

## St Mary's Catholic Primary Voluntary Academy



### Overview and Success Criteria of Writing Genres and Associated SPaG

|                | Advent 1   | Advent 2   | Lent 1  | Lent 2   | Pentecost 1  | Pentecost 2  |
|----------------|--|--|---|--|--|--|
| Year 1 Fiction | <p><b>Princess and the Pea – traditional tales,</b></p> <p>Written outcome: They will use their phonic knowledge to form a three-part story retelling the story of the princess and the pea. Using story map to re-create their own story.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>Children to apply their phonic knowledge for each word.</li> <li>Say their sentence to identify how many words to apply use of finger spaces.</li> <li>Apply knowledge of capital letters and full stops-using knowledge of alphabet and sound mats.</li> <li>Sequencing sentences for making a narrative.</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>Finger spaces between words.</li> <li>Capital letters and full stops.</li> </ul> | <p><b>Narrative - Zog and Tiddler – Julia Donaldson</b></p> <p>Written outcome: They will retell the story of Zog or Tiddler innovating the story as a 5-part story using a story map.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>Children to apply their phonic knowledge for each word.</li> <li>Say their sentence to identify how many words to apply use of finger spaces.</li> <li>Apply knowledge of capital letters and full stops-using knowledge of alphabet and sound mats.</li> <li>Sequencing sentences for making a narrative.</li> <li>Begin to join some sentences or clauses using 'and'.</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>Finger spaces between words.</li> <li>Capital letters and full stops.</li> </ul> | <p><b>Sequence story - Velveteen Rabbit</b></p> <p>Written outcome: They will retell the story with a clear beginning, middle and end. Using a story map to re-create their own story.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>Children to apply their phonic knowledge for each word.</li> <li>Say their sentence to identify how many words to apply use of finger spaces.</li> <li>Apply knowledge of capital letters and full stops-using knowledge of alphabet and sound mats.</li> <li>Sequencing sentences for making a narrative.</li> <li>Begin to join some sentences or clauses using 'and'.</li> <li>Begin to innovate and their own ending.</li> <li>Apply knowledge of suffix to describe the different characters in the story.</li> </ul> | <p><b>Seasonal poems</b></p> <p>Written outcome: They will write a poem using descriptive language about the weather. Using a story map to plan their ideas.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>Children to apply their phonic knowledge for each word.</li> <li>Say their line/phrase to identify how many words to apply use of finger spaces.</li> <li>Apply knowledge of capital letters and full stops-using knowledge of alphabet and sound mats.</li> <li>Follow a structure to write new lines/verses to a poem.</li> <li>Use interesting words to make a list of ideas linked to the theme.</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>Finger spaces between words.</li> <li>Capital letters , full stops,</li> </ul> | <p><b>Setting and character description - Vlad and the Florence Nightingale Adventure</b></p> <p>Written outcome: They will write a description of the conditions in hospitals and of Florence Nightingale's characteristics.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>Children to apply their phonic knowledge for each word.</li> <li>Say their sentence to identify how many words to apply use of finger spaces.</li> <li>Apply knowledge of capital letters and full stops, exclamation marks-using knowledge of alphabet and sound mats.</li> <li>Sequencing sentences for making a narrative.</li> <li>Begin to join some sentences or clauses using 'and'.</li> <li>Use adjectives to describe</li> </ul> <p><u>SPaG to be taught</u></p> | <p><b>Adventure story – Paddington</b></p> <p>Written outcome: Children to recreate an alternative ending continue their story. Following the story structure from their story map.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>Children to apply their phonic knowledge for each word.</li> <li>Say their sentence to identify how many words to apply use of finger spaces.</li> <li>Apply knowledge of capital letters and full stops, exclamation marks-using knowledge of alphabet and sound mats.</li> <li>Sequencing sentences for making a narrative.</li> <li>Begin to join some sentences or clauses using 'and'.</li> <li>Use adjectives to describe</li> <li>Apply knowledge of exclamation marks within their adventure story.</li> </ul> |

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|                    | <ul style="list-style-type: none"> <li>Upper and lower case letter formation</li> <li>Combining words to make a sentence</li> </ul>  | <ul style="list-style-type: none"> <li>Upper and lower case letter formation</li> <li>Joining words and clauses using 'and'</li> </ul>   | <u>SPaG to be taught</u> <ul style="list-style-type: none"> <li>Finger spaces between words.</li> <li>Capital letters and full stops.</li> <li>Upper and lower case letter formation</li> </ul> Suffixes added to verbs – using –ing, –ed, –er and –est   | <ul style="list-style-type: none"> <li>Upper and lower case letter formation</li> </ul>   | <ul style="list-style-type: none"> <li>Finger spaces between words.</li> <li>Capital letters and full stops.</li> <li>Upper and lower case letter formation</li> <li>Exclamation marks</li> <li>Joining words and clauses using 'and'</li> </ul>  | <u>SPaG to be taught</u> <ul style="list-style-type: none"> <li>Finger spaces between words.</li> <li>Capital letters and full stops.</li> <li>Upper and lower case letter formation</li> <li>Exclamation marks</li> </ul>  |
