

 **ENGLISH CURRICULUM - WRITING** 




socially mistakes morally potential  
confidently **Together** spiritually  
**Grow** **Learn** academically  
**Love** **St Jesus** world  
ourselves faith  
others **Joseph's**

LOVE

LEARN




GROW



INTENT	IMPLEMENTATION	IMPACT
<p>Writing is a vital skill for living in the modern world and, at St. Joseph's, we want our students to be able to confidently communicate their knowledge, ideas and emotions through their writing. Writing is a tool that is often used to demonstrate children's understanding across the curriculum</p> <p>We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and effectively and adapt their language and style for a range of contexts.</p> <p>The children of St Joseph's are encouraged to become 'mini authors', who write as readers, and have a wide range of vocabulary, an excellent knowledge of writing techniques, as well as a clear understanding of genre and text type. They evaluate, edit and improve their work and understand that writing is a process.</p> <p>We also aim for all of our children to discover the magic in writing, develop an appreciation for and love of writing and instil the habit of writing for pleasure.</p> 	<p><b>We provide a thriving writing culture for all children in our school.</b></p> <p>Through effective teaching and intervention, children are equipped with the essential skills to ensure that they become competent writers. All staff appreciate the inextricable link between children's reading and effective writing and this is at the core of teaching. At St Joseph's, we have devised a clear 'Writing Cycle' which captures the essence of our teaching of writing for all children.</p> <p>Children's current understanding is assessed at the start of a unit and planned for to meet the needs of the class. Children's inspiration is then ignited through exciting and engaging writing stimuli and authentic purposes for writing are encouraged where possible. Teachers expose children to high quality texts across the curriculum that provide effective models for their own writing. They are able to develop their understanding of text type and build up their writer toolkit.</p> <p>Children are given appropriate time and are taught strategies to edit and improve their work. Spelling is taught weekly and vocabulary development is further supplemented by our cross-curricular focus on key spelling words.</p> <p>Time to review and celebrate children's writing is planned into a unit.</p> 	<p>We aim for children to be enthusiastic writers who enjoy writing across a range of genres and for a range of purposes. They will have a well-established writer toolkit, full of writing techniques, effective vocabulary and a range of sentence structures.</p> <p>Children will be able to talk about their own writing confidently, with a sense of pride, and explain specific choices and their effect.</p> <p>Writing skills that children have developed are used across the curriculum and empower them too demonstrate their understanding in all subjects.</p> <p>Children at St Joseph's perform well in writing at key assessment points, though more importantly, they leave us as competent writers, who can both write clearly to inform/communicate and write for pleasure.</p> 

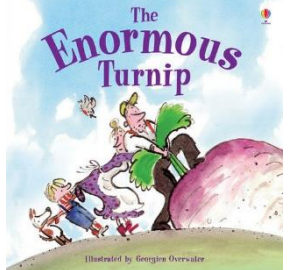
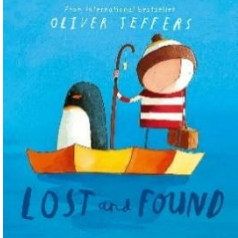

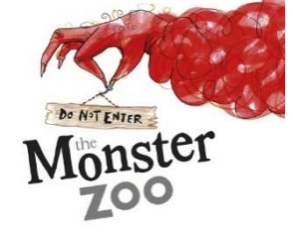
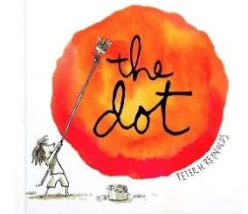
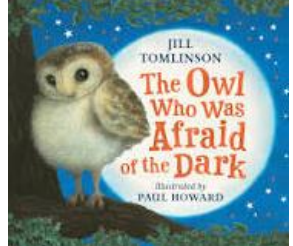
# WRITING CURRICULUM OVERVIEW – CLASS TEXTS AND GENRE EYFS

