



St. Joseph's
Catholic Primary School



ENGLISH CURRICULUM - WRITING



Together
socially mistakes morally potential
confidently
Grow Learn spiritually
Love academically
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>We provide a thriving writing culture for all children in our school.</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>





EYFS Topic and Core Text Planner (2024/25)

Cycle B

Autumn

Spring

Summer

Curriculum Focus

UTW

UTW

UTW

UTW

UTW

UTW

Topic



Let's explore



Marvellous machines



Long ago



Ready
Steady
Grow



Animal Safari



On the Beach

Mini Project



Build it up



Puppets
and
Pop ups



Stories and
nursery Rhymes



Signs of
Spring



Creep Crawl
and Wriggle



Move it
Moving on

Curriculum Focus

UTW

EA&D

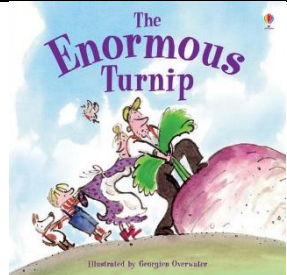
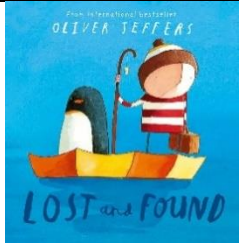
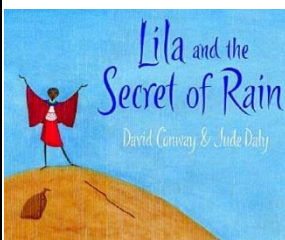
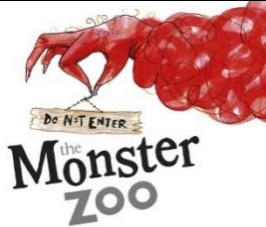
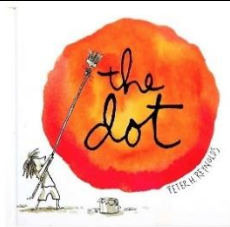
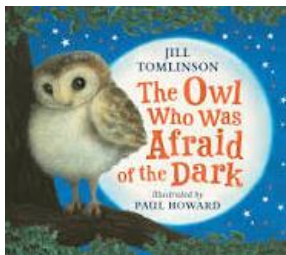
Literacy

UTW

UTW

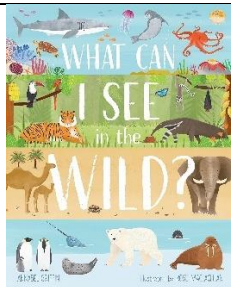

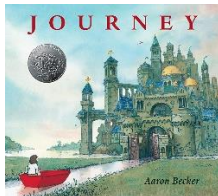
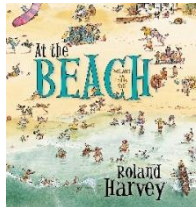
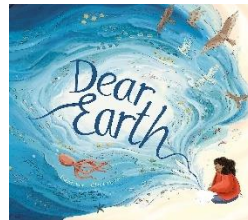

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Core Text	We're Going on a Bear Hunt	Harry and the Robots Machine	The Tiger Who Came to Tea	The Gigantic Turnip	Walking through the Jungle	Sally and the Limpet
	The Pirates Next Door Mr. Grumpy's Outing	Poems Car, Car, Truck, Jeep	My Two Grannies Once There Were Giants	Handa's Surprise Rosie's Walk	Doing the Animal Bop Dear Zoo	Commotion in the Ocean Tiddler



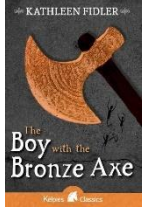

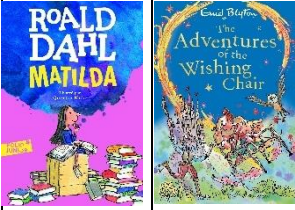





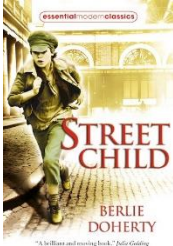
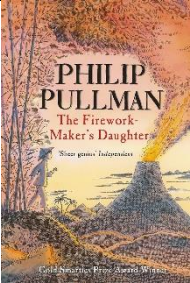
Year 1 – Writing Curriculum						
Text type	Rags to Riches Tale	Finding Tale	Journey Story (Story from a different culture)	Conquering the monster	Character change story	Fear Tale
						
