

English – Writing Genres at Nansledan School including Spoken Language Opportunities

Strand	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recount	<p>Children can:</p> <ul style="list-style-type: none"> - Informally recount incidents in own life to other children or adults and listen to others doing the same. - Write sentences to match pictures or sequences of pictures illustrating an event - Use experience of simple recounts as a basis for shared composition with an adult, such as retelling, substituting or extending, leading to simple and independent writing. 	<p>Children can:</p> <ul style="list-style-type: none"> - Describe incidents from their own experience in an audible voice using sequencing words and phrases such as 'then', 'after that'. They can listen to other people's recounts and ask relevant questions. - Read personal recounts and begin to recognise generic structure, e.g ordered sequence of events, use time conjunctions like first, next, after and when. - Write simple first-person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person. 		<p>Children can:</p> <ul style="list-style-type: none"> - Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. From this, they can identify the sequence of main events. - Read examples of third person recounts: letters, newspaper reports and diaries, and recount the same event in a variety of ways, such as in the form of a story, letter, news report, ensuring agreement in the use of pronouns. - Write newspaper reports which use a wider range of conjunctions, such as meanwhile, following, afterwards and including details in ways which will engage the reader. - Include recounts when creating paper or screen-based information texts. 		<p>Children can:</p> <ul style="list-style-type: none"> - Identify the key features of recounted texts, including introduction to set the scene, chronological sequence, varied yet consistent use of past tense verbs, supporting illustrations, degree of formality adopted and use of a range of conjunctions. - Use formal language when recounting orally. <p>Write recounts based on the same subject, such as a trip, for two contrasting audiences.</p>	
Explanation Texts	<p>Children can:</p> <ul style="list-style-type: none"> - Talk about why things happen and how things work, ask questions and speculate. - Listen to someone explaining a process and ask questions. - Give oral explanations e.g. their or another's motives; why and how they made a construction. 	<p>Children can:</p> <ul style="list-style-type: none"> - Read captions, pictures and diagrams on wall displays and in books that explain a process. - Draw pictures to illustrate a process and use the picture to explain the process orally. 	<p>Children can:</p> <ul style="list-style-type: none"> - After completing a practical activity, ie experiment, investigation or construction task, contribute to creating a class flow chart or diagram to explain the process, as a member of a group or with the teacher. They can then use the flowchart independently to explain the process. 	<p>Children can:</p> <ul style="list-style-type: none"> - Create diagrams, such as flow charts, to summarise or make notes of stages in a process, i.e. in science, DT or geography, ensuring items are clearly sequenced. - Explain processes orally, using their notes, ensuring relevant details are included and accounts ended effectively. 	<p>Children can:</p> <ul style="list-style-type: none"> - Read and analyse texts to identify key features, recognising that an information book may contain explanations, reports and recounts together. - Orally summarise processes carried out in class using diagrams to support. - Contribute to shared writing, where the teacher models the use of paragraphs, conjunctions and 	<p>Children can:</p> <ul style="list-style-type: none"> - Read and analyse a range of explanation texts, investigating and noting examples of impersonal style: complex sentences, passive voice, technical vocabulary, use of words or phrases to make the writing sequential, causal or logical conjunctions. - Engage in teacher demonstrations of how to research and plan a page for a reference 	<p>Children can:</p> <ul style="list-style-type: none"> - Choose the appropriate form of writing and style to suit a specific purpose and audience, drawing on knowledge of different text types. - Use the language features taught from previous year groups and grammatical features of the text type as appropriate to the purpose of the task set.

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			Produce a simple write up following the diagram to explain their understanding.	Produce a simple write up following the diagram to explain their understanding.	other features of the genre as appropriate. Purpose: to explain a process Structure: introduction, followed sequential explanation organised into paragraphs, conjunctions of time and cause and effort and passive voice Presentation: Diagrams, subheadings, numbering etc. After oral rehearsal, write explanatory texts independently using the conventions modelled in shared writing.	book on aspect of a class topic using shared note-making and writing of the page, using an impersonal style, hypothetical language (if...then etc) and causal and temporal conjunctions as appropriate. In shared writing and independently plan, compose, edit and refine explanatory texts, using reading as a source, focussing on clarity, conciseness and impersonal style.	
Information Texts	Children can: Distinguish between writing and drawing and write labels for pictures and drawings Attempt writing for different purposes, using different forms: lists, stories and instructions	Children can: Convey ideas and information in simple non-narrative forms such as labels for drawings and diagrams, extended captions and simple lists for planning and reminding Independently choose what to write about, orally rehearse, plan and follow through.	Children can: Write simple information texts, incorporating labelled pictures and diagrams, charts and lists as appropriate. Draw on knowledge and experience of texts and deciding and planning what and how to write.	Children can: Recount the same story in a variety of ways: story, letter, news report etc. Decide how to present information and make informed choices by using structures from different text types. Create alphabetically ordered texts incorporating information from	Children can: Fill out brief notes into connected prose. Present information from a variety of sources into one simple format, e.g. chart, labelled diagram, graph or matrix. Begin to use graphic organisers as a tool to support writing up information.	Children can: Convert personal notes into notes for others to read, paying attention to appropriateness of style, vocabulary and presentation. Create plans for information texts drawing on knowledge of different text types to decide form and style of different elements.	Children can: Select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. Establish balance and maintain viewpoints. Use the conventions and language of debate when orally rehearsing a balanced argument.