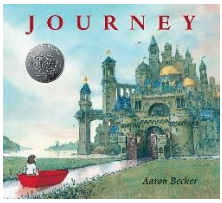


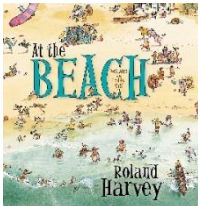
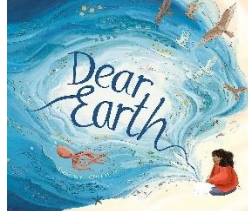

(Cornerstones scheme)


		Advent 1 Advent 2		Lent 1 Lent 2		Pentecost 1 Pentecost 2	
Focus	PSED	Literacy	UTW	UTW	UTW	UTW	
Topic							
	Me & My Community	Once Upon a Time	Starry Night	Dangerous Dinosaurs	Sunshine & Sunflowers	Big Wide World	
Core Texts	Once There Were Giants  Lost and Found	Goldilocks and The Three Bears  Little Red Riding Hood  The Three Billy Goats Gruff  The Three Little Pigs  Cinderella	Peace at Last Owl  Babies  How to Catch a Star	Dear Dinosaur  Little Kids First  Book of Dinosaurs  Cave Baby	Errol's Garden  My Butterfly  Bouquet  Jump and Shout	Our World: A First Book of Geography  All Are Welcome Under the Same Sky Clean Up	
Key Skill Literacy	Comprehension; Word reading; Writing						

Pre-school and Reception

## Year 1 – Writing Curriculum

Text type	Rags to Riches Tale	Finding Tale	Journey Story (Story from a different culture)	Conquering the monster	Character change story	Fear Tale
						
<b>Books Year 1</b>	<b>The Enormous Turnip</b> Stardust Jean Willis Blue Monster Wants it all Jean Willis Cinderella Jack and the Beanstalk	<b>Lost and Found (Oliver Jeffries)</b> The Storm Whale Benji Davies The Bear and the Piano David Litchfield Star in a Jar Sam Hay	<b>Lila and the Secret Rain David Conway</b> <b>Zeraffa Giraffa (Dianne Hofmeyr)</b> Handa's Surprise Eileen Browne Meerkat Mail Emily Gravett Mela and the Elephant Dow Phumiruk	<b>Do Not Enter the Monster Zoo (Amy Sparkes)</b> Little Red Riding Hood Little Red Bethan Woollvin Billy and the Beast Nadia Shireen Supertato Sue Hendra	<b>The Dot (Peter Reynolds)</b> A Visitor for Bear Bonnie Becker Blue John Berlie Doherty	<b>The Owl who was afraid of the dark Jill Tomlinson</b> Can't You Sleep Little Bear Martin Waddell Ruby's Worry (Tom Percival)
<b>Narrative Focus</b>	<b>Openings and endings</b>	<b>Description</b>	<b>Setting</b>	<b>Dialogue</b>	<b>Characterisation</b>	<b>Suspense</b>
<b>Poetry</b>	<b>Riddles</b>				<b>Acrostic</b>	
<b>Non-Fiction Focus</b>	<b>Instruct</b> writing a set of instructions explaining how something should be carried out or completed.	<b>Recount</b> writing in chronological order about an event which has happened.	<b>Inform</b> writing information about a particular topic.	<b>Persuasion</b> writing to convince your reader that what you're saying is true.	<b>Explain</b> writing a explanation so that the reader can understand how or why something is done.	<b>Discussion</b> writing different points of view on an issue, without leaning one way or the other.

WRITING CURRICULUM OVERVIEW – CLASS TEXTS AND GENRE KS1													
		Advent 1		Advent 2		Lent 1		Lent 2		Pentecost 1		Pentecost 2	
		Geography – People & their Communities		PSHE- Valuing differences		PSHE- being my best		Geography – Our Local Area		Science- observation skills		PSHE- growing and changing	
Year 2	Class text/ stimulus for writing			<a href="https://www.literacyshed.com/puddinglane.html">https://www.literacyshed.com/puddinglane.html</a> 									
	Purpose for writing	Writing to entertain		Writing to inform		Writing to inform	Writing to entertain	Writing to entertain		Writing to entertain	Writing to inform	Writing to entertain	
	Genre/ text type	Setting description	Narrative	Instructions – baking bread	Newspaper report - fire	Non-chronological report	Poetry - Haikus	Setting description	Postcard	Letters	Character Description	Narrative – Sequel	Poetry – Cinquain
	Cross curricular links	Geography – Journeys - Food		History – Bonfire Nigh/The Great Fire of London		Science – Living things and their habitats Geography – Seasons		History – Holidays Science – Health		Geography- Our Wonderful World		History – Our Local Heroes	