Books Year 1	The Enormous Turnip Stardust Jean Willis Blue Monster Wants it all Jean Willis Cinderella Jack and the Beanstalk	Lost and Found (Oliver Jeffries) The Storm Whale Benji Davies The Bear and the Piano David Litchfield Star in a Jar Sam Hay	Lila and the Secret Rain David Conway Zeraffa Giraffa (Dianne Hofmeyr) Handa's Surprise Eileen Browne Meerkat Mail Emily Gravett Mela and the Elephant Dow Phumiruk	Do Not Enter the Monster Zoo (Amy Sparkes) Little Red Riding Hood Little Red Bethan Woollvin Billy and the Beast Nadia Shireen Supertato Sue Hendra	The Dot (Peter Reynolds) A Visitor for Bear Bonnie Becker Blue John Berlie Doherty	The Owl who was afraid of the dark Jill Tomlinson Can't You Sleep Little Bear Martin Waddell Ruby's Worry (Tom Percival)
Narrative Focus	Openings and endings	Description	Setting	Dialogue	Characterisation	Suspense
Handwriting	Letter formation	Letter formation				
Poetry					Acrostic	Riddles

Non-Fiction Focus	Instruct writing a set of instructions explaining how something should be carried out or completed.	Recount writing in chronological order about an event which has happened.	Inform writing information about a particular topic.	Persuasion writing to convince your reader that what you're saying is true.	Explain writing a explanation so that the reader can understand how or why something is done.	Discussion writing different points of view on an issue, without leaning one way or the other.
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WRITING CURRICULUM OVERVIEW – CLASS TEXTS AND GENRE KS1

		Advent 1		Advent 2		Lent 1		Lent 2		Pentecost 1		Pentecost 2	
	Cross curricular links	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			https://www.literacyshed.com/puddinglane.html 									
	Purpose for writing	Writing to inform	Writing to entertain	Writing to inform		Writing to inform		Writing to inform	Writing to entertain	Writing to inform	Writing to entertain	Writing to entertain	
	Genre/ text type	Non-chronological Report	Poetry- Cinquain	News- paper report - fire	Instructions – baking	Setting description	Narrative -Retelling	Postcard	Setting description- recount	Letters	Character Description	Narrative – Sequel	Poetry – Haikus
	Cross curricular links	Geography – Seasons Science – Living things and their habitats		History – Bonfire Nigh/The Great Fire of London		Geography – Journey/ Food		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 persuade	Writing to entertain	Writing to inform	
	Genre/ text type	Instructions	Poetry - Kennings	Explanation text	Visit the Coast!	Character description	Narrative – Adventure stories	Contrasting setting descriptions	Poetry - Free verse	Letter to character	Narrative – Adventure story	Biography	Non-chronological report
	Cross curricular links	History – Stone Age		Geography – Coasts		History – Bronze and Iron Age		Geography – Climate and weather		History – Local History		Geography – Our World	
Year 4	Class text/ stimulus for writing												
	Purpose for writing	Writing to inform	Writing to entertain	Writing to entertain	Writing to inform	Writing to entertain		Writing to persuade	Writing to inform	Writing to entertain	Writing to persuade	Writing to inform	Writing to entertain
	Genre/ text type	Tour script of the water cycle	Poetry – Quatrains	Narrative – short story		Narrative – Battle opening	Newspaper report	Visit New York	Guide of Route 66	Recount	Speech	Explanation	Poetry - narrative

Cross curricular links	Geography – Rivers and the water cycle	History – The Egyptians	History – Roman Britain	Geography – The Americas	History – Crime and Punishment	Science- digestion Geography – Earthquakes and Volcanoes
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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 inform	Writing to persuade	Writing to entertain	Writing to entertain	Writing to inform	Writing to inform	Writing to entertain	Writing to persuade	Writing to inform
	Genre/ text type	Argument – HS2	Poetry - Diamantes	Narrative - 1st person	Biographies	Speech	Narrative	Poetry – Free Verse	Travel blog	Report	Narrative setting	Poster/ campaign	Journey of a product
	Cross curricular links	Geography – Local environment		History – Anglo-Saxons		History - Vikings		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	SATs Preparation Writing to persuade		Writing to entertain	Writing to discuss
	Genre/ text type	Non-chronological- fact files	Poetry - Renga	Narrative – setting	South American animals/ deforestation	News report	Poetry – Ottava Rima	Narrative -suspense	Narrative - tragedy	Formal letters		Adverts – Year 6 Show	Reviews- theatre, film