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			<p>Maintain consistency of purpose and tense. Create an alphabetically ordered dictionary or glossary of special interest words. Design and create a simple ICT text.</p>	<p>other subjects, own experiences or derived from other information books. Use a computer to bring information texts to published form with appropriate layout and font etc. Create multi-media information texts. Write ideas and messages in shortened forms such as notes, lists, headlines, telegrams and messages understanding that some words are more essential than others. Summarise orally in one sentence the context of a passage or text and the main point that it is making.</p>	<p>Develop and refine ideas in writing using planning and problem-solving strategies. Edit down and reword sentences by removing the less important information and refining ideas.</p>	<p>Create information texts with a variety of elements, e.g. labelled explanatory diagram, reporting chart or recount. Create multi-layered texts, including the use of hyperlinks and linked web pages. Record and acknowledge sources in own writing. Summarise a chapter or passive in a given number of words. Read a passage and retell it using your own words.</p>	<p>Revise own non-fiction writing to reduce superfluous words and phrases. Discuss and explain differences in the use of formal language and dialogue. Listen for language variations in formal and informal contexts. Identify the way spoken language varies from written language.</p>
<p>Persuasion Texts</p>	<p>Children can: Talk about how they respond to certain words, stories and pictures by behaving or wanting to behave in specific ways (e.g. pictures of food that make them want to eat things). Watch and listen when one person is trying to</p>	<p>Children can: Read posters, pictures, captions and adverts that are trying to persuade. Begin to recognise what they are trying to do and some of the ways they are trying to do it. Through games and role play, begin to</p>	<p>Children can: Explore simple persuasion texts and begin to understand what they are doing and how. Evaluate simple persuasive devices, e.g. say which posters in a shop or TV advert would make them want to</p>	<p>Children can: Read and evaluate a wider range of simple persuasive texts, explaining and evaluating responses orally. Begin to use words, pictures and other communication modes to persuade others when</p>	<p>Children can: Read and analyse a range of persuasive texts to identify key features e.g. letters to newspapers, discussions of issues. Distinguish between texts which try to persuade and those which simply inform, whilst explaining</p>	<p>Children can: Read and evaluate letters, e.g. from newspapers or magazines, intended to inform, protest, complain, persuade, considering: 1) How they are set out 2) How language is</p>	<p>Children can: Through reading and analysis, recognise how persuasive arguments are constructed to be effective through, for example: -the expression, sequence and linking of points</p>

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	<p>persuade another to do something or go somewhere, recognising what is happening. Give oral explanations of their or another's motives; why or how they can persuade or be persuaded.</p>	<p>explore what it means to persuade or be persuaded and what different methods might be effective.</p>	<p>buy something and why. Create simple sign posters and adverts involving words and other modes of communication to persuade others to do, think or buy something. Continue to explore persuading and being persuaded in a variety of real life situations, through role-play and drama.</p>	<p>appropriate to particular writing purposes. Through role play and drama, explore particular persuasive scenarios e.g. a parent persuading a reluctant child to go to bed. Discuss the effectiveness of different strategies used.</p>	<p>that some texts may use both of these. Analyse how a particular view can be most convincingly presented e.g. ordering points to link them together so that one follows from another, how statistics, graphs, images and visual aids can be used to support or reinforce arguments. Investigate how style and vocabulary are used to convince the reader. Evaluate adverts for their impact, appeal and honesty, focussing on how the information is presented: exaggeration, attention grabbing, linguistic devices such as puns, jingles, alliteration and invented words. Sequence points in order to plan the presentation of a point of view using more formal language appropriately.</p>	<p>used, e.g. to gain attention, respect and manipulate</p> <p>Read other examples e.g. newspