

Text Structure		Sentence Construction			Word Structure/ Language	Punctuation	Terminology
Fiction	Non Fiction	Sentence Types	Conjunctions	Fronted words, phrases or clauses			
<p>Introduce: Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' grids</p> <p>Plan opening using: Description /action</p> <p>Paragraphs: to organise each part of story to indicate a change in place or jump in time</p> <p>Build in suspense writing to introduce the dilemma</p> <p>Developed 5 parts to story Introduction Build-up Problem / Dilemma Problem Solved Ending</p>	<p>Non-Fiction Introduce: Secure use of planning tools: Text map/ washing line/ 'Boxing-up' grid</p> <p>Paragraphs to organise ideas around a theme Logical organisation Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of conjunctions. Use of bullet points, diagrams Introduction Middle section(s) Ending</p> <p>Ending could include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</p>	<p>Standard English for verb inflections instead of local spoken forms <i>e.g. we were instead of we was, or I did instead of I done</i></p> <p>Long and short sentences: Long sentences to enhance description or information</p> <p>Short sentences to move events on quickly <i>e.g. It was midnight. It's great fun.</i></p> <p>Secure use of simple / embellished simple sentences</p> <p>Embedded subordinate -'ing' clause e.g. <i>Jane, laughing at the teacher, fell off her chair.</i> <i>The tornado, sweeping across the city, destroyed the houses.</i></p> <p>Sentence of 3 verb phrases for action e.g. <i>Sam rushed down the road, jumped on the bus and sank into his seat.</i> <i>The Romans enjoyed food and loved marching, but hated the weather.</i></p> <p>Repetition to persuade e.g. <i>Find us to find the fun!</i></p>	<p>Secure use of all coordinating conjunctions to construct compound sentences: yet <i>and</i> <i>or</i> <i>but</i> <i>so</i></p> <p>Subordinating Conjunctions for time, place, cause and change direction Specific mastery of: <i>since</i> <i>if</i> <i>even though</i> <i>whereas</i></p>	<p>'ed' verb starters e.g. <i>Frightened, Tom ran straight home to avoid being caught.</i> <i>Exhausted, the Roman soldier collapsed at his post.</i></p> <p>Introduce -'ing' openers to embellish fronted adverbials e.g. <i>Grinning menacingly, he slipped the treasure into his rucksack.</i> <i>Hopping speedily towards the pool, the frog dived underneath the leaves.</i></p> <p>Start with a simile adverbial e.g. <i>As curved as a ball, the moon shone brightly in the night sky.</i> <i>Like a wailing cat, the ambulance screamed down the road.</i></p>	<p>Prepositions <i>at underneath since towards beneath beyond</i></p> <p>Modal Verbs: <i>could, should, would</i></p>	<p>Commas to mark clauses and to mark off fronted adverbial phrases and clauses.</p> <p>Full punctuation for direct speech: Comma between direct speech and reporting clause e.g. <i>"It's late," gasped Cinderella!</i></p> <p>Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i>) as opposed to s to mark a plural</p>	<p>Pronoun</p> <p>Possessive pronoun</p> <p>Adverbial</p> <p>Fronted adverbial</p> <p>Apostrophe</p> <p>Plural possession</p>

<p>Clear distinction between Problem Solved and ending. Ending should include reflection on events or the characters</p>		<p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing such as: the use of question tags, e.g. <i>He's your friend, isn't he? Vs. Is he your friend?</i></p>					
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