| Year 1 Non-fiction | <p><b>labels, lists and captions- initial sentences – based on traditional tales and characters</b></p> <p>Written outcome: They will use their phonic knowledge to apply their labels to characters and scene settings. Make a list of things that will be found in a castle and make basic sentences to describe the setting and character from the traditional tale.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>Children to apply their phonic knowledge for each word.</li> <li>Say their sentence to identify how many words to apply use of finger spaces.</li> <li>Apply knowledge of capital letters and full stops-using knowledge of alphabet and sound mats.</li> <li>Begin to form their letters correctly – apply knowledge gained from handwriting practise.</li> </ul> <p><u>SPaG to be taught</u></p> | <p><b>Letter writing from Zog or Tiddler</b></p> <p>Written outcome: They will use their phonic knowledge and skills for sequencing a sentence to write a letter to Zog or Tiddler. Using a story map to sequence their ideas.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>Children to apply their phonic knowledge for each word.</li> <li>Say their sentence to identify how many words to apply use of finger spaces.</li> <li>Apply knowledge of capital letters and full stops-using knowledge of alphabet and sound mats.</li> <li>Sequencing sentences for making a narrative.</li> <li>Include letter writing features such as who the letter is to and from, an address.</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>Finger spaces between words.</li> <li>Capital letters and full stops.</li> </ul> | <p><b>Fact files non chronological report - Toys from the past.</b></p> <p>Written outcome: They will write an advert for a toy.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>Children to apply their phonic knowledge for each word.</li> <li>Say their sentence to identify how many words to apply use of finger spaces.</li> <li>Apply knowledge of capital letters, full stops, question and exclamation marks - using knowledge of alphabet and sound mats.</li> <li>Use adjectives for interest</li> <li>Use appropriate suffixes for tense and making comparisons.</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>Finger spaces between words.</li> <li>Capital letters and full stops.</li> <li>Upper and lower case letter formation</li> <li>Question marks</li> </ul> | <p><b>Postcards – Meerkat mail/Lost and Found</b></p> <p>Written outcome: They will write a postcard to Sunny or the penguin to ask questions and compare the weather from England to hot and cold countries. Using a story map to sequence and plan their ideas.</p> <p><u>Success Criteria</u></p> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>Finger spaces between words.</li> <li>Capital letters and full stops.</li> <li>Capital letters for names, days of the week.</li> <li>Upper and lower case letter formation</li> <li>Question marks</li> </ul> | <p><b>Recount: Diary writing – Florence Nightingale</b></p> <p>Written outcome: They will write a diary extract by Florence Nightingale talking about the improvements to hospitals.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>Children to apply their phonic knowledge for each word.</li> <li>Say their sentence to identify how many words to apply use of finger spaces.</li> <li>Apply knowledge of capital letters, full stops, question and exclamation marks - using knowledge of alphabet and sound mats.</li> <li>Include features such as: a date, past tense, adverbials of time, events and feelings.</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>Finger spaces between words.</li> <li>Capital letters and full stops.</li> <li>Upper and lower case letter formation</li> <li>Prefix 'un'</li> </ul> | <p><b>Instructions – Paddington</b></p> <p>Written outcome: They will write a set of instructions for how to make a marmalade sandwich.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>Children to apply their phonic knowledge for each word.</li> <li>Say their sentence to identify how many words to apply use of finger spaces.</li> <li>Apply knowledge of capital letters and full stops-using knowledge of alphabet and sound mats.</li> <li>Include features such as present tense, imperative verbs, adverbials of time</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>Finger spaces between words.</li> <li>Capital letters and full stops.</li> <li>Upper and lower case letter formation</li> <li>Exclamation marks</li> </ul> |

**Commented [DW1]:** I'm not sure whether, under the SPaG heading we should include ongoing SPaG or just those we are introducing?

**Commented [DW2R1]:** I think the written outcomes for Zog and The Velveteen rabbit should be swapped to show progression - what do you think?

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|   | <ul style="list-style-type: none"> <li>Finger spaces between words.</li> <li>Capital letters and full stops.</li> <li>Upper and lower case letter formation</li> </ul>   | <ul style="list-style-type: none"> <li>Upper and lower case letter formation</li> <li>Question marks</li> <li>Capital letter for personal pronoun 'I'</li> </ul>  | <ul style="list-style-type: none"> <li>Regular plural noun suffixes</li> </ul>  |   |  |  |
| <p>Year 2 Fiction Week 2 Write</p> <p>AT<br/>GD</p> | <p>RWI Unit 1 Fiction</p> <p><b>Stories with a familiar setting</b></p> <p>Written outcome: They will write about a time they learnt to do something for the first time and how it felt when they did it.</p> <p>TAF: I can write simple, coherent narratives about <a href="#">personal experiences</a> and <a href="#">those of others (real or fictional)</a></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>Has an opening, build up, problem and a resolution</li> <li>Describe how they felt</li> <li>Capital letters and full stops</li> <li>Past tense (TAF)</li> <li>First person (TAF)</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>Uses capital letters at the beginning of a sentence (TAF)</li> <li>Uses capital letters for names of things or places (TAF)</li> </ul> | <p>RWI Unit 4 Fiction</p> <p><b>Traditional Tales</b></p> <p>Written outcome: They will write a wanted poster for Billy</p> <p>TAF: I can write simple, coherent narratives about <a href="#">personal experiences</a> and <a href="#">those of others (real or fictional)</a></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>Use expanded noun phrases to describe the character's appearance, movement and personality</li> <li>Describe the character's background/past</li> <li>Capital letters, full stops and question marks (TAF)</li> <li>Commas in lists (TAF)</li> <li>Third person (TAF)</li> <li>Consistent use of tense (TAF)</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>Expanded noun phrases for description and specification</li> <li>Commas in lists (TAF)</li> </ul> | <p>RWI Unit 5 Fiction</p> <p><b>Stories with a familiar setting</b></p> <p>Written outcome: They will write a description of someone who is significant to them and explain why</p> <p>TAF: I can write simple, coherent narratives about <a href="#">personal experiences</a> and <a href="#">those of others (real or fictional)</a></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>Use expanded noun phrases to describe the person's appearance</li> <li>Describe what makes the person significant to them</li> <li>Describe the person's personality and how the person makes them feel</li> <li>Capital letters and full stops (TAF)</li> <li>Apostrophe's for singular possession (TAF)</li> <li>Commas in lists (TAF)</li> </ul> <p><u>SPaG to be taught</u></p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name (TAF)]</p> | <p>RWI Unit 6 Fiction</p> <p><b>Fantasy Worlds</b></p> <p>Written outcome: They will write a setting description for arriving on an imaginary planet</p> <p>TAF: I can write simple, coherent narratives about <a href="#">personal experiences</a> and <a href="#">those of others (real or fictional)</a></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>Expanded noun phrases describe what can be seen</li> <li>Describe what can be heard</li> <li>Describe what the weather is like</li> <li>Describe what time of day it is</li> <li>First person (TAF)</li> <li>Apostrophes for contraction (TAF)</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>Apostrophes for contraction (TAF)</li> </ul> | <p>The Faraway Tree</p> <p><b>Fantasy Worlds</b></p> <p>Written outcome: They will write a diary entry about discovering the faraway tree and climbing it for the first time.</p> <p>TAF: I can write simple, coherent narratives about <a href="#">personal experiences</a> and <a href="#">those of others (real or fictional)</a></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>First person (TAF)</li> <li>Past tense (TAF)</li> <li>Conjunctions link ideas</li> <li>Adverbials of time link events in order (TAF)</li> <li>Describe how I am feeling and where things happened</li> <li>Exclamation sentences (TAF)</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>Exclamation sentences (TAF)</li> <li>Past tense spelling change (TAF)</li> </ul> | <p>Yours Truly, Goldilocks</p> <p><b>Traditional Tales</b></p> <p>Written outcome: They will write a letter to a friend or relative telling them about something they did over May half-term</p> <p>TAF: I can write simple, coherent narratives about <a href="#">personal experiences</a> and <a href="#">those of others (real or fictional)</a></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>Introduction of who, where, when and what</li> <li>Description of events</li> <li>Adverbials of time link events in order (TAF)</li> <li>Conclusion includes the writer's feelings about the event</li> <li>Past tense (TAF)</li> <li>First person (TAF)</li> <li>Questions (TAF)</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</li> <li>Auxillary verbs</li> </ul> |

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| Year 2 Fiction Week 4 Write     | <p>RWI Unit 1 Fiction</p> <p><b>Stories with a familiar setting</b></p> <p>Written outcome: They will write a new story about friendship set in a school<br/> <b>TAF: I can write simple, coherent narratives about personal experiences and those of others (real or fictional)</b></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>Has an opening, build up, problem and a resolution</li> <li>Past tense (TAF)</li> <li>Third person (TAF)</li> <li>Describe how the characters are feeling</li> <li>Capital letters and full stops (TAF)</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>Suffixes –ful and –less (TAF)</li> <li>Regular plural nouns</li> </ul> | <p>RWI Unit 4 Fiction</p> <p><b>Traditional Tales</b></p> <p>Written outcome: They will write a fairy tale explaining why the evil fairy turned the handsome prince into a beast<br/> <b>TAF: I can write simple, coherent narratives about personal experiences and those of others (real or fictional)</b></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>Beginning, middle and end</li> <li>Traditional fairy tale phrases, e.g. Once upon a time ..., ... happily ever after</li> <li>Expanded noun phrases to describe characters and settings</li> <li>Co-ordinating conjunction to link ideas in sentences (TAF)</li> <li>Third person (TAF)</li> <li>Past tense (TAF)</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>Co-ordinating conjunctions (but, and, or) (TAF)</li> <li>Regular past tense verbs (TAF)</li> </ul> | <p>RWI Unit 5 Fiction</p> <p><b>Stories with a familiar setting</b></p> <p>Written outcome: They will write a diary entry as Samuel Pepys<br/> <b>TAF: I can write simple, coherent narratives about personal experiences and those of others (real or fictional)</b></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>First person (TAF)</li> <li>Past tense (TAF)</li> <li>Sub-ordinating conjunctions link ideas</li> <li>Adverbials of time link events in order (TAF)</li> <li>Describe how I am feeling</li> <li>Describe where things happened</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>Sub-ordinating conjunctions (when, if, that, because) (TAF)</li> <li>Irregular past tense verbs (TAF)</li> </ul> | <p>RWI Unit 6 Fiction</p> <p><b>Fantasy Worlds</b></p> <p>Written outcome: They will write a fantasy story set in space.