WRITING CURRICULUM OVERVIEW – CLASS TEXTS AND GENRE LKS2													
		Advent 1		Advent 2		Lent 1		Lent 2		Pentecost 1		Pentecost 2	
Year 3	Class text/ stimulus for writing												
	Purpose for writing	Writing to inform	Writing to entertain	Writing to inform	Writing to persuade	Writing to entertain		Writing to entertain		Writing to inform		Writing to persuade	Writing to entertain



# WRITING CURRICULUM OVERVIEW – CLASS TEXTS AND GENRE UKS2

		Advent 1		Advent 2		Lent 1		Lent 2		Pentecost 1		Pentecost 2					
Year 5	Class text/ stimulus for writing																
	Purpose for writing	Writing to discuss	Writing to entertain	Writing to entertain	Writing to persuade	Writing to inform	Writing to entertain	Writing to entertain	Writing to inform	Writing to inform	Writing to inform	Writing to entertain	Writing to persuade	Writing to inform			
	Genre/text type	Argument – HS2	Poetry - Diamantes	Narrative - 1 <sup>st</sup> person	Speech	Biographies	Narrative		Poetry – Free Verse	Travel blog	Report	Narrative setting	Poster/campaign	Journey of a product			
	Cross curricular links	Geography – Local environment		History - Vikings		History – Anglo-Saxons			Geography – Europe, The Alps		History – Journeys- why do people go on journeys?		Geography – Journeys- trade				
Year 6	Class text/ stimulus for writing																
	Purpose for writing	Writing to inform	Writing to entertain	Writing to entertain	Writing to inform	Writing to inform	Writing to entertain	Writing to inform	Writing to persuade	Writing to inform	Writing to persuade	SATS Preparation Writing to discuss	Writing to persuade	Writing to persuade			
	Genre/text type	Non-chronological fact files	Poetry - Renga	Narrative – setting	South American animals/ deforestation	News report	Poetry – Ottava Rima		Narrative -suspense	Narrative - tragedy	Reviews – books, film, theatre		Formal letters – to companies about global warming	Adverts – Year 6 Show			
	Cross curricular links	History – Ancient Greece		Geography – The Amazon		History – Impact of War			Stand alone		Year 6 End of Year Production		Geography – Global warming and climate change		Geography- our world, our future		

