



The Newlands Federation of Schools

A partnership of Shere CE Infant & Clandon CE Primary School

play | games | dialogue | stories | nature



Year One Key Knowledge and Skills Expectations for Writing

Aspect	Autumn	Spring	Summer
Handwriting	<ul style="list-style-type: none"> ○ Sit correctly at a table holding a pencil comfortably and correctly. ○ Form the digits 0-9 correctly. 	<ul style="list-style-type: none"> ○ Form lower case letters in the correct direction, starting and finishing in the right place (cursive kicks and flicks) 	<ul style="list-style-type: none"> ○ Name the letters of the alphabet in order. ○ Form capital letters.
Spelling	<ul style="list-style-type: none"> ○ Spell unknown words using phonemes. (phonetically plausible attempts, yoo, rayn – rain, sed – said, friend – friend). 	<ul style="list-style-type: none"> ○ Use the suffixes -ing, -ed, -er, and -est where no change is needed in the spelling of the route words. ○ Write from memory simple dictated sentences including the words taught so far. 	<ul style="list-style-type: none"> ○ Use letter names to show alternative spellings of the same phonemes. ○ Spell words that use suffixes for plurals or 3rd person. (e.g., adding s/es; box, fox, fix, pencil, pen).
Composition	<ul style="list-style-type: none"> ○ Sat a sentence out loud before writing it down (hold a sentence). 	<ul style="list-style-type: none"> ○ Plan writing by saying what they are going to write about (build a sentence). ○ Read own writing aloud so it can be heard by others (oops, I forgot to put a capital letter after that full stop; I used my sounds to help me spell that word). 	<ul style="list-style-type: none"> ○ Sequence sentences to form short narratives. (beginning, middle, end – sentences link and build on from each other. The cat walked down the road. It was bright orange and fluffy. It wanted to get home.) ○ Sequence sentences in chronological order to recount an event/experience. (basic adverbials for when, first, then, next, after that)>
Grammar	<ul style="list-style-type: none"> ○ Use the personal pronoun 'I' 	<ul style="list-style-type: none"> ○ Use 'and' to join ideas within a sentence. (I went to the park and played on the swing.) 	<ul style="list-style-type: none"> ○ May attempt to use other conjunctions. ○ Make sure that word choices are relevant to the context and use word banks to support this. ○ Begin to use adjectives to add detail to sentences.
Punctuation	<ul style="list-style-type: none"> ○ Leave spaces between words. ○ Use a capital letter for the start of a sentence. 	<ul style="list-style-type: none"> ○ Begin to use other punctuation such as exclamation and question marks. ○ Use a full stop accurately. 	<ul style="list-style-type: none"> ○ Use capital letters for the names of people, places and days of the week (Aa)