<br/> <b>TAF: I can write simple, coherent narratives about personal experiences and those of others (real or fictional)</b></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>Includes a quest, a problem and a resolution</li> <li>Includes sights, smells, tastes, sounds or feelings to create atmosphere</li> <li>Shows a problem the character faces and how they overcome it</li> <li>Correct use of progressive forms of verbs</li> <li>Third person (TAF)</li> <li>Past tense (TAF)</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>Inverted commas (Speech marks) (TAF+)</li> </ul> | <p>The Faraway Tree</p> <p><b>Fantasy Worlds</b></p> <p>Written outcome: They will write a chapter set in their own land at the top of the Faraway Tree<br/> <b>TAF: I can write simple, coherent narratives about personal experiences and those of others (real or fictional)</b></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>Third person (TAF)</li> <li>Past tense (TAF)</li> <li>Has a beginning middle and end</li> <li>Uses expanded noun phrases to describe characters and settings</li> <li>Includes conjunctions to link ideas (TAF)</li> <li>Shows a problem the characters face and how they overcome it</li> </ul> <p><u>SPaG to be taught</u></p> <p>Formation of nouns using suffixes such as –ness, –er and by compounding [for example, Saucepan, Moonface] (TAF)</p> | <p>RWI Unit 2 Poetry</p> <p><b>Poetry</b></p> <p>Written outcome: They will write a kenning about a wolf</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>Includes interesting information about a wolf such as where it lives or what it eats</li> <li>Uses at least one poetic technique, e.g. rhyme, rhythm, repetition and alliteration</li> <li>Includes kennings arranged in an interesting shape</li> <li>Includes commas to tell the reader when to pause (TAF+)</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>Commas to tell the reader when to pause (TAF+)</li> </ul> |
| Year 2 Non-fiction Week 6 Write | <p>RWI Unit 1 Non-Fiction</p> <p><b>Explanation text</b></p> <p>Written outcome: They will write their own explanation of a frog's life cycle.</p>  | <p>RWI Unit 2 Non-Fiction</p> <p><b>Non-Chronological text</b></p> <p>Written outcome: They will write a non-chronological report about a polar animal</p>  | <p>RWI Unit 4 Non-Fiction</p> <p><b>Instruction text</b></p> <p>Written outcome: They will write a set of instructions about how to bake bread.</p>   | <p>RWI Unit 6 Non-Fiction</p> <p><b>Non-Chronological text</b></p> <p>Written outcome: They will write a non-chronological text about chocolate</p>   | <p><b>Explanation text</b></p> <p>Written outcome: They will write their own explanation of a tree's lifecycle<br/> <b>TAF: write about real events, recording these simply and clearly</b></p> <p><u>Success Criteria</u></p>  | <p><b>Recount</b></p> <p>Written outcome: They will write a recount of their trip to the Streetlife Museum<br/> <b>TAF: write about real events, recording these simply and clearly</b></p> <p><u>Success Criteria</u></p>  |

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|                | <p>TAF: write about real events, recording these simply and clearly</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>Gives information about keys stages in frog's life</li> <li>Uses technical language</li> <li>Adverbs of time structure the text clearly (TAF)</li> <li>Present tense (TAF)</li> <li>Third person (TAF)</li> <li>Capital letters, full stops and question marks (TAF)</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>Question, statement, exclamation and command sentences</li> </ul> <p>Adverbs of time</p> | <p>TAF: write about real events, recording these simply and clearly</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>Features such as headings, sub-headings, pictures and <i>Did You Know</i> fact boxes make it easy to find information</li> <li>Includes interesting information</li> <li>Capital letter, full stop and question marks (TAF)</li> <li>Present tense (TAF)</li> <li>Third person (TAF)</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>Suffixes –er and –est</li> <li>Suffixes –ing</li> </ul> | <p>TAF: write about real events, recording these simply and clearly</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>Give information about how to bake bread</li> <li>Adverbs of time give a clear order to make them easy for the reader to follow (TAF)</li> <li>Adverbs of manner clearly show the reader how to do something (TAF)</li> <li>Command sentences</li> <li>Third person (TAF)</li> <li>Present tense (TAF)</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>Adverbs of time (TAF)</li> <li>Adverbs of manner -ly (TAF)</li> </ul> <p>Command sentences</p> | <p>TAF: write about real events, recording these simply and clearly</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>Features such as headings, sub-headings and pictures and <i>Did You Know</i> fact boxes make it easy to find information</li> <li>Includes interesting information</li> <li>Capital letter, full stop and question marks (TAF)</li> <li>Third person (TAF)</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>Prefix –un</li> <li>present, past and future tense (TAF)</li> </ul> | <ul style="list-style-type: none"> <li>Gives information about keys stages in a tree's life-cycle</li> <li>Uses technical language</li> <li>Adverbs of time structure the text clearly (TAF)</li> <li>Conjunctions used to link ideas in sentences</li> <li>Present tense (TAF)</li> <li>Third person (TAF)</li> <li>Capital letters, full stops and question marks (TAF)</li> </ul> <p><u>SPaG to be taught</u></p> <p>Irregular adjectives to compare</p>  | <ul style="list-style-type: none"> <li>Introduction of who, where, when and what</li> <li>Description of events</li> <li>Adverbials of time link events in order (TAF)</li> <li>Conclusion includes the authors feelings about the trip</li> <li>Past tense (TAF)</li> <li>First person (TAF)</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>Word classes</li> </ul>   |
| Year 3 Fiction | <p><b>Contrasting settings</b></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>First person</li> <li>Past tense</li> <li>Inverted commas to punctuate direct speech</li> <li>Adverbs of time</li> <li>Adverbials</li> <li>Adjectives</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>Nouns and adjectives</li> <li>Verbs and adverbs</li> <li>First person</li> <li>Past tense</li> <li>Inverted commas to punctuate direct speech</li> <li>Adverbs and adverbials of time</li> </ul>   | <p><b>Play script ending</b></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>Character dialogue (no inverted commas)</li> <li>Stage directions in brackets, using present tense verbs and prepositions</li> <li>Shows what characters are feeling and thinking</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>Verbs</li> <li>Prepositions</li> <li>Suffix -ing</li> <li>Brackets for stage directions</li> </ul>  | <p><b>Episode of a story</b></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>Follows the structure of a problem, reaction and resolution</li> <li>First person for a short section of the episode written by a first person-narrator</li> <li>Inverted commas to punctuate direct speech</li> <li>Similes</li> <li>Co-ordinating and sub-ordinating conjunctions</li> <li>Paragraphs.