# ENGLISH – PUNCTUATION AND GRAMMAR OBJECTIVE COVERAGE

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
1	<ul style="list-style-type: none"> <li>• Understand how words can be combined to make sentences</li> <li>• Capital letters to start sentences</li> <li>• Full stops to end sentences</li> <li>• Leaving spaces between words</li> <li>• Form lower case letters in the correct direction, starting and finishing in the correct place.</li> <li>• Join words and clauses using 'and'</li> <li>• Sequence sentences correctly</li> </ul>		<ul style="list-style-type: none"> <li>• Re-read what has been written to check it makes sense</li> <li>• Joining words and joining clauses using but / or / because</li> <li>• Exclamation marks to demarcate sentences.</li> <li>• Question marks to demarcate sentences.</li> <li>• Use regular plural noun suffixes –s or –es [dog/dogs or wish/wishes] and explain how this affects meaning.</li> </ul>		<ul style="list-style-type: none"> <li>• Use the prefix un- and explain how this affects meaning of verbs and adjectives [verbs – undoing e.g. untie, adjectives – negation e.g. unkind].</li> <li>• Suffixes that can be added to verbs where no change is needed in the spelling of the root words e.g. helping, jumped, singer.</li> <li>• Consolidation of year group's objectives to ensure basic skills are mastered before moving on.</li> </ul>	
2	<ul style="list-style-type: none"> <li>• Compose <b>expanded noun phrases</b> to describe and specify [the blue butterfly].</li> </ul>	<ul style="list-style-type: none"> <li>• Use <b>sentences</b> with different forms: <b>question</b></li> <li>• Form adverbs using the suffix <b>-ly</b>.</li> <li>• Use <b>commas</b> to separate items in a list.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between <b>homophones</b> and near-homophones.</li> <li>• Add <b>suffixes</b> to form nouns (<b>-er, -ment, -ness</b>), form adjectives (<b>-ful, -less</b>).</li> </ul>	<ul style="list-style-type: none"> <li>• Use <b>apostrophes</b> for words in the contracted form.</li> <li>• Use the <b>possessive apostrophe</b> (singular) [the girl's book].</li> <li>• Use the <b>present and past tenses</b> correctly and consistently.</li> <li>• Use <b>sentences</b> with different forms: <b>statement, exclamation, command</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of the <b>progressive</b> form in <b>past and present</b> tense [she is drumming, he was shouting].</li> </ul>	Consolidation of year group's objectives to ensure basic skills are mastered before moving on.
3	<ul style="list-style-type: none"> <li>• Use the forms <b>a</b> or <b>an</b> according to whether the next word begins with a <b>consonant</b> or a <b>vowel</b> [a rock or an open box].</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Headings and subheadings</b> to aid presentation.</li> <li>• Express time, place and cause using <b>conjunctions</b> [when, before, while, after, so, because] and <b>adverbs</b> [then, next, soon, before] and <b>prepositions</b> [before, after, during, in, under].</li> </ul>	<ul style="list-style-type: none"> <li>• Use of the <b>present perfect</b> form of tense rather than the <b>simple past</b> [he <b>has gone</b> out to play rather than he <b>went</b> out to play].</li> <li>• Create sentences that include <b>subordinate clauses</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand <b>word families</b> based on common words, showing how words are related in form and meaning [solve, solution, solver, dissolve, soluble].</li> </ul>	<ul style="list-style-type: none"> <li>• Form <b>nouns</b> using a range of <b>prefixes</b> (<b>super-, anti-, auto-</b>).</li> <li>• Introduction to <b>paragraphs</b> as a way of grouping related information.</li> <li>• Introduction to <b>inverted commas</b> to punctuate speech.</li> </ul>	

