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| **Text Structure** | **Sentence Construction** | **Word / Language** | **Punctuation** | **Spelling** |
| Consolidate Autumn list  Introduce:  Fiction  Secure independent use of planning tools  Story mountain/ grids/ flow diagrams  Plan opening using:  Description/ action/ dialogue  **Paragraphs**  **Vary connectives within paragraphs to build cohesion into a paragraph.**  **Use change of place, time and action to link ideas across paragraphs.**  Use 5 part story structure  Writing could start at any of the 5 points.  This may include flashbacks  Introduction – should include action / description – character or setting / dialogue  Build Up – develop suspense tecnhiques  Problem / Dilemma / Event – may be more than one problem to be resolved  Resolution – clear links with dilemma  Ending – character could reflect on events, any changes or lessons, look forward to future ask a question | Consolidate Autumn list  Introduce:  Develop complex sentences: subordination  Main and subordinate clauses with a full range of conjunctions.  Elaboration of starters using adverbial phrases e.g. *Beyond the dark gloom of the cave, Zach saw the wizard move.*  Moving sentence chunks (how,when,where) around for different effects e.g. *The siren echoed loudly…through the lonely streets…at midnight* | Consolidate Autumn list  Introduce:  Developed use of technical language  Converting nouns or adjectives into verbs using suffixes e.g. *–ate, -ise, -ify* | Consolidate Autumn list  Introduce:  Colons  Use of commas to clarify meaning or avoid ambiguity | Consolidate Autumn spellings  Words ending in –able  e.g.  *considerable*  Words ending in –ible  e.g.  *possible, incredible*  words with the I sound spelt ei after c e.g.  *receive, ceiling*  Words containing the letter sting ough  e.g.  bought, fought |

Text Type: Fiction – Traditional Tale

Poetry - Limerick