Year Two Key Knowledge and Skills Expectations for Writing

Aspect	Autumn	Spring	Summer
Handwriting	<ul style="list-style-type: none"> Use some of the diagonal and horizontal strokes needed to join letters Understand which letters when adjacent to one another, are best left unjoined. Write capital letters (and digits) of the correct size/orientation to one another. 	<ul style="list-style-type: none"> Use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> Form lower case letters of the correct size relative to one another.
Spelling	<ul style="list-style-type: none"> Segment spoken words into phonemes and record these as graphemes. (Single syllable words and multisyllabic words segmented into spoken words and phones represented by phonetically plausible spelling. For example, yesterday, exsighting, speshal, diffrent, 	<ul style="list-style-type: none"> Spell longer words using suffixes such as ment, ness, ful, less, ly. Spell root words ending in a consonant. For example, merriment, happiness, plentiful, penniless, happily, quickly, thoughtless/ful/ly. Spell common exception words. For example, door, because, sugar, people (see Year 2 spelling list). 	<ul style="list-style-type: none"> Use apostrophes for the most commonly contracted words e.g., don't, won't, I'll I'm Spell multisyllabic words containing new spellings e.g., race, ice, knock, gnat, typewriter, margarine. Identify and apply knowledge of homophones/near homophones. For example, there/their/they're; here/hear; quite/quiet; bare/bear; some/sum; blue/blew; knight/night.
Composition	<ul style="list-style-type: none"> Develop stamina for writing by writing for different purposes (real and fictional / own and other's experiences – including simple narratives, poems, and recounts). 	<ul style="list-style-type: none"> Plan and discuss the content of their writing. (Jotting down ideas, planning the structure, oral rehearsal of what they want to say, sentence by sentence). Evaluate their writing independently, with peers and with a teacher by making simple additions and corrections (re-reading to check for sense; verbs used correctly, e.g., child writes, 'I sited under the tree and eated my lunch' becomes 'sat and ate'). Write from memory, simple dictated sentences. 	<ul style="list-style-type: none"> Proofread to check for errors in spelling, grammar, and punctuation. (Will spot most of their own spelling errors, e.g. 'This should be an exclamation because she's shouting for help.' 'I forgot to double the p in stop when adding -ing). Make changes, sometimes independently and sometimes in discussion with an adult, to improve the effect and impact of their writing.
Grammar	<ul style="list-style-type: none"> Word choices are thoughtful and sometimes ambitious with specific or technical vocabulary used in non-narrative writing. 	<ul style="list-style-type: none"> Use expanded noun phrases to describe, expand and specify (the delicate blue butterfly flew off into the humid summer sky). Use subordination (when, if, that or because). Consistent use of both, e.g. you need to pack your raincoat because it is going to rain later. 	<ul style="list-style-type: none"> Use sentences with different forms, statements, questions, exclamations, and commands. (The colourful butterfly flew from flower to flower. Where do clouds come from? What big eyes you have! Sift the flour and mix the other ingredients). Use co-ordination (using or, and or but). You remembered you packed lunch but forgot your book bag. Use present and past tenses correctly and consistently including the progressive form. (Consistently makes the correct choice e.g., she is drumming; she drummed; she was drumming). Use adjectives, adverbs and expanded noun phrases to add detail and specify.
Punctuation	<ul style="list-style-type: none"> Use full stops and capital letters – most are correct. (This will be consistent across a range of dictated and independent writing). Mostly use exclamation and questions marks accurately to demarcate sentences. 	<ul style="list-style-type: none"> Use capital letters for the personal pronoun I and for most proper nouns. 	<ul style="list-style-type: none"> Begin to use commas to separate items in a list. Sometimes use apostrophes for singular possession.

Year Three Key Knowledge and Skills Expectations for Writing

Aspect	Autumn	Spring	Summer
Handwriting	<ul style="list-style-type: none"> ○ Increase the legibility, consistency, and quality of handwriting. ○ Understand which letters, when adjacent are best left un-joined. ○ Use the diagonal and horizontal strokes that are needed to join letters. 		
Spelling	<ul style="list-style-type: none"> ○ Use the first two or three letters of a word to check its spelling in a dictionary. 	<ul style="list-style-type: none"> ○ Spell words with additional prefixes and suffixes and understand how to add them to root words (from nouns using super, anti, auto). ○ Spell correctly word families, based on common words. (Solve, solution, solver). ○ Identify the root words in longer words. 	<ul style="list-style-type: none"> ○ Recognise and spell additional homophones (he'll/heel/heal) ○ Make comparisons from a word already known to apply to an unfamiliar word. ○ Spell some commonly misspelt words from the Year 3 and 4 wordlist.
Composition	<ul style="list-style-type: none"> ○ Write a non-narrative using simple organisational devices such as headings and subheadings. ○ In narrative writing, develop resolutions and endings. 	<ul style="list-style-type: none"> ○ Make improvements by proposing changes to grammar and vocabulary to improve consistency. (The accurate use of pronouns in sentences/tenses). ○ Look at and discuss different models of writing, taking account of purpose and audience. ○ Plan writing by discussing and recording ideas (timeline, flowchart, spider diagram, jottings). ○ Write a narrative with a clear structure, setting, characters and plot. ○ Suggest improvement to my writing through assessing the writing with peers and through self-assessment. 	<ul style="list-style-type: none"> ○ Identify structure, grammatical features and use of vocabulary for effect in texts. ○ Compose sentences using a wider range of structures linked to the grammar objectives (e.g., tenses, including present perfect, subordinate clauses/coordinating conjunctions). ○ Begin to organise paragraphs around a theme. (Supported by planning and then moving to independence).
Grammar	<ul style="list-style-type: none"> ○ Begin to use inverted commas for some direct speech punctuation. 	<ul style="list-style-type: none"> ○ Use apostrophes for possession with increasing accuracy including plural possession. ○ 	<ul style="list-style-type: none"> ○ Commas are sometimes used to mark clauses and phrases.