4	Recap of previous objectives and	<ul style="list-style-type: none"> <li>• Use of <b>inverted commas</b> and <b>other punctuation</b> to indicate direct speech (<i>a comma</i></li> </ul>	<ul style="list-style-type: none"> <li>• Noun phrases expanded by the addition of <b>modifying adjectives</b>,</li> </ul>	<ul style="list-style-type: none"> <li>• Use <b>Standard English</b> forms for verb inflections instead of <b>local, spoken forms</b> [we <b>were</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Fronted adverbials</b> [<i>Later that day, I heard the bad news</i>]</li> </ul>	Consolidation of year group's
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	address weak areas.	<p>before/after the reporting clause and punctuation within inverted commas) [The conductor shouted, "Sit down!"]</p> <ul style="list-style-type: none"> <li>• Explain the difference between <b>plural</b> and <b>possessive</b> –s</li> <li>• Apostrophes to mark <b>plural possession</b> [the girls' names, the boys' toilets]</li> </ul>	<p>nouns and preposition phrases [the teacher expanded to the strict maths teacher, with curly hair]</p> <ul style="list-style-type: none"> <li>• Use of <b>paragraphs</b> to organise ideas around a theme</li> </ul>	<p>instead of <i>we was</i> or <i>I did</i> instead of <i>I done</i></p>	<ul style="list-style-type: none"> <li>• Use of <b>commas</b> after fronted adverbials</li> <li>• Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across sentences to aid <b>cohesion</b> and avoid repetition</li> </ul>	objectives to ensure basic skills are mastered before moving on.
5	Recap of previous objectives and address weak areas.	<ul style="list-style-type: none"> <li>• Devices to build <b>cohesion</b> within a paragraph (<i>then, after that, this, firstly</i>)</li> <li>• Linking ideas across paragraphs using <b>adverbials</b> of time (<i>later</i>), place (<i>nearby</i>) and number (<i>secondly</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Relative clauses</b> beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun</li> <li>• <b>Brackets</b> and <b>dashes</b> to indicate <b>parenthesis</b></li> <li>• <b>Commas</b> to indicate <b>parenthesis</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use of <b>commas</b> to clarify meaning or avoid ambiguity</li> <li>• <b>Linking ideas across paragraphs</b> using tense choices (<i>he had seen her before</i>)</li> <li>• Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> (<i>-ate; -ise; -ify</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Indicating degrees of possibility using <b>adverbs</b> (<i>perhaps, surely</i>) or <b>modal verbs</b> (<i>might, should, will, must</i>)</li> <li>• <b>Verb prefixes</b> (<i>dis-, de-, mis-, over- and re-</i>)</li> </ul>	
6	Recap of previous objectives and address weak areas.	<ul style="list-style-type: none"> <li>• Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: grammatical connections [the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i>]</li> <li>• <b>Hyphens</b> to avoid ambiguity [<i>man eating shark</i> versus <i>man-eating shark</i>].</li> </ul>	<ul style="list-style-type: none"> <li>• Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: <b>ellipsis</b>.</li> <li>• How words are related by meaning as <b>synonyms</b> and <b>antonyms</b> [<i>big, large, little</i>].</li> <li>• Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a word or phrase.</li> </ul>	<ul style="list-style-type: none"> <li>• The difference between <b>vocabulary</b> typical of <b>informal speech</b> and appropriate for <b>formal speech</b> and writing [<i>find out – discover, ask for – request</i>].</li> <li>• The difference between structures typical of <b>informal speech</b> and appropriate for <b>formal speech</b> and writing [the use of question tags: <i>He's your friend, isn't he?</i>, or the use of <b>subjunctive</b> forms such as <i>If I were</i>].</li> <li>• Use of the <b>semi-colon</b>, <b>colon</b> and <b>dash</b> to mark the boundary between independent <b>clauses</b> [<i>It's raining; I'm fed up</i>].</li> </ul>	<ul style="list-style-type: none"> <li>• Use of the <b>colon</b> to introduce a list and use of <b>semi-colons</b> within lists.</li> <li>• Layout devices [headings, sub-headings, columns, bullets, or tables] to structure.</li> <li>• <b>Bullet points</b> to list information.</li> <li>• Use the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [<i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken</i>].</li> </ul>	

## English- Spelling Coverage (following Grammarsaurus scheme)

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
<b>3</b>	Homophones 'ei' words 'sc' words 'ch/cr' words 'k' or 'ch' words	'l' or 'y' words 'ure' 'sion' 'ous' prefix: dis/mis prefix: im/re	suffix – double consonant 'ou' plurals Year 3-4 spellings prefix: sub, inter, auto, anti	Homophones 'al' suffix – ful suffixes suffix - ous	Homophones Common exception words	Unstressed vowels Hard and soft g 'augh' and 'au' words Compound nouns
<b>4</b>	Homophones el- long a sound sc- silent c que/gue ch- makes sh sound ch- makes the k sound	i or y -ure -sion = shun Suffix -ous Prefixes	Root words and suffixes Sound ou = u Singular plurals Possession Prefixes	Homophone all = l Suffix -ful Suffixes Adding -ous = adjectives	Homophone Common exception words Synonyms and Antonyms	Unstressed vowel Soft g and hard g augh/au Compound nouns
<b>5</b>	-ible / -able	ie / ei silent letters homophones -ant /- ent -ence / -ance	ough hyphen etymology prefixes homophones	ably / ibly prefix di, dis or de le, il, el, al tricky spelling	homophones/near homophones common exception x 3	ch root words ph ent
<b>6</b>	Suffix- ible and able ie silent letters Homophones Suffix- ent/ant Word Families	-cial/tial -cious/tious -tion/sion -ian Suffixes- how do they change the meaning of the word? -fer	-ough Hyphens Etymology Prefix - re, trans, super, pre, auto, inter Homophones Revision	Revision- ibly, ably, prefixes dis, de, di le, il, al, el Etymology	Homophones Common exception words	ch Root words ph Hard c/ soft c

