and cause e.g.*I have written it down so I can check what it said.***Use of present perfect instead of simple past.** | Consolidate Reception listIntroduce:Vary long and short sentences:Long sentences to add description or information.Short sentences for emphasis and making key points e.g. Sam was really unhappy.Visit the farm now.Embellished simple sentences:Adverb starters to add detail e.g.*Carefully, she crawled along the floor of the cave….**Amazingly, small insects can….*Adverbial phrases used as ‘*where*’, ‘when’ or ‘*how*’ starter Fronted AbverbialsA few days ago, *we discovered a hidden box.*At the back of the eye, *is the retina.*Prepositional phrases to place the action:*On the mat, behind the tree, in the air***Compound sentences (Coordination) using conjunctions: *and/or/but/so/far/when/ so/before/after/while/because*** | Consolidate Reception listIntroduce:Consolidate Year 2 listIntroduce:**Adverbs** ***then, next, soon*****Prepositions*****Next to , by the side of , in front of , during , through , throughout , because of*** **Correctly use verbs in 1st, 2nd and 3rd person**Powerful verbse.g. *stare, slither, tremble* **Boastful Language****e.g. *magnificent, unbelievable, exciting!***DeterminersUse of determiners *a* or *an* according to whether the next word begins with a vowel e.g. *a rock, an open box* | Consolidate Reception list Introduce:**Secure use of inverted commas for direct speech** **Use of commas after fronted adverbials (e.g. *Later that day, I heard the bad news.)*** | Consolidate Phonics from Year 2Suffix – ing, ed, en, ion, er, ly, ly exceptionsi spelt y e.g. *gym, mystery*u spelt ou e.g. *double, trouble*Prefix – mis, re |

Text Type: Non-Fiction – Non-Chronological Report