Text Type: Non-Fiction – Discussion Text

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| **Text Structure** | **Sentence Construction** | **Word / Language** | **Punctuation** | **Spelling** |
| Consolidate Spring list  Introduce:  Non-Fiction  **Paragraphs to organise ideas around a theme**  **Write under headings and sub-headings**  Introduction  Develop hook to introduce and tempt reader in e.g.  *Who…? What…? Where…? Why…? When…? How…?*  Middle Section(s)  Group related ideas / facts into paragraphs  Sub headings to introduce sections / paragraphs  Topic sentences to introduce paragraphs  List of steps to be taken  Bullet points for facts  Flow diagram  Develop Ending  Personal response  Extra information / reminders e.g. Information boxes / Five Amazing Facts  Wow comment  Use of the perfect form of verbs to mark relationships of time and cause e.g.*I have written it down so I can check what it said.*  **Use of present perfect instead of simple past.** | Consolidate Spring list  Introduce:  Develop complex sentences (Subordination)with range of subordinating conjunctions  -‘ing’ clauses as starters e.g.  *Sighing, the boy finished his homework.*  *Grunting, the pig lay down to sleep.*  Sentence of 3 for description e.g.  *The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.*  Drop in a relative clause using: who/whom/which/whose/that e.g.  *The girl,* whom I remember, had long black hair.  Pattern of 3 for persuasion e.g.  Visit, Swim, Enjoy! | Consolidate Spring list  Introduce:  Word families based on common words  e.g. *teacher – teach, beauty - beautiful*  Sentence Openers – sequencing time  e.g  *A while after, a few minutes later, the next day* | Consolidate Spring list  Introduce:  Colon before a list e.g. *What you need* | Consolidate Spring list  k sound spelt ch e.g. *choir, chord*  sh sound spelt ch e.g chalet, charlotte  g sound spelt guee.g. *league, fatigue, intrigue* |
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