## ENGLISH – HANDWRITING OBJECTIVE COVERAGE – KS2

	NATIONAL CURRICULUM/ DEVELOPMENT MATTERS	LETTER JOIN
<b>EYFS (ELGs)</b>	<p>Form lower-case and capital letters correctly.</p> <ul style="list-style-type: none"> <li>• <b>ELG - Write recognisable letters, most of which are correctly formed</b></li> </ul>	<p>Handwriting is taught alongside phonics lessons so is led by the letters used in the sounds being introduced.</p> <p>Children practise pre-cursive letters with their fingers or on the IWB.</p> <p>Number formation of digits 0-9 in maths lessons.</p> <p>Pre-cursive patterns such as zig-zags, swirls etc in weekly handwriting lesson.</p>
<b>YEAR 1</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- sit correctly at a table, holding a pencil comfortably and correctly</li> <li>- begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>- form capital letters</li> <li>- form digits 0-9</li> <li>- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</li> </ul>	<p>Handwriting is taught alongside phonics lessons so is led by the letters used in the sounds being introduced.</p> <p>Numbers are taught in maths lessons.</p> <p>Capital letters are taught in discrete handwriting sessions.</p>
<b>YEAR 2</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- form lower-case letters of the correct size relative to one another</li> <li>- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>- use spacing between words that reflects the size of the letters.</li> </ul>	<p>Handwriting is taught alongside phonics lessons so is led by the letters used in the sounds being introduced.</p>
<b>YEAR 3</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> </ul>	<p><b>Module 4 – Improve the legibility, consistency and quality of the children’s handwriting through a variety of resources which link handwriting to other areas of the curriculum.</b></p> <ul style="list-style-type: none"> <li>- To be able to join double letters correctly in words.</li> <li>- To demonstrate awareness of handwriting size.</li> <li>- To explore creative styles of handwriting.</li> </ul>
<b>YEAR 4</b>	<ul style="list-style-type: none"> <li>- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>	<p><b>Module 5 – Apply size-appropriate handwriting to all areas of the curriculum, whilst maintaining fluency and legibility.</b></p> <ul style="list-style-type: none"> <li>- To use printed letters to label diagrams.</li> <li>- To build writing stamina by copying sentences neatly.</li> </ul>
<b>YEAR 5</b>	<p>Pupils should be taught to write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> </ul>	<p><b>Module 6 – Develop the stamina and skills to produce consistently neat and well-presented cursive writing at length, in all curriculum subjects.</b></p>
<b>YEAR 6</b>	<ul style="list-style-type: none"> <li>- choosing the writing implement that is best suited for a task.</li> </ul>	<p><b>Module 7 – Adapt handwriting for a range of tasks and purposes.</b></p>

