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| **Text Structure** | **Sentence Construction** | **Word / Language** | **Punctuation** | **Spelling** |
| Consolidate Autumn list  Introduce:  Fiction  Secure use of planning tools:  Story map / story mountain / story grids / ‘Boxing –up’ grid  Paragraphs 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 characters  Build-up – build in some suspense towards the problem or dilemma  Problem / Dilemma / Event – build in suspense writing to introduce the dilemma  Resolution  Ending  Clear distinction between resolution and ending. Ending should include reflection on events or the characters. | 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: Famous Authors – Story Writing

Poetry - Kyrielle