Year Four Key Knowledge and Skills Expectations for Writing

Aspect	Autumn	Spring	Summer
Handwriting	<ul style="list-style-type: none"> Understand which letters, when adjacent are best left un-joined. Use the diagonal and horizontal strokes that are needed to join letters. 	<ul style="list-style-type: none"> Increase the legibility, consistency and quality of handwriting; down strokes of letters are parallel and equivalent lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. 	
Spelling	<ul style="list-style-type: none"> Use the first two or three letters of a word to check its spelling in a dictionary. 	<ul style="list-style-type: none"> Spell words with additional prefixes and suffixes and understand how to add them to root words (-ation, ous, ion, ian). Use plural 's' and possessive 's' correctly. (The girls were playing football. The girls' football boots. The girl's football boots). 	<ul style="list-style-type: none"> Recognise and spell additional homophones (accept/except whose/who's whether/weather peace/piece medal/meddle) Spell identified commonly misspelt words from the Year 3- and 4-word list.
Composition	<ul style="list-style-type: none"> Write from memory simple dictated sentences that include words and punctuation taught. Narrative writing is organised into clear sequences with more than a basic beginning, middle and end. 	<ul style="list-style-type: none"> Write a narrative with a clear structure, setting, characters and plot. Include key vocabulary and grammar choices that link to the style of writing (e.g., Scientific words/ historical words / words that fit with the context, e.g., science fiction). 	<ul style="list-style-type: none"> Begin to open paragraphs with topic sentences and organise them around a theme. (Five part story, chunking their writing into paragraphs). Endings are developed and close the narrative appropriately relating to the beginning or a change in a character.
Grammar	<ul style="list-style-type: none"> Use a range of sentences with more than one clause – through use of conjunctions 'we put our umbrellas up when it rained' becomes 'When it rained, we put up our umbrellas.' Use a wider range of conjunctions, such as although, however, despite, as well as. Use the correct article 'a' or 'an' Sentences are often opened in different ways to create effects. 	<ul style="list-style-type: none"> Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition. (When I was writing about bees, the hive, and the queen – I remembered to write 'they' 'it' and 'she' every other time so that my writing was less repetitive). Make improvements to writing by proposing changes to grammar and vocabulary to improve consistency. (e.g., accurate use of pronouns in sentences: 'I forgot to put the comma after a fronted adverbial'; realise the spelling of properly is wrong). Use fronted adverbials of place, time, and manner, including the use of a comma. (Later that day, I went shopping.) 	<ul style="list-style-type: none"> Use expanded noun phrases with modifying adjectives. (The strict teacher with curly hair). Use adverbials and prepositions to express time, place, and cause. Build cohesion within paragraphs through controlled use of tenses, subordinating and co-ordinating conjunctions. Use the standard English for verb inflections, instead of spoken forms. (We were – instead of we was, or I did – instead of I done.)
Punctuation	<ul style="list-style-type: none"> Sentences are correctly demarcated. 	<ul style="list-style-type: none"> Use the apostrophe for omission and possession – (women's right, boys' cloakroom). Secure the use of punctuation in direct speech – including a comma after the reporting clause (The conductor shouted, 'Sit down!'). 	<ul style="list-style-type: none"> Ask questions to deepen understanding of a text – between and beyond the lines. Find where the writer has written to make the reader respond in a certain way. Almost always use commas for fronted adverbials.

