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| **Text Structure** | **Sentence Construction** | **Word / Language** | **Punctuation** | **Spelling** |
| Consolidate Autumn listIntroduce:FictionSecure use of planning tools:Story map / story mountain / story grids / ‘Boxing –up’ gridParagraphs to organise each part of story to indicate a change in place or jump in time**Use connectives to link paragraphs**Developed 5 parts to story:Introduction – should include detailed description of setting or charactersBuild-up – build in some suspense towards the problem or dilemmaProblem / Dilemma / Event – build in suspense writing to introduce the dilemmaResolution Ending Clear distinction between resolution and ending. Ending should include reflection on events or the characters. | Consolidate Autumn listIntroduce:Develop complex sentences:(Subordination)Main and subordinate clauses with a range of subordinating conjunctions.-‘ed’ clauses as starters e.g. *Frightened, Tom ran straight home to avoid being caught.*Expanded –‘ing’ clauses as starters e.g. *Grinning menacingly, he slipped the treasure into his rucksack.*Drop in – ‘ing’ clause e.g. *Jane, laughing at the teacher fell off her chair.***Appropriate choice of pronoun or noun across sentences to aid cohesion.** | Consolidate Autumn listIntroduce:The grammatical difference between plural and possessive –sStandard English forms for verbs inflections instead of local spoken forms e.g. *we were instead of we was* | Consolidate Autumn list Introduce:**Apostrophes to mark singular and plural possession** e.g. the girl’s name, the boys’ boots | Consolidate Autumn spellingsWords ending in sion e.g. *collision, television* k sound spelt ch e.g. *choir, chord* sh sound spelt ch e.g chalet, charlotte g sound spelt guee.g. *league, fatigue, intrigue* |

Text Type: Famous Authors – Story Writing

 Poetry - Kyrielle