

Text Structure		Sentence Construction			Word Structure/Language	Punctuation	Terminology
Fiction	Non Fiction	Sentence Types	Conjunctions	Fronted words, phrases or clauses			
<p>The consistent use of present tense versus past tense throughout texts</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p> <p><i>Appropriate choice of pronoun or noun across sentences to aid cohesion</i></p>		<p>Embellished simple sentences using: adjectives e.g. <i>The boys peeped inside the dark cave.</i> how adverbs e.g. <i>Tom ran quickly down the hill.</i></p> <p>Simple sentence of 3 noun phrases for description e.g. <i>He wore old shoes, a dark cloak and a red hat.</i> <i>African elephants have long trunks, curly tusks and large ears.</i></p> <p>Secure use of compound sentences using coordinating conjunctions</p> <p>Complex sentences where the subordinating clause is moved for effect. <i>During the Autumn, as the weather turns colder, the leaves fall off the trees.</i></p> <p>Embedded relative who/which clause: e.g. Sam, who was lost, sat down and cried.</p> <p>The Vikings, who came from Scandinavia, invaded Scotland.</p>	<p>Secure use of Coordinating Conjunctions: or so but and</p> <p>Broader use of Subordinating Conjunctions including mastery of: as before to until which if that</p>	<p>Vary openers to sentences in a text</p> <p>Using conjunctions for fronted adverbial clauses: Before... As...</p> <p>When Adverbs Finally, Eventually Meanwhile</p> <p>When Adverbial Phrases <i>The next day...</i> <i>After a while...</i> <i>A moment later...</i> <i>When it was all over,...</i></p> <p>Varied How Adverbs e.g. <i>Carefully, Slowly...</i></p> <p>Varied How Often (frequency) Adverbs e.g. <i>Usually</i> <i>Sometimes</i> <i>Normally</i></p> <p>Onomatopoeic words or phrases <i>Splash went the dog as he dived in the pond</i></p>	<p>Articles: <i>an a</i></p> <p>Generalisers for information (quantifying determiners), e.g. Most dogs.... Some cats....</p> <p>When and where Prepositions: <i>behind above</i> <i>along before</i> <i>between after</i></p> <p>Alliteration e.g. <i>wicked witch</i> <i>slimy slugs</i></p> <p>Similes using...like... e.g. <i>... like sizzling sausages</i> <i>...hot like a fire</i></p> <p>Personification <i>The sun smiled</i> <i>Flowers dance in the wind</i> <i>Branches grabbed</i></p> <p>Powerful Verbs to replace common verbs e.g. <i>look, walk, said, saw, went</i></p>	<p>Demarcate sentences: Capital letters for person or thing e.g. <i>Monday, Jessica, October, England</i></p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Commas to separate items in a list</p> <p>Comma after fronted words and phrases</p> <p>Speech bubbles /speech marks (inverted commas) for direct speech with powerful speech verbs other than said</p>	<p>Apostrophe (contractions and singular possession)</p> <p>Commas for description</p> <p>'Speech marks'</p> <p>Suffix</p> <p>Verb / adverb</p> <p>Statement question exclamation Command (Bossy verbs)</p> <p>Tense (past, present, future) ie not in bold</p> <p>Adjective / noun</p> <p>Noun phrases</p> <p>Generalisers</p> <p>Personification</p>
<p>Fiction</p> <p>Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Understanding 5 parts to a story with more complex vocabulary</p> <p>Opening e.g. <i>In a land far away....</i> <i>One cold but bright morning....</i> Build-up e.g. <i>Later that day</i> Problem / Dilemma e.g.</p>	<p>Secure use of planning tools: Text map / washing line / 'Boxing -up' grid Introduction: Heading Hook to engage reader Factual statement / definition Opening question</p> <p>Middle section(s) Group related ideas / facts into sections Sub headings to introduce sentences /sections Use of lists – what is needed / lists of steps to be taken</p>						

<p><i>To his amazement</i> Problem Solved e.g. <i>As soon as</i> Ending e.g. <i>Luckily, Fortunately,</i></p> <p>Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</p>	<p>Bullet points for facts Diagrams Ending Make final comment to reader Extra tips! / Did-you-know? facts / True or false?</p>	<p>The Fire of London, which started in Pudding Lane, spread quickly.</p> <p><i>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</i></p>		<p><i>Stomping loudly, he left the room.</i></p> <p><i>Dripping softly,</i></p> <p><i>Creaking...</i></p>	<p>Expanded noun phrases e.g. <i>lots of people, plenty of food, old, wooden chair</i></p> <p>Detailed noun phrase where two adjectives to describe the noun e.g. <i>The scary, old woman...</i> <i>Squirrels have long, bushy tails.</i></p> <p>Specific Nouns for precision and clarity e.g. <i>car- Ferrari</i> <i>dog- Dalmatian</i> <i>man- wizard</i></p> <p>Adverbs for description e.g. <i>Snow fell <u>gently</u> and covered the cottage in the wood.</i></p> <p>Adverbs for how and when information e.g. Lift the pot carefully onto the tray. The river quickly flooded the town.</p>	<p>New Speaker, New Line</p>	
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