Year Five Key Knowledge and Skills Expectations for Writing

Aspect	Autumn	Spring	Summer
Handwriting	<ul style="list-style-type: none"> Choose which shape of a letter to use when given choices, as part of developing personal style. Choose whether or not to join a letter as part of developing personal style. Choose the writing implement that is best suited for a task (e.g., quick notes, letters). 		
Spelling	<ul style="list-style-type: none"> Form verbs with prefixes. For example, dis, de, mis, over, and re. Use the first three or four letters of a word to check spelling, meaning or both in a dictionary. Begin to proofread own writing for spelling and punctuation errors 	<ul style="list-style-type: none"> Spell some words with 'silent' letters (e.g., knight, psalm, solemn). Convert nouns and adjectives into verbs by adding a suffix, for example ate, ise, ify. Distinguish between homophones and other words which are often confused (guessed/guest, serial/cereal, bridal/bridle, alter/altar, desert/dessert, draft/draught). 	<ul style="list-style-type: none"> Spell identified commonly misspelt words from Year 5- and 6-word list. Draw on knowledge of root words e.g., ordinary to spell extraordinary/ ordinarily.
Composition	<ul style="list-style-type: none"> Writing shows that they aim for a range of audiences and know that the purpose of their writing is to inform, entertain or persuade. Organise writing into paragraphs to show different information or events, 	<ul style="list-style-type: none"> Link ideas within paragraphs. (connecting adverbs and adverbials for time – when, place – where, how – as/with) Develop characters through description, and dialogue (correct and effective use of speech "Well done, you can use speech marks correctly!" exclaimed the teacher proudly). Develop characters through action – well-chosen adjectives, verbs, and adverbials. Add well chosen detail to interest the reader. 	<ul style="list-style-type: none"> Settings are used to not only create atmosphere but also to indicate a change. Models from their reading are often used or integrated into their writing. They manage shifts in time and place effectively and guide the reader through their text.
Punctuation	<ul style="list-style-type: none"> Use commas to clarify meaning or avoid ambiguity in writing. 	<ul style="list-style-type: none"> Use colons to introduce a list. Use inverted commas and other punctuation to accurately indicate direct speech. 	<ul style="list-style-type: none"> Use brackets, dashes, or commas to indicate parenthesis. Outside I was smiling (inside I was a bull about to charge).
Grammar	<ul style="list-style-type: none"> Ensure the correct and consistent use of tense throughout a piece of writing. Start sentences in different ways. Use a thesaurus for alternative word choices. 	<ul style="list-style-type: none"> Use stylistic devices to create effects in writing (simile, metaphor, personification). Use modal verbs or adverbs to indicate degrees of possibility (there might be, it could be, we may be, sometimes, possibly, occasionally). Use relative clauses beginning with who, which, where, when, whose, that, or with an implied relative pronoun. 	<ul style="list-style-type: none"> Use the perfect form of verbs to mark relationships of time and cause. (e.g., She has gone on holiday, and is not back yet.) Choose words for deliberate effect and use them thoughtfully and with precision.

