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| **Text Structure** | **Sentence Construction** | **Word / Language** | **Punctuation** | **Spelling** |
| Consolidate Autumn 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.**Logical organisationGroup related paragraphsDevelop use of a topic sentence Link information within paragraphs with a range of connectives.Use of bullet points, diagramsIntroductionDevelop hook to introduce and tempt reader in e.g.*Who…? What…? Where…? Why…? When…? How…?*Middle Section(s)Develop EndingEnding should include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader | 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: Non-Fiction – Persuasion Text