</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>Similes</li> <li>Consonants and vowels</li> </ul>   | <p><b>Poetry</b></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>Repetition</li> <li>Alliteration</li> <li>Onomatopoeia</li> <li>Uses similes, adjectives and adverbs to create interesting descriptions</li> <li>Interesting shape</li> <li>Form of a poem (eg. line breaks and stanzas)</li> <li>(May rhyme)</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>Nouns and adjectives</li> <li>Verbs and adverbs</li> <li>Vowels and consonants</li> <li>Similes</li> </ul>                          | <p><b>Mystery story</b></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>Character description</li> <li>Setting description</li> <li>Third person</li> <li>Past tense</li> <li>Inverted commas to punctuate direct speech</li> <li>Keeps up the suspense</li> <li>Shows how the character feels</li> <li>Similes</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>Nouns and adjectives</li> <li>Verbs and adverbs</li> <li>Word families</li> <li>Inverted commas to punctuate direct speech</li> <li>Similes</li> </ul> | <p><b>Folktale</b></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>Third person</li> <li>Past tense</li> <li>Setting description</li> <li>Inverted commas to punctuate direct speech</li> <li>Paragraphs</li> <li>Creates tension and suspense</li> <li>Adverbials of time and place</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>Prepositions</li> <li>Nouns and adjectives</li> <li>Verbs and adverbs</li> <li>Third person</li> <li>Past tense</li> <li>Inverted commas to punctuate direct speech</li> <li>Paragraphs</li> </ul> |

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|                    |  |   | <ul style="list-style-type: none"> <li>• Use of the determiner a/an (linked to consonant/vowel)</li> <li>• Co-ordinating and sub-ordinating conjunctions</li> <li>• Sub-ordinating clauses</li> <li>• Inverted commas to punctuate direct speech</li> <li>• Paragraphs</li> </ul>  |   | <ul style="list-style-type: none"> <li>• Apostrophes for missing letters and singular possession</li> </ul>  | <ul style="list-style-type: none"> <li>• Adverbials of time and place</li> </ul>  |
| Year 3 Non-fiction | <p><b>A to Z travel guide (non-chronological report)</b></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>• Third person</li> <li>• Present tense</li> <li>• Headings and sub-headings to organise information</li> <li>• Pictures and captions</li> <li>• Factual</li> <li>• Use a variety of sentence starters</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>• Commas in lists</li> <li>• Third person</li> <li>• Present tense</li> <li>• Sentence starters</li> </ul> | <p><b>Instructions</b></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>• Imperative verbs</li> <li>• Present tense</li> <li>• Second person</li> <li>• Organisational features (eg. sub-headings, pictures, list of equipment)</li> <li>• Adverbs of time</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>• Imperative verbs</li> <li>• Present tense</li> <li>• Adverbs of time</li> <li>• Second person</li> <li>• Statements, question, commands and exclamations</li> </ul> | <p><b>Balanced discussion text</b></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>• Third person</li> <li>• Present tense</li> <li>• Formal (standard English)</li> <li>• Balanced text giving both sides of the argument</li> <li>• Includes fact and opinion</li> <li>• Paragraphs</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>• Adverbs and adverbials.</li> <li>• Third person.</li> <li>• Present tense</li> <li>• Paragraphs</li> </ul> | <p><b>Explanation text</b></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>• Present tense</li> <li>• Third person</li> <li>• Formal (standard English)</li> <li>• Adverbs of time</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>• Third person</li> <li>• Present tense</li> <li>• Co-ordinating and sub-ordinating conjunctions</li> <li>• Prefixes</li> <li>• Adverbs of time</li> </ul> | <p><b>Non-chronological report about space</b></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>• Third person</li> <li>• Present tense</li> <li>• Organisational features (eg. headings, subheadings, diagrams and captions)</li> <li>• Use of clauses and sub-ordinate clauses</li> <li>• Paragraphs</li> <li>• Introductory paragraph</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>• Third person</li> <li>• Present tense</li> <li>• Conjunctions</li> <li>• Clauses and sub-ordinate clauses</li> <li>• Paragraphs</li> </ul> | <p><b>Biography</b></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>• Third person</li> <li>• Past tense</li> <li>• Paragraphs</li> <li>• Organisational features (eg. headings, subheadings)</li> <li>• Chronological order</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>• Third person</li> <li>• Past tense</li> <li>• Paragraphs</li> <li>• Apostrophes for singular possession</li> </ul> |
| Year 4 Fiction     | <p><b>Chapter of a dilemma story</b></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>• Includes a dilemma, resolution and consequences</li> <li>• Past tense</li> <li>• Third person</li> <li>• Inverted commas and other punctuation to punctuate direct speech</li> <li>• Setting description using expanded noun</li> </ul>   | <p><b>Free verse poetry</b></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>• Repetition</li> <li>• Alliteration</li> <li>• Onomatopoeia</li> <li>• Uses similes, metaphors, expanded noun phrases and adverbs to create interesting descriptions</li> <li>• Personification</li> </ul>   | <p><b>Narrative verse</b></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>• Written from a characters point of view</li> <li>• Fronted adverbials</li> <li>• Alliteration</li> <li>• Written in the style of Kaye Umansky</li> <li>• Uses similes, metaphors, expanded noun phrases and adverbs to create</li> </ul>   | <p><b>Play script scene</b></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>• Character dialogue (no inverted commas)</li> <li>• Stage directions in brackets, using present tense verbs and prepositions</li> <li>• Shows what characters are feeling and thinking</li> <li>• Scene descriptions</li> </ul>  | <p><b>Story with a historical setting</b></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>• Includes historical references</li> <li>• Use of standard and non-standard English depending on the character</li> <li>• Past tense</li> <li>• First person</li> <li>• Inverted commas and other punctuation to</li> </ul>   | <p><b>Episode of a story from another culture</b></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>• Creates tension with a problem</li> <li>• Use of powerful verbs and adverbs</li> <li>• Past tense</li> <li>• Third person</li> <li>• Inverted commas and other punctuation to punctuate direct speech</li> </ul>  |