Year Six Key Knowledge and Skills Expectations for Writing

Aspect	Autumn	Spring	Summer
Handwriting	<ul style="list-style-type: none"> Produce legible, joined handwriting and develop a personal fluent handwriting style. 		
Spelling	<ul style="list-style-type: none"> Use a range of spelling strategies, not just phonics. Use a dictionary to check spelling/meaning. Proofread and edit work to check for spelling and punctuation errors (Key Stage Two spelling lists). Use the correct homophone (see Year 5&6 homophone list). Spell most words with silent letters. 	<ul style="list-style-type: none"> Change verbs into nouns by adding suffixes tion/sion/ment – cancel – cancelation, expand – expansion, excite – excitement, enjoy – enjoyment). 	<ul style="list-style-type: none"> Spell the vast majority of words that appear in the Year 5&6 spelling list.
Composition	<ul style="list-style-type: none"> Use a thesaurus to develop understanding and build a bank of antonyms and synonyms. 	<ul style="list-style-type: none"> Use paragraphs correctly so that each one has a clear topic, and has a signal of change in time, place, or event. Adopt the grammar and vocabulary used in writing to suit the audience and purpose (choose the appropriate form and register, structure, and layout). Create atmosphere and describe settings – use antonyms and synonyms to enhance description. Describe and integrate dialogue to convey character and advance the action (use of inverted commas mostly correct). Add detail to writing by using expanded noun phrases and precision, detail, and qualification. 	<ul style="list-style-type: none"> Second drafts show evaluative and reflective thinking which is evidenced by thoughtful and effective changes made to create effects and to impact on the reader. Writing is evaluated as a matter of course and proof reading ensures a high level of accuracy.
Punctuation	<ul style="list-style-type: none"> Mostly use commas correctly to mark phrases and clauses for clarity. 	<ul style="list-style-type: none"> Make some correct use of a further range of punctuation. (Colons to start lists; semi colons to separate items in lists; and hyphens to emphasis ideas). Use punctuation for parentheses, mostly correctly (brackets, commas, hyphens) 	
Grammar.	<ul style="list-style-type: none"> Use the correct tense throughout a piece of writing. Use modal verbs mostly appropriately to suggest degrees of possibility (could, would, might). Add precision, detail and qualification using prepositional phrases and adverbs. Effectively draft work to enhance meaning and adapt grammar choices for effect. 	<ul style="list-style-type: none"> Use a range of cohesive devices including adverbials, within and across sentences and paragraphs. (Pronouns, adverbials, conjunctions, similes, -ing, -ed, adverb openers, repetition of key words for effect, prepositional phrases, tenses are secure, ellipses in narratives). Ensure correct subject verb agreement in singular and plural e.g., was – I (one person) were- we (more than one). <p>Use a wide range of clause structures sometimes varying their position within the sentence (relative clauses, embedded clauses, coordinating clauses, adverbials, prepositional clauses).</p> <p>Use structures typical of very formal speech (subjunctive forms – if I were, were they to, or question tags, he is your friend, isn't he?)</p>	<ul style="list-style-type: none"> Use modal verbs and adverbs to position an argument as well as indicate degrees of possibility, probability, and certainty. Use a range of verb forms to create more subtle meanings. Use the passive voice to present information with a different emphasis (I broke the window in the greenhouse – The window of the greenhouse was broken by me). Vocabulary choices are imaginative and words are used precisely and appropriately to create impact and enhance meaning.

Writing Genre

Key Stage One

Story Writing	Recount	Instruction Writing	Non-chronological reports	Diary Entry	Informal Letter
<p>Include an opening paragraph which describes characters and the setting.</p> <p>Include a problem or dilemma.</p> <p>Begin to describe the character's feelings and emotions.</p> <p>Include powerful adjectives, verbs and adverbs.</p> <p>Include some synonyms, similes, metaphors and alliteration.</p> <p>Write in paragraphs and include multiclausal sentences.</p> <p>Use coordinating conjunctions to link two main ideas.</p> <p>Use noun phrases which add detail to description.</p> <p>Use the progressive form of verbs (Goldilocks was walking through the woods).</p> <p>Use exclamation sentences where appropriate (what big eyes you have Grandma).</p> <p>Use nouns and pronouns for clarity and cohesion.</p> <p>Begin to use inverted commas to mark direct speech, where appropriate.</p>	<p>An introduction which answers who, what, when, where, and why.</p> <p>Time adverbials – first, firstly, next, after, later.</p> <p>Written in the past tense.</p> <p>Use exclamation sentences, where appropriate.</p> <p>Use coordinating and subordinating conjunctions.</p>	<p>Title</p> <p>Simple, easy vocabulary.</p> <p>Time adverbials.</p> <p>Bossy (imperative) verbs.</p> <p>Numbered/ bullet points.</p> <p>Written in correct order and makes sense.</p> <p>Use commas to separate items in a list.</p>	<p>Appropriate use of past and present tense.</p> <p>Written in the present tense and the third person.</p> <p>Paragraphs used to group related ideas.</p> <p>Opening paragraph to describe what the report is about.</p> <p>Use coordinating conjunctions to link two main ideas.</p> <p>Use subordinating conjunctions in the middle of sentences.</p> <p>Information which is factual and accurate.</p> <p>Picture/diagrams.</p> <p>Subheadings to label content.</p> <p>Technical vocabulary.</p> <p>Use noun phrases which inform.</p>	<p>Written in first person.</p> <p>Describe the important events that have taken place.</p> <p>Emotive language.</p> <p>Written in chronological order.</p> <p>Time adverbials.</p> <p>Written in the past tense.</p> <p>Use exclamation sentences where appropriate (what a fantastic time we had).</p>	<p>Senders address at the top right.</p> <p>Dear....</p> <p>Writing a greeting.</p> <p>Chatty/informal language.</p> <p>Informal ending. Best wishes.</p> <p>Use question marks and exclamation marks.</p>