	Cross curricular links	History – Ancient Greece	Geography – The Amazon	History – Impact of War	Stand alone	Geography- Our World, Our Future	Year 6 End of Year Production
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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"> Understand how words can be combined to make sentences Capital letters to start sentences Full stops to end sentences Leaving spaces between words Form lower case letters in the correct direction, starting and finishing in the correct place. Join words and clauses using 'and' Sequence sentences correctly 		<ul style="list-style-type: none"> Re-read what has been written to check it makes sense Joining words and joining clauses using but / or / because Exclamation marks to demarcate sentences. Question marks to demarcate sentences. Use regular plural noun suffixes –s or –es [dog/dogs or wish/wishes] and explain how this affects meaning. 		<ul style="list-style-type: none"> Use the prefix un- and explain how this affects meaning of verbs and adjectives [verbs – undoing e.g. untie, adjectives – negation e.g. unkind]. Suffixes that can be added to verbs where no change is needed in the spelling of the root words e.g. helping, jumped, singer. Consolidation of year group's objectives to ensure basic skills are mastered before moving on. 	
2	<ul style="list-style-type: none"> Compose expanded noun phrases to describe and specify [the blue butterfly]. 	<ul style="list-style-type: none"> Use sentences with different forms: question Form adverbs using the suffix -ly. Use commas to separate items in a list. 	<ul style="list-style-type: none"> Distinguish between homophones and near-homophones. Add suffixes to form nouns (-er, -ment, -ness), form adjectives (-ful, -less). 	<ul style="list-style-type: none"> Use apostrophes for words in the contracted form. Use the possessive apostrophe (singular) [the girl's book]. Use the present and past tenses correctly and consistently. Use sentences with different forms: statement, exclamation, command. 	<ul style="list-style-type: none"> Use of the progressive form in past and present tense [she is drumming, he was shouting]. 	Consolidation of year group's objectives to ensure basic skills are mastered before moving on.
3	<ul style="list-style-type: none"> Use the forms a or an according to whether the next word begins with a consonant or a vowel [a rock or an open box]. 	<ul style="list-style-type: none"> Headings and subheadings to aid presentation. Express time, place and cause using conjunctions [when, before, while, after, so, because] and adverbs [then, next, soon, before] and prepositions [before, after, during, in, under]. 	<ul style="list-style-type: none"> Use of the present perfect form of tense rather than the simple past [he <u>has</u> gone out to play rather than he <u>went</u> out to play]. Create sentences that include subordinate clauses. 	<ul style="list-style-type: none"> Understand word families based on common words, showing how words are related in form and meaning [solve, solution, solver, dissolve, soluble]. 	<ul style="list-style-type: none"> Form nouns using a range of prefixes (super-, anti-, auto-). Introduction to paragraphs as a way of grouping related information. Introduction to inverted commas to punctuate speech. 	

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

ENGLISH – HANDWRITING OBJECTIVE COVERAGE – KS2

NATIONAL CURRICULUM/ DEVELOPMENT MATTERS

EYFS (ELGs)	Form lower-case and capital letters correctly. ELG - Write recognisable letters, most of which are correctly formed
YEAR 1	Pupils should be taught to: <ul style="list-style-type: none"> - sit correctly at a table, holding a pencil comfortably and correctly - begin to form lower-case letters in the correct direction, starting and finishing in the right place - form capital letters - form digits 0-9 - understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these
YEAR 2	Pupils should be taught to: <ul style="list-style-type: none"> - form lower-case letters of the correct size relative to one another - 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 - write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters - use spacing between words that reflects the size of the letters.
YEAR 3	Pupils should be taught to: <ul style="list-style-type: none"> - 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 - 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].
YEAR 4	
YEAR 5	Pupils should be taught to write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters - choosing the writing implement that is best suited for a task.
YEAR 6	

ST JOSEPH'S CURRICULUM – ENGLISH - SPELLING

Year 3

Autumn 1	<ul style="list-style-type: none"> - The suffix – ly - More prefixes
Autumn 2	<ul style="list-style-type: none"> - The /u/ sound spelt ou - The /i/ sound spelt y elsewhere than at the end of words - Words with the /k/ sound spelt ch (Greek in origin) - Words with the /sh/ sound spelt ch (mostly French in origin) - Words with the /ae/ sound spelt as ei, eigh or ey
Spring 1	<ul style="list-style-type: none"> - Homophones and near-homophones - The suffix – ation - The suffix – ous
Spring 2	<ul style="list-style-type: none"> - Endings which sound like /zhun/ - Words with endings sounding like /zhure/ and /chure/
Summer 1	<ul style="list-style-type: none"> - Endings which sound like /shun/ spelt – tion, -ssion
Summer 2	<ul style="list-style-type: none"> - Endings which sound like /shun/ spelt -sion, - -cian - Words ending with the /g/ sound spelt –gue and the /k/ sound spelt -que (French in origin) - Words with the /s/ sound spelt sc (Latin in origin)