## ENGLISH – POETRY COVERAGE – KS2

	POETRY UNIT 1 – WHOLE SCHOOL		POETRY UNIT 2 – YEAR GROUP CURRICULUM	
<b>YEAR 1</b>	<p style="text-align: center;"><b>Riddles</b></p> <p>Describes a noun but doesn't name it. Written in first person. Final line addresses the reader 'What am I?'. Mood of the poem is lighthearted.</p>	<p style="text-align: center;"><b>Challenge</b></p> <p>Children write in <b>third</b> person. Children describe an <b>abstract</b> noun.</p>	<p style="text-align: center;"><b>Acrostic Poems</b></p> <p>First letter of each line spells a word. Links to a given theme - winter. Lines usually end with commas. Begin experimenting with rhyme.</p>	<p style="text-align: center;"><b>Challenge</b></p> <p>The <b>last</b> letter of each line spells a word. Children include <b>rhyme</b>. Consider the use of <b>calligrams</b> to extend.</p>
<b>YEAR 2</b>	<p style="text-align: center;"><b>Cinquains</b></p> <p>5 lines: 1 noun, 2 adjectives, 3 -ing verbs, 4 a short phrase, 1 other word for the first noun. Capital letters to start. Commas for lists.</p>	<p style="text-align: center;"><b>Challenge</b></p> <p>More <b>precise</b> use of vocabulary. Noun is <b>abstract</b> rather than physical (love, happiness etc.).</p>	<p style="text-align: center;"><b>Haikus</b></p> <p>The mood is serious, and can relate to many themes – nature etc. 3 lines with 5,7,5 syllables respectively. Each line starts with a capital letter.</p>	<p style="text-align: center;"><b>Challenge</b></p> <p>Children to select <b>rhyming words</b> to end lines 1 and 3. Consider the use of <b>Tankas</b> to extend.</p>
<b>YEAR 3</b>	<p style="text-align: center;"><b>Kennings</b></p> <p>A type of riddle that uses kennings to describe something/someone. A kenning is 2 words (usually verb + noun) joined by a hyphen.</p>	<p style="text-align: center;"><b>Challenge</b></p> <p>Consider <b>structure</b> carefully to <b>group</b> kennings. <b>Metaphors + alliteration</b></p>	<p style="text-align: center;"><b>Free Verse</b></p> <p>Free verse doesn't follow a set syllable pattern or rhyme scheme. Can be written on a range of themes. Refer to Year 3 curriculum content.</p>	<p style="text-align: center;"><b>Challenge</b></p> <p>Refer to Year 3 progression document.</p>
<b>YEAR 4</b>	<p style="text-align: center;"><b>Quatrains</b></p> <p>In verses that are 4 lines in length. Rhyming couplets ABCB. All verses link to key theme/concept.</p>	<p style="text-align: center;"><b>Challenge</b></p> <p>Children to vary the <b>rhyming pattern</b> to either <b>ABAB</b>.</p>	<p style="text-align: center;"><b>Narrative</b></p> <p>A story told in verse. Include plot, characters and setting. Does not need to rhyme. Written in 3<sup>rd</sup> person. Use of figurative language.</p>	<p style="text-align: center;"><b>Challenge</b></p> <p>Use of <b>repetition</b> throughout. Experiment with different <b>viewpoints</b>.</p>
<b>YEAR 5</b>	<p style="text-align: center;"><b>Diamantes</b></p> <p>Presented in the shape of a diamond. 7 lines: 1 noun, 2 adjectives, 3 verbs, 4 short phrase, 3 verbs, 2 adjectives, 1 noun. Capital letters to start each line. First 3 lines relate to first noun, second 3 relate to second noun.</p>	<p style="text-align: center;"><b>Challenge</b></p> <p>Start and end nouns are <b>abstract</b> rather than physical (love, happiness etc.). Start and end nouns are <b>opposite</b>.</p>	<p style="text-align: center;"><b>Free Verse</b></p> <p>Free verse doesn't follow a set syllable pattern or rhyme scheme. Can be written on a range of themes. Refer to Year 5 curriculum content.</p>	<p style="text-align: center;"><b>Challenge</b></p> <p>Refer to Year 5 progression document.</p>
<b>YEAR 6</b>	<p style="text-align: center;"><b>Renga</b></p> <p>Written by more than one poet. Poet A writes 3 lines, B writes 2 lines. Syllables: 5, 7, 5, 7, 7 Each line starts with a capital letter and each verse ends with a full stop.</p>	<p style="text-align: center;"><b>Challenge</b></p> <p><b>Contrasting viewpoint</b> verses. Mirror the structure with syllable pattern <b>of their choosing</b>.</p>	<p style="text-align: center;"><b>Ottava Rima</b></p> <p>8 lines in length, each with 11 syllables. Rhyme scheme is ABABABCC. May consist of several verses Capital letter to start each line. Last line ends with a ? or full stop.</p>	<p style="text-align: center;"><b>Challenge</b></p> <p>Use of <b>metaphor</b> and <b>personification</b>. Pattern - <b>AABBABCC</b></p>