Key Stage Two Writing Genre

Story Writing	Recount	Non-chronological reports	Instruction Writing
<p>Planning stage using story map.</p> <p>Interesting start which hooks the reader.</p> <p>Include an opening paragraph which describes characters and settings.</p> <p>Include a build up to a problem which increases tension.</p> <p>Include a problem and dilemma.</p> <p>Describe a character's emotions and feelings.</p> <p>Include speech to move the events in the story forward.</p> <p>Use inverted commas for speech.</p> <p>Include powerful adjectives, verbs, and adverbs.</p> <p>Include a range of synonyms, similes, metaphors, and alliteration.</p> <p>Write in paragraphs and include multiclaue sentences.</p> <p>Use fronted adverbials to show how/when and event occurs.</p> <p>Use subordinate clauses to add detail or context.</p> <p>Use nouns and pronouns for clarity and cohesion.</p>	<p>An introduction which answers who, what, when, where and why.</p> <p>Time adverbials and other appropriate adverbials.</p> <p>Written in the past tense.</p> <p>First person.</p> <p>Describes clearly what has happened.</p> <p>Chronological order.</p> <p>Begin to use present perfect tense to place events in time (This week we have visited the science museum).</p> <p>Use relative clauses to add further detail (We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament).</p> <p>End the recount with a closing statement.</p>	<p>Title</p> <p>Paragraphs used to group related ideas.</p> <p>Subheadings to label content.</p> <p>Opening paragraph that explains what the report is about.</p> <p>Written in the appropriate tense and the third person.</p> <p>Range of adverbials and conjunctions.</p> <p>Technical vocabulary.</p> <p>Modal verbs.</p> <p>Information which is factual and accurate.</p> <p>Pictures/diagrams</p> <p>Use of subordinate conjunctions to join clauses, including as openers.</p> <p>Formal style sometimes using the passive voice.</p>	<p>Title</p> <p>Subheadings (equipment, ingredients).</p> <p>Time adverbials</p> <p>Imperative verbs</p> <p>Numbered/bullet points</p> <p>Labelled diagrams</p> <p>Adverbs</p> <p>Range of conjunctions to write longer sentences.</p> <p>Written in the correct order and make sense.</p>

Diary Entry	Newspaper	Informal Letter	Advert	Persuasive Writing
<p>Written in the first person</p> <p>Describe the important events that have taken place</p> <p>Emotive language</p> <p>Thoughts and feelings</p> <p>Written in chronological order</p> <p>Time and fronted adverbials</p> <p>Informal language/chatty style</p> <p>Written in the past tense</p> <p>Include a date at the beginning</p> <p>Appropriate beginning and sign off</p> <p>Paragraphs</p> <p>Commas to separate subordinate clauses</p>	<p>Catchy heading which may include a pun or alliteration.</p> <p>Write in the past tense and the third person.</p> <p>Chronological order</p> <p>Orientation – opening paragraph which answers the questions who, what, when and where.</p> <p>Paragraphs which answer the questions why and how.</p> <p>Reorientation – final paragraph which looks ahead to the future.</p> <p>Quotes from eyewitnesses and/or key person in the report.</p> <p>A picture with a caption</p> <p>Include unbiased and descriptive language.</p> <p>Direct and indirect speech – inverted commas, where appropriate.</p> <p>Use of relative clauses.</p> <p>Use of expanded noun phrases to inform.</p> <p>Use of subordinating conjunctions.</p>	<p>Sender’s address at the top right.</p> <p>Sate under the address.</p> <p>Dear...</p> <p>Write a greeting.</p> <p>Ask questions</p> <p>Chatty and friendly style</p> <p>Write details</p> <p>Informal ending – from, best wishes</p> <p>Use question marks and exclamation marks</p> <p>Use paragraphs</p>	<p>Include a snappy slogan to make the product sounds interesting or exciting.</p> <p>Describe the benefits of the product fully – specific and key information.</p> <p>Modal verbs</p> <p>Include persuasive language – exaggerate to make the product sound appealing.</p> <p>Use the second person</p> <p>Include noun phrases to add detail and adjectives for positive description.</p> <p>Use imperative verbs to convey urgency. (Buy it today! Listen very carefully!)</p> <p>Use rhetorical questions to engage the reader.</p> <p>Include informative diagrams or pictures.</p> <p>Price (if selling something).</p>	<p>Persuasive texts come in many different forms, some include advertisements, letters, debates, articles, and reports.</p> <p>Their main purpose is to persuade the reader to see an argument form the writer’s point of view and change their mind, buy, or support something.</p> <p>As introductory paragraph that states the argument.</p> <p>Words like: some believe that, in my opinion, therefore, moreover, for this reason, I feel that, surely, I am sure that, firstly, secondly, it is certain.</p> <p>Each paragraph sates a reason or opinion and then is followed by two or three pieces of evidence to support it.</p> <p>Points out for and against</p> <p>Facts and statistics</p> <p>Has facts that support the evidence given</p> <p>Rhetorical questions</p> <p>A strong concluding paragraph that sums up the main argument.</p>