Year 4

National Curriculum Statutory Requirements from Appendix 1

Autumn 1	<ul style="list-style-type: none">- Adding suffixes beginning with vowel letters to words of more than one syllable- More prefixes
Autumn 2	<ul style="list-style-type: none">- The /u/ sound spelt ou- The /i/ sound spelt y elsewhere than at the end of words- Words with the /k/ sound spelt ch (Greek in origin)- Words with the /sh/ sound spelt ch (mostly French in origin)- Words with the /ae/ sound spelt as ei, eigh or ey
Spring 1	<ul style="list-style-type: none">- Homophones and near-homophones- The suffix – ation- The suffix – ous
Spring 2	<ul style="list-style-type: none">- Endings which sound like /zhun/- Words with endings sounding like /zhure/ and /chure/- Possessive apostrophe with plural words
Summer 1	<ul style="list-style-type: none">- Endings which sound like /shun/ spelt – tion, -sion, -ssion
Summer 2	<ul style="list-style-type: none">- Endings which sound like /shun/ spelt --cian- Words ending with the /g/ sound spelt –gue and the /k/ sound spelt -que (French in origin)- Words with the /s/ sound spelt sc (Latin in origin)

Year 5

Autumn 1	From Appendix 2 <ul style="list-style-type: none">- More prefixes – verb prefixes- Converting nouns or adjectives into verbs using suffixes – -ate, -ify, -ise, -en
Autumn 2	<ul style="list-style-type: none">- Words with /ee/ sound spelt ei after c- Words containing the letter-string ough- Endings which sound like /shus/ spelt -cious or -tious
Spring 1	<ul style="list-style-type: none">- Endings which sound like /shul/- Homophones and other words that are often confused
Spring 2	<ul style="list-style-type: none">- Words ending in -ant, -ance/-ancy- Words ending in -ent, -ence/-ency
Summer 1	<ul style="list-style-type: none">- Words ending in -able and -ible- Words ending in -ably and -ibly
Summer 2	<ul style="list-style-type: none">- Adding suffixes beginning with vowel letters to words ending in -fer<ul style="list-style-type: none">- Words with 'silent' letters

Year 6

Autumn 1	From Appendix 2 - Year 5 - More prefixes – verb prefixes <ul style="list-style-type: none">- Endings which sound like /shus/ spelt -cious or -tious- Use of the hyphen
Autumn 2	<ul style="list-style-type: none">- Words with /ee/ sound spelt ei after c- Words containing the letter-string ough
Spring 1	<ul style="list-style-type: none">- Endings which sound like /shul/- Homophones and other words that are often confused
Spring 2	<ul style="list-style-type: none">- Words ending in -ant, -ance/-ancy- Words ending in -ent, -ence/-ency- Words ending in -able and -ible- Words ending in -ably and -ibly
Summer 1	<ul style="list-style-type: none">- Adding suffixes beginning with vowel letters to words ending in -fer- Words with 'silent' letters
Summer 2	<ul style="list-style-type: none">- Further prefixes- Using prefixes and suffixes to transform words

ENGLISH – POETRY COVERAGE – KS2

	POETRY UNIT 1 – WHOLE SCHOOL		POETRY UNIT 2 – YEAR GROUP CURRICULUM	
YEAR 1	Riddles 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.	Challenge Children write in third person. Children describe an abstract noun.	Acrostic Poems First letter of each line spells a word. Links to a given theme - winter. Lines usually end with commas. Begin experimenting with rhyme.	Challenge The last letter of each line spells a word. Children include rhyme . Consider the use of calligrams to extend.
YEAR 2	Cinquains 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.	Challenge More precise use of vocabulary. Noun is abstract rather than physical (love, happiness etc.).	Haikus 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.	Challenge Children to select rhyming words to end lines 1 and 3. Consider the use of Tankas to extend.
YEAR 3	Kennings A type of riddle that uses kennings to describe something/someone. A kenning is 2 words (usually verb + noun) joined by a hyphen.	Challenge Consider structure carefully to group kennings. Metaphors + alliteration	Free Verse 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.	Challenge Refer to Year 3 progression document.
YEAR 4	Quatrains In verses that are 4 lines in length. Rhyming couplets ABCB. All verses link to key theme/concept.	Challenge Children to vary the rhyming pattern to either ABAB .	Narrative A story told in verse. Include plot, characters and setting. Does not need to rhyme. Written in 3 rd person. Use of figurative language.	Challenge Use of repetition throughout. Experiment with different viewpoints .
YEAR 5	Diamantes 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.	Challenge Start and end nouns are abstract rather than physical (love, happiness etc.). Start and end nouns are opposite .	Free Verse 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.	Challenge Refer to Year 5 progression document.
YEAR 6	Renga 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.	Challenge Contrasting viewpoint verses. Mirror the structure with syllable pattern of their choosing .	Ottava Rima 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.	Challenge Use of metaphor and personification . Pattern - AABBABCC