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| **Text Structure** | **Sentence Construction** | **Word / Language** | **Punctuation** | **Spelling** |
| Consolidate Autumn list  Introduce:  Non-Fiction  Secure use of planning tools:  e.g. Text map, washing line, ‘Boxing-Up’ grid, story grids  **Paragraphs to organise ideas around a theme.**  Logical organisation  Group related paragraphs  Develop use of a topic sentence  Link information within paragraphs with a range of connectives.  Use of bullet points, diagrams  Introduction  Develop hook to introduce and tempt reader in e.g.  *Who…? What…? Where…? Why…? When…? How…?*  Middle Section(s)  Develop Ending  Ending should include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader | Consolidate Autumn list  Introduce:  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 list  Introduce:  The grammatical difference between plural and possessive –s  Standard 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 spellings  Words 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