Poetry

Year One

Acrostics	Shape Poems/Calligrams	Riddles
<ul style="list-style-type: none"> ○ The first or the last letter in each line spell out the words. Most commonly it is the first letter that spells out the word. ○ The acrostic links to a given theme, e.g., winter ○ Lines usually end with commas. 	<ul style="list-style-type: none"> ○ The poem usually describes an object. ○ The poem is presented in the shape of the object which it is describing. ○ The layout may either be with the words inside a shape or around the outline of the shape. 	<ul style="list-style-type: none"> ○ The poem describes a noun (usually an object) but does not name it, e.g., it may describe a tiger as striped and furry. ○ The last line usually directly addresses the reader and uses a question e.g., what is it? Or Can you guess what it could be? ○ The mood of the poem is light-hearted.

Year Two

Diamantes	Haiku	Free Verse
<p style="text-align: center;"> Bike Shiny, quiet Pedalling, spinning, weaving, Whizzing around corners, zooming along roads, Racing, roaring, speeding Fast, loud Car </p>	<p style="text-align: center;"> The sky is blue (5) The sun is so warm up high (7) I love the summer (5) </p>	
<ul style="list-style-type: none"> ○ The poem is presented as a diamond. ○ Line 1: Beginning subject ○ Line 2: Two adjectives reflecting the subject ○ Line 3: Three verbs or words ending with 'ing' about the subject. ○ Line 4: A short phrase about the subject, a short phrase about the end subject. ○ Line 5: Three verbs or words ending with 'ing' about the subject. ○ Line 6: Two adjectives reflecting the subject ○ Line 7: End subject. 	<ul style="list-style-type: none"> ○ The Haiku originates from Japan and is similar in structure to a Tanka poem. ○ The mood of the Haiku is generally serious, and can relate to many themes, including nature and love. ○ Line 1: 5 syllables ○ Line 2: 7 syllables ○ Line 3: 5 syllables 	<ul style="list-style-type: none"> ○ Free verse does not follow a set syllable pattern or rhyme structure.

Year 3

Clerihews	Limericks	Free Verse
<p>Mr Smith wears a wig But for his head, it's rather big In windy weather he was careless Now Mr Smith's head is hairless</p>	<p>There was an old man with a beard, Who said, 'Its just what I feared', Two owls and a hen, A lark and a wren, Have all built their nests in my beard</p>	
<ul style="list-style-type: none"> ○ A clerihew has four lines and includes a rhyming couplet. ○ The subject of the poem is usually a character and is named in the poem. ○ The mood of this type of poem is comic. 	<ul style="list-style-type: none"> ○ This poem has 5 lines and follows a rhyme scheme. ○ Lines 1, 2 and 5 have 7 to 10 syllables and lines 3 and 4 have 5-7 syllables. ○ The first line usually begins with 'There was a ... and ends with a name of a person or place. ○ Each line starts with a capital letters and usually ends with a comma ○ The mood of this type of poem is comic and sometimes nonsense. 	<ul style="list-style-type: none"> ○ Free verse does not follow a set syllable pattern or rhyme structure.