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|                    | <p>phrases, similes and metaphors</p> <ul style="list-style-type: none"> <li>• Paragraphs</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>• Third person</li> <li>• Past tense</li> <li>• Nouns and adjectives to make expanded noun phrases</li> <li>• Verbs and adverbs</li> <li>• Similes and metaphors</li> <li>• Inverted commas and other speech punctuation</li> <li>• Paragraphs</li> </ul>   | <ul style="list-style-type: none"> <li>• Form of a poem (eg. line breaks and stanzas)</li> <li>• Present tense</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>• Syllables</li> <li>• Present tense</li> <li>• Expanded noun phrases</li> <li>• Similes</li> <li>• Metaphors</li> </ul>   | <p>interesting descriptions</p> <ul style="list-style-type: none"> <li>• Form of a poem (eg. line breaks and stanzas)</li> <li>• First person</li> <li>• Past tense</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>• Synonyms and antonyms</li> <li>• Fronted adverbials and their punctuation</li> <li>• First person</li> <li>• Past tense</li> <li>• Expanded noun phrases</li> <li>• Similes</li> <li>• Metaphors</li> </ul>   | <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>• Verbs</li> <li>• Prepositions</li> <li>• Suffix -ing</li> <li>• Brackets for stage directions</li> </ul>   | <p>punctuate direct speech</p> <ul style="list-style-type: none"> <li>• Paragraphs</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>• First person</li> <li>• Past tense</li> <li>• Standard (formal) and non-standard (informal) English</li> <li>• Inverted commas and other speech punctuation</li> <li>• Paragraphs</li> </ul>   | <ul style="list-style-type: none"> <li>• Setting and character description using expanded noun phrases, similes and metaphors</li> <li>• Use of pronouns to avoid repetition</li> <li>• Paragraphs</li> <li>• Fronted adverbials</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>• Third person</li> <li>• Past tense</li> <li>• Nouns and pronouns</li> <li>• Expanded noun phrases</li> <li>• Verbs and adverbs</li> <li>• Similes and metaphors</li> <li>• Inverted commas and other speech punctuation</li> <li>• Fronted adverbials</li> <li>• Paragraphs</li> </ul>  |
| Year 4 Non-fiction | <p><b>Leaflet (non-chronological report)</b></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>• Third person</li> <li>• Present tense</li> <li>• Organisational features (eg. headings, sub-headings, bullet points and text boxes)</li> <li>• Factual</li> <li>• Informally written for a young audience</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>• Word classes (noun, adjective, verb, adverb, sub and co-ordinating conjunctions, prepositions, determiners and pronouns)</li> <li>• Prefixes and suffixes</li> <li>• Third person</li> </ul> | <p><b>Journalistic recount</b></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>• Chronological order</li> <li>• Includes the 5W's</li> <li>• Third person</li> <li>• Past tense</li> <li>• Quotations using inverted commas and other speech punctuation</li> <li>• Paragraphs</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>• Inverted commas and other speech punctuation</li> <li>• Paragraphs</li> <li>• Third person</li> <li>• Past tense</li> <li>• Determiners</li> </ul> | <p><b>Explanation text</b></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>• Present tense</li> <li>• Third person</li> <li>• Formal (standard English)</li> <li>• Fronted adverbials</li> <li>• Organisational features (eg. heading, sub-heading, introduction)</li> <li>• Paragraphs</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>• Third person</li> <li>• Present tense</li> <li>• Co-ordinating and sub-ordinating conjunctions</li> <li>• Fronted adverbials</li> <li>• Paragraphs</li> </ul> | <p><b>Evaluating evidence (explanation text)</b></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>• Present tense</li> <li>• Third person</li> <li>• Formal (standard English)</li> <li>• Fronted adverbials</li> <li>• Introduction</li> <li>• Technical language</li> <li>• Accurate use of apostrophes</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>• Third person</li> <li>• Present tense</li> <li>• Co-ordinating and sub-ordinating conjunctions</li> <li>• Fronted adverbials and their punctuation</li> <li>• Apostrophes for possession with singular and plural nouns</li> </ul> | <p><b>Newspaper report</b></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>• Introductory paragraph including the 4W's</li> <li>• Chronological order</li> <li>• Third person</li> <li>• Past tense</li> <li>• Formal text</li> <li>• Informal quotations using inverted commas and other speech punctuation</li> <li>• Organisational features (headline, introduction, conclusion, photo and caption)</li> <li>• Unbiased</li> <li>• Paragraphs</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>• Inverted commas and other speech punctuation</li> </ul> | <p><b>Persuasive text</b></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>• Fronted adverbials</li> <li>• Rhetorical questions</li> <li>• Use of first and second person pronouns</li> <li>• Emotive language</li> <li>• Facts and opinion</li> <li>• Co-ordinating and sub-ordinating conjunctions</li> <li>• Clauses and subordinating clauses</li> <li>• Concluded by summarising the arguments</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>• Fronted adverbials</li> <li>• Rhetorical questions</li> <li>• Use of first and second person pronouns</li> <li>• Co-ordinating and sub-ordinating conjunctions</li> </ul> |

