

Text Structure		Sentence Construction			Word / Language	Punctuation	Terminology
Fiction	Non Fiction	Sentence Types	Conjunctions	Fronted words, phrases or clauses			
<p><b>Use of the perfect form of verbs to mark relationships of time and cause</b> e.g. <i>I have written it down so I can check what it said.</i></p> <p><b>Use of present perfect instead of simple past.</b> <i>He has left his hat behind,</i> as opposed to <i>He left his hat behind.</i></p>		<p><b>Vary long and short sentence types</b> to add description or information.</p> <p><b>Short sentences</b> for emphasis and making key points e.g. <i>Sam was really unhappy.</i></p> <p><i>Visit the farm now.</i></p>	<p><b>Mastery of compound sentences using coordinating conjunctions:</b> <i>and</i> <i>or</i> <i>but</i> <i>so</i></p> <p><b>Subordinating Conjunctions for time, place and cause</b> Mastery of: where once after</p>	<p><b>-‘ing’ verb openers</b> e.g. <i>Sighing, the boy finished his homework.</i> <i>Grunting, the pig lay down to sleep.</i></p> <p><b>When, where, why and how fronted adverbial phrases</b></p> <p><b>Cohesion through adverbs for addition:</b> <i>Also</i> <i>Another thing</i></p> <p><b>Why adverbs for cause and effect:</b> <i>Therefore</i></p>	<p><b>Prepositional phrases to place the action:</b> <i>on the mat; behind the tree, in the air</i></p> <p><b>Prepositions for where and when:</b> e.g. <i>Next to by the side of</i> <i>In front of during through throughout because of</i></p> <p><b>Powerful verbs</b> e.g. <i>stare, tremble, slither</i></p> <p><b>Boastful Adjectives</b> e.g. <i>magnificent, unbelievable, exciting!</i></p> <p><b>More specific / technical vocabulary to add detail</b> e.g. <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately.</i></p> <p><i>Drops of rain pounded on the corrugated, tin roof.</i></p>	<p>Colons before a list and in a playscript e.g. <i>What you need:</i></p> <p><b>Ellipses</b> to keep the reader hanging on</p> <p><b>Secure use of inverted commas for direct speech</b></p> <p>Use of commas after <b>fronted adverbial phrases</b> (e.g. <i>Later that day, I heard the bad news.</i>)</p> <p><b>Dialogue - verb + adverb -</b> <i>“Hello,” she whispered, shyly.</i></p>	<p><b>Word family</b></p> <p><b>Conjunction</b></p> <p><b>Adverb</b></p> <p><b>Preposition</b></p> <p><b>Direct speech</b></p> <p><b>Inverted commas</b></p> <p><b>Prefix</b></p> <p><b>Consonant</b></p> <p><b>Vowel</b></p> <p><b>Clause</b></p> <p><b>Subordinate clause</b></p> <p><b>Determiner</b></p> <p><b>Synonyms</b></p> <p><b>Imperative verbs</b></p> <p><b>Colon for instructions</b></p> <p><b>Bullet Points</b></p>
<p><b>Secure use of planning tools:</b> Story map / story mountain / story grids / ‘Boxing-up’ grid</p> <p><b>Plan opening around</b> character(s), setting, time of day and type of weather</p> <p><b>Paragraphs</b> to organise ideas into each story part</p> <p><b>Extended vocabulary</b> to introduce 5 story parts: <b>Introduction</b> – should include detailed description of setting or characters <b>Build-up</b> – build in some suspense towards the problem or dilemma</p>	<p><b>Introduce: Secure use of planning tools:</b> e.g. Text map, washing line, ‘Boxing-up’ grid, story grids</p> <p><b>Paragraphs</b> to organise ideas around a theme</p> <p><b>Introduction</b> Develop hook to introduce and tempt reader in e.g. <i>Who....? What....?</i> <i>Where....?</i> <i>Why....? When....?</i> <i>How....?</i></p> <p><b>Topic sentences to introduce non-fiction paragraphs</b> e.g. <i>Dragons are found across the world.</i></p> <p><b>Middle Section(s)</b></p>	<p><b>Embellished simple sentences using when, where and how adverbial phrases in varied positions for effect (always starting with building up from a main clause in its simplest form.)</b> e.g. <i>The mouse ran.</i> <i>The mouse ran in fear</i> <i>All of a sudden, the mouse ran in fear</i> <i>All of a sudden, the mouse ran in fear up the clock</i> <i>In fear, all of a sudden, the mouse ran up the clock.</i> <i>Up the clock, in fear, ran the mouse all of a sudden</i></p> <p><b>Complex sentences using embedded relative clause using who /which/whose/</b> <i>The girl, whom I remember, had long black hair.</i> <i>The boy, whose name is George, thinks he is very brave.</i></p>					

<p><b>Problem / Dilemma</b> -include detail of actions / dialogue</p> <p><b>Problem Solved</b> - should link with the problem</p> <p><b>Ending</b> – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.</p>	<p>Group related ideas /facts into paragraphs</p> <p>Sub headings to introduce sections / paragraphs</p> <p>Topic sentences to introduce paragraphs</p> <p>Lists of steps to be taken</p> <p>Bullet points for facts</p> <p>Flow diagram</p> <p><b>Develop Ending</b></p> <p>Personal response</p> <p>Extra information / reminders e.g. Information boxes/ Five Amazing Facts</p> <p>Wow comment</p>	<p><i>The Clifton Suspension bridge, <b>which</b> was finished in 1864, is a popular tourist attraction.</i></p> <p><b>Sentence of 3 for description with extended noun phrases</b> e.g. <i>The cottage had a rickety path leading up to it, overgrown rose bushes surrounding it and a smashed front window. Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</i></p> <p><b>Pattern of 3 for persuasion</b> e.g. <i>Swim...Shop...Sunbathe!</i></p>					
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