Year 4

Clerihews	Limericks	Free Verse
<p>Mr Smith wears a wig But for his head, it's rather big In windy weather he was careless Now Mr Smith's head is hairless</p>	<p>There was an old man with a beard, Who said, 'Its just what I feared', Two owls and a hen, A lark and a wren, Have all built their nests in my beard</p>	
<ul style="list-style-type: none"> ○ A clerihew has four lines and includes a rhyming couplet. ○ The subject of the poem is usually a character and is named in the poem. ○ The mood of this type of poem is comic. 	<ul style="list-style-type: none"> ○ This poem has 5 lines and follows a rhyme scheme. ○ Lines 1, 2 and 5 have 7 to 10 syllables and lines 3 and 4 have 5-7 syllables. ○ The first line usually begins with 'There was a ... and ends with a name of a person or place. ○ Each line starts with a capital letters and usually ends with a comma ○ The mood of this type of poem is comic and sometimes nonsense. 	<ul style="list-style-type: none"> ○ Free verse does not follow a set syllable pattern or rhyme structure.

Year 5

Senryu	Renga (Tinked Poem)	Free Verse
<p>First day, new school year Lunch box harbours a fossil Last June's cheese sandwich</p>	<p>The final leaf falls. (5) The tree branches are so bare. (7) Autumn has arrived. (5) Remember summer's warm kiss. (7) So gentle it will be missed. (7)</p>	
<ul style="list-style-type: none"> ○ The structure of Senryu is identical to a Haiku ○ Its is three lines in length ○ The line structure is as follows <ul style="list-style-type: none"> - Line 1: 5 syllables - Line 2: 7 syllables - Line 3: 5 syllables ○ Each line starts with a capital letter and the last line ends with a full stop. No other punctuation is necessary. ○ Where Senryu differs from a Haiku is in the subject. Senryu are typically about humans, not a concept like nature or love. 	<ul style="list-style-type: none"> ○ Rango poems are written by more than one poet. Poet A would write three lines following the structure outlined. Poet B would then write the last two lines. ○ This is repeated within a pair or a small group until the poem is complete. ○ There is no rhyming scheme. ○ The themes within a poem have to be consistent. ○ Each line starts with a capital letter and ends with a full stop. 	<ul style="list-style-type: none"> ○ Free verse does not follow a set syllable pattern or rhyme structure.

Year 6

Ottava Rime	Lambic. Pentameter	Free Verse
<p>Quickly did the tiger begin his fast run Over hilly ground you see him fly and leap The passive prey laying grazing in the sun Suddenly its life that it wanted to keep Tiger pounces, quickly getting the job done The prey collapses in a really big heap Tiger sleeps as night takes over from day Will we ever see the hunter become the prey?</p>	<p>Two households both alike in dignity, In fair Verona, where we lay our scene, From ancient grudge break to new mutiny, Where civil blood makes civil hands unclean, From forth the fatal loins of these two foes, A pair of star cross'd lovers take their life.</p>	
<ul style="list-style-type: none"> ○ This is an Italian style of poetry. ○ It has eight lines in length, each line consists of eleven syllables. ○ The rhyme scheme is ABABABCC ○ Each line open with a capital letter. ○ It is optional whether each line closes with a comma or not. ○ A poem may consist of several verses following the same structure as outlined. ○ The last line may end with a question mark or a full stop. 	<ul style="list-style-type: none"> ○ Unlike other taught styles, Lambic Pentameter refers to the ways which individual lines are constructed. There are no particular rules above verse length. ○ It is a sequence of ten alternating unstressed and stressed syllables. ○ Children should be encouraged to hear the effect of lines being constructed in this style. 	<ul style="list-style-type: none"> ○ Free verse does not follow a set syllable pattern or rhyme structure.