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|                | <ul style="list-style-type: none"> <li>• Present tense</li> <li>• Informal language including apostrophes for contractions</li> <li>• Commas in lists</li> </ul>   |  |   |  | <ul style="list-style-type: none"> <li>• Formal and informal English</li> <li>• Paragraphs</li> <li>• Third person</li> <li>• Past tense</li> </ul>   | <ul style="list-style-type: none"> <li>• Clauses and subordinating clauses</li> </ul>  |
| Year 5 Fiction | <p><b>Myth</b></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>• Past tense</li> <li>• First person</li> <li>• Inverted commas and other punctuation to punctuate direct speech</li> <li>• Setting/character description using expanded noun phrases, similes and metaphors</li> <li>• Paragraphs</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>• First person</li> <li>• Past tense</li> <li>• Synonyms and antonyms</li> <li>• Use of conjunctions, pronouns, determiners and fronted adverbials to build cohesion within and across paragraphs</li> <li>• Speech punctuation</li> <li>• Word classes – nouns, adjectives, verbs, adverbs, sub- and co-ordinating conjunctions, prepositions, determiners and pronouns</li> <li>• Similes and metaphors</li> </ul> | <p><b>Diary entry</b></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>• Past tense</li> <li>• First person</li> <li>• Includes relative clauses</li> <li>• Chronological order</li> <li>• Setting/character description using expanded noun phrases, similes and metaphors</li> <li>• Paragraphs</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>• First person</li> <li>• Past tense</li> <li>• Types of clauses, particularly focusing on relative clauses (referring to relative pronouns)</li> <li>• Expanded noun phrases, similes and metaphors</li> </ul> | <p><b>Poetry</b></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>• Repetition</li> <li>• Alliteration</li> <li>• Onomatopoeia</li> <li>• Uses similes, metaphors, expanded noun phrases and adverbs to create interesting descriptions</li> <li>• Personification</li> <li>• Rhyme</li> <li>• Form of a poem (eg. line breaks and stanzas)</li> <li>• Past tense</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>• Past tense</li> <li>• Synonyms</li> <li>• Fronted adverbials</li> <li>• Expanded noun phrases</li> <li>• Similes</li> <li>• Metaphors</li> </ul> | <p><b>Story in the style of Kaye Umansky</b></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>• Past tense</li> <li>• Third person</li> <li>• Speech punctuation</li> <li>• Parenthesis (brackets, commas and dashes)</li> <li>• Character description using expanded noun phrases, similes and metaphors</li> <li>• Relative clauses</li> <li>• Paragraphs</li> <li>• Written in the style of Kaye Umansky</li> <li>• Accurate use of apostrophes for possession and contraction</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>• Third person</li> <li>• Past tense</li> <li>• Parenthesis (brackets, commas and dashes)</li> <li>• Relative clauses</li> <li>• Use of conjunctions, pronouns, determiners and fronted adverbials to build cohesion within and across paragraphs</li> <li>• Speech punctuation</li> <li>• Use of apostrophes for possession and contraction</li> </ul> | <p><b>Story from another culture</b></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>• First person</li> <li>• Past tense</li> <li>• Includes an introduction, a build-up, a dilemma, suspense and a solution</li> <li>• Use of parenthesis</li> <li>• Fronted adverbials</li> <li>• Speech punctuation</li> <li>• Uses cultural references</li> <li>• Setting and character description using expanded noun phrases, similes and metaphors</li> <li>• Paragraphs</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>• First person</li> <li>• Past tense</li> <li>• Verb prefixes</li> <li>• Fronted adverbials</li> <li>• Speech punctuation</li> <li>• Parenthesis (brackets, commas and dashes)</li> </ul> | <p><b>Play script scene</b></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>• Formal and informal character dialogue</li> <li>• Stage directions in brackets, using present tense verbs and prepositions</li> <li>• Relative clauses</li> <li>• Shows what characters are feeling and thinking through their actions</li> <li>• Scene descriptions</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>• Prepositions</li> <li>• Brackets for stage directions</li> <li>• Present tense</li> <li>• Formal and informal language</li> <li>• Relative clauses</li> </ul> |



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|                    |   |   |  | <ul style="list-style-type: none"> <li>Expanded noun phrases, similes and metaphors</li> </ul>   |  |   |
| Year 5 Non-fiction | <p><b>Instructions</b></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>Imperative verbs</li> <li>Present tense</li> <li>Second person</li> <li>Organisational features (eg. headings, sub-headings, pictures, diagrams, text boxes)</li> <li>Correctly punctuated fronted adverbials of time</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>Imperative verbs</li> <li>Present tense</li> <li>Fronted adverbials and their punctuation</li> <li>Second person</li> <li>Linking ideas across paragraphs</li> </ul> | <p><b>Newspaper report</b></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>Third person</li> <li>Past tense</li> <li>Relative clauses</li> <li>Chronological order</li> <li>Introductory paragraph including the 4W's</li> <li>Appropriate for the target audience</li> <li>Informal quotations using speech punctuation</li> <li>Organisational features (headline, photo and caption)</li> <li>Concluding paragraph that transitions from the past to the present tense</li> <li>Paragraphs</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>Speech punctuation</li> <li>Formal and informal English</li> <li>Relative clauses (including embedded clauses)</li> <li>Paragraphs</li> <li>Third person</li> <li>Past tense</li> </ul> | <p><b>Persuasive text</b></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>Adverbs of possibility</li> <li>Modal verbs</li> <li>Rhetorical questions</li> <li>Use of first and second person pronouns</li> <li>Present tense</li> <li>Emotive language</li> <li>Facts and opinion</li> <li>Use of persuasive phrases</li> <li>Concluded by summarising the arguments</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>Adverbs of possibility</li> <li>Modal verbs</li> <li>Rhetorical questions</li> <li>Use of first and second person pronouns</li> <li>Present