

## Progression of Success Criteria for Fiction and Non-Fiction Genres Document

Our 43-page Progression of Genres Document provides a school with a detailed overview of how the genres progress and build up throughout the year groups.

### Instructions

Instructions ensure that something is done correctly. It explains a process, usually using a series of sequenced steps to ensure a successful outcome.

Year 1	Openers	Year 2	Openers	Year 3	Openers
<p>Title.</p> <p>Numbered steps.</p> <p>Each step on a new line.</p> <p>You need with bullet points.</p> <p>Time adverbial as an opener.</p> <p>Linked to personal experience.</p> <p>Present tense.</p> <p>Linked to oral instructions when playing.</p>	<p><i>First</i></p> <p><i>Next</i></p> <p><i>Then</i></p> <p><i>After that</i></p> <p><i>Finally</i></p>	<p>Title with question.</p> <p>What you need.</p> <p>Introduction with a question.</p> <p>Command sentence / Imperative verbs as openers.</p> <p>-ly adverb at the start of the sentence</p> <p>Top tip / warning.</p> <p>Link to fictional writing.</p> <p><i>Adjectives can be used for example, Spread the delicious jam over the crusty bread.</i></p> <p><i>Adverbs, followed by an imperative verb should be used. Or imperative verbs can be used as openers.</i></p>	<p><i>Imperative Verbs</i></p> <p><i>Slice, Spread, Mix etc.</i></p> <p><i>Adverbs</i></p> <p><i>Carefully, Thoroughly, Slowly Gently, Firmly, Evenly etc</i></p>	<p>Persuasive introduction.</p> <p>Subheadings – Equipment and method.</p> <p>Openers (time adverbials, imperative verbs, -ly adverbs +subordinating conjunctions).</p> <p><b><i>By Year 3 the children will be able to use a range of openers.</i></b></p> <p>Equipment subheading will be followed by a colon and bullet points.</p> <p>Technical vocabulary / scientific vocabulary.</p> <p>Prepositional phrases.</p> <p>Top tips / safety tips / handy hints at the end.</p> <p><b><i>A complex sentence can lead you to a Top Tip / Safety box.</i></b></p> <p><i>If you are struggling to get the Woolly Mammoth in to the bath, refer to the top tip box for some clever hints!</i></p>	<p><i>Time adverbials</i></p> <p><i>First, Then, Finally, etc</i></p> <p><i>Adverbs</i></p> <p><i>Vigorously, Delicately,</i></p> <p><i>Imperative verbs</i></p> <p><i>Dice Heave Rinse Remove</i></p> <p><i>Subordinating Conjunctions</i></p> <p><i>Before While</i></p>

“Knowing the requirements of curriculum sequencing and dependencies in relation to the content and ideas you are teaching.”