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| **Text Structure** | **Sentence Construction** | **Word / Language** | **Punctuation** | **Spelling** |
| Consolidate Year 2 list  Introduce:  Fiction  Secure use of planning tools:  Story map / story mountain / story grids / ‘Boxing –up’ grid  **Paragraphs to organise ideas into story part**  Extended vocabulary to introduce 5 story parts:  Introduction – should include detailed description of setting or characters  Build-up – build in some suspense towards the problem or dilemma  Problem / Dilemma / Event – include detail of actions / dialogue  Resolution – should link with problem  Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning. | Consolidate Year 2 list  Introduce:  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 Abverbials  A 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 Year 2 list  Introduce:  **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 verbs  e.g. *stare, slither, tremble*  **Boastful Language**  **e.g. *magnificent, unbelievable, exciting!***  Determiners  Use of determiners *a* or *an* according to whether the next word begins with a vowel e.g. *a rock, an open box* | Consolidate Year 2 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 2  Suffix – ing, ed, en, ion, er, ly, ly exceptions  i spelt y e.g. *gym, mystery*  u spelt ou e.g. *double, trouble*  Prefix – mis, re |

Text Type: Adventure Story

Poetry - Riddles