tense</li> </ul> | <p><b>Biography</b></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>Third person</li> <li>Past tense</li> <li>Formal</li> <li>Use of parenthesis</li> <li>Relative clauses</li> <li>Paragraphs</li> <li>Organisational features (eg. headings, subheadings)</li> <li>Chronological order</li> <li>Factual</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>Fronted adverbials</li> <li>Parenthesis</li> <li>Third person</li> <li>Past tense</li> <li>Paragraphs</li> <li>Apostrophes for possession</li> </ul> | <p><b>Non-chronological report about dragons</b></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>Third person</li> <li>Present tense</li> <li>Organisational features (eg. headings, sub-headings, diagrams, bullet points and text boxes)</li> <li>Uses generic facts</li> <li>Introduction and conclusion</li> <li>Fronted adverbials</li> <li>Parenthesis</li> <li>Formal language</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>Third person</li> <li>Present tense</li> <li>Converting nouns and adjectives into verbs using suffixes</li> <li>Fronted adverbials</li> <li>Formal and informal language</li> <li>Parenthesis (brackets, commas and dashes)</li> </ul> | <p><b>Balanced discussion text</b></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>Third person</li> <li>Present tense</li> <li>Written in a formal, impersonal style</li> <li>Parenthesis</li> <li>Commas to avoid ambiguity</li> <li>Balanced text giving both sides of the argument</li> <li>Introduction introducing the argument</li> <li>Conclusion summarising the arguments</li> <li>Fronted adverbials</li> <li>Paragraphs</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>Using commas to clarify meaning or avoid ambiguity</li> <li>Fronted adverbials</li> <li>Third person</li> <li>Present tense</li> <li>Parenthesis (brackets, commas and dashes)</li> <li>Paragraphs</li> </ul> |
| Year 6 Fiction     | <p><b>Legend (Unit 1)</b></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>Past tense</li> <li>First person</li> <li>Inverted commas and other punctuation to punctuate direct speech</li> <li>Setting/character description using</li> </ul>  | <p><b>New episode of story (Unit 6)</b></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>Past tense</li> <li>First person</li> <li>Includes an incident and resolution</li> <li>Fronted adverbials</li> <li>Speech punctuation</li> <li>Setting description using expanded noun</li> </ul>   |  |  |  |   |

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|  | <p>expanded noun phrases, similes and metaphors</p> <ul style="list-style-type: none"> <li>• Fronted adverbials</li> <li>• Paragraphs</li> <li>• Colon for a list and between independent clauses</li> <li>• Dash for parenthesis</li> <li>• Semi-colon between independent clauses</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>• First person</li> <li>• Past tense</li> <li>• Expanded noun phrases</li> <li>• Colons between independent clauses and for lists</li> <li>• Dash for parenthesis</li> <li>• Semi-colon between independent clauses</li> <li>• Speech punctuation</li> <li>• Word classes – nouns, adjectives, verbs, adverbs, sub- and co-ordinating conjunctions, prepositions, determiners and pronouns</li> </ul> | <p>phrases, similes and metaphors</p> <ul style="list-style-type: none"> <li>• Parenthesis (brackets, commas and dashes)</li> <li>• Colons for a list</li> <li>• Semi-colons between independent clauses</li> <li>• Use of conjunctions, pronouns, determiners and fronted adverbials to build cohesion within and across paragraphs</li> <li>• Paragraphs</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>• First person</li> <li>• Past tense</li> <li>• Parenthesis (brackets, commas and dashes)</li> <li>• Use of conjunctions, pronouns, determiners and fronted adverbials to build cohesion within and across paragraphs</li> <li>• Colons for a list</li> <li>• Semi-colons between independent clauses</li> <li>• Speech punctuation</li> </ul> <p><b>Remembrance Day Poetry</b></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>• Repetition</li> <li>• Alliteration</li> <li>• Onomatopoeia</li> <li>• Uses similes, metaphors, expanded noun phrases and adverbs to create interesting descriptions</li> <li>• Form of a poem (eg. line breaks and stanzas)</li> <li>• Past tense</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>• Past tense</li> </ul> |  |  |  |  |
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|--------------------|--|--|--|--|--|--|
|                    |  | <ul style="list-style-type: none"> <li>• Synonyms</li> <li>• Expanded noun phrases</li> <li>• Similes</li> <li>• Metaphors</li> </ul>  |  |  |  |  |
| Year 6 Non-fiction | <p><b>Newspaper report</b></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>• Third person</li> <li>• Past tense</li> <li>• Parenthesis</li> <li>• Colons and semi-colons between independent clauses</li> <li>• Chronological order</li> <li>• Introductory paragraph including the 4W's</li> <li>• Appropriate for the target audience</li> <li>• Informal quotations using speech punctuation</li> <li>• Organisational features (headline, photo and caption)</li> <li>• Concluding paragraph that transitions from the past to the present tense</li> <li>• Paragraphs</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>• Speech punctuation</li> <li>• Formal and informal English</li> <li>• Parenthesis</li> <li>• Colons and semi-colons between independent clauses</li> <li>• Paragraphs</li> <li>• Third person</li> <li>• Past tense</li> </ul> | <p><b>Explanation text</b></p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>• Present tense</li> <li>• Third person</li> <li>• Formal (standard English)</li> <li>• Fronted adverbials</li> <li>• Introduction</li> <li>• Technical language</li> <li>• Accurate use of apostrophes</li> <li>• Features of an explanation text (eg. title, diagram, labels etc)</li> <li>• Parenthesis</li> <li>• Colons</li> <li>• Semi-colons</li> </ul> <p><u>SPaG to be taught</u></p> <ul style="list-style-type: none"> <li>• Third person</li> <li>• Present tense</li> <li>• Co-ordinating and subordinating conjunctions</li> <li>• Fronted adverbials and their punctuation</li> <li>• Apostrophes for possession with singular and plural nouns</li> <li>• Parenthesis</li> <li>• Colons</li> <li>• Semi-colons</li> </ul> |  |  |  |  |

