

TEXT			SPaG					Handwriting
Text Type	Text Structure	Suggested Final Written Outcome	Sentence Construction	Word Structure / Language	Punctuation	Terminology	Spelling Bee	
Stories from other cultures	<p>Consolidate Year 3 list Introduce: Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' grids (Refer to Story Types 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 Build in suspense writing to introduce the dilemma</p> <p>Developed 5 parts to story Introduction Build-up Problem / Dilemma Resolution Ending Clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p>	<p>Perform an oral retell or their own written adaptations of Caribbean Folktales and myths</p>	<p>Consolidate Year 3 list</p> <p>Introduce: Standard English for verb inflections instead of local spoken forms</p> <p>Long and short sentences: Long sentences to enhance description or information</p> <p>Short sentences to move events on quickly e.g. <i>It was midnight.</i> <i>It's great fun.</i></p> <p>Start with a simile 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>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences (Coordination) using coordinating conjunction <i>and / or / but / so / for / nor / yet (coordinating conjunctions)</i></p>	<p>Consolidate Year 3 list</p> <p>Introduce: Prepositions <i>at underneath since towards beneath beyond</i></p> <p>Conditionals - <i>could, should, would</i></p> <p>Comparative and superlative adjectives e.g. <i>small...smaller...smallest good...better...best</i></p> <p>Proper nouns-refers to a particular person or thing e.g. <i>Monday, Jessica, October, England</i></p> <p>The grammatical difference between plural and possessive – s</p>	<p>Consolidate Year 3 list</p> <p>Introduce: Commas to mark clauses and to mark off fronted adverbials</p> <p>Full punctuation for direct speech: Each new speaker on a new line 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>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> Finger spaces Letter Word Sentence Statement question exclamation Command Full stops Capital letter Question mark Exclamation mark Speech bubble 'Speech marks' Direct speech Inverted commas Bullet points Apostrophe (contractions only) Commas for sentence of 3 – description, action Colon – instructions <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel</p> <p>Adjective / noun / noun phrase Verb / Adverb Bossy verbs – imperative Tense (past, present, future) Connective Conjunction Preposition Determiner/ generaliser Clause Subordinate clause Relative clause Relative pronoun</p> <p>Alliteration Simile – 'as' / 'like' Synonyms</p> <p>Introduce:</p> <ul style="list-style-type: none"> Pronoun Possessive pronoun Adverbial Fronted adverbial Apostrophe – plural possession 	<p>Adding suffixes beginning with vowel letters to words with more than one syllable</p> <p>The l sound spelt y elsewhere than at the end of words</p> <p>Division of words into syllables</p> <p>More prefixes</p> <p>The suffix - ation</p> <p>The suffix - ly</p> <p>Words with endings sounding like ze or tje</p> <p>Endings which sound like zen</p> <p>The suffix - ous</p> <p>Endings which sound like jen, Spelt – tion, -sion, -ssion, -cian</p> <p>Words with k spelt ch</p> <p>Words with the j sound spelt ch (mostly French in origin)</p> <p>Words ending with the g sound spelt gue And the k sound que</p> <p>Words with the s sound spely sc (Latin in origin)</p> <p>Words with the ei sound spelt, ei eigh or ey</p> <p>Homophones or near homophones</p> <p>Statutory word lists</p>	<p>Collins Primary Focus Handwriting Book 4</p> <ul style="list-style-type: none"> Joining consistently and accurately. Consolidation in the angling of letters (right or straight up). Development of fast, fluent and legible handwriting. Using a standard pencil. Use of a pen once handwriting is consistently joined and with control over size and orientation.
Discussion	<p>Non-Fiction (Refer to Connectives and Sentence Signposts document for Introduction and Endings) 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 connectives. Use of bullet points, diagrams</p> <p>Introduction Middle section(s) Ending Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader Appropriate choice of pronoun or noun across sentences to aid cohesion</p>	<p>Consider different sides of an argument and decide on a course of action summarising your reasons in a letter</p>						
Persuasion		<p>Assemble and sequence points in order to plan the presentation of a point of view, using graphs, images, visual aids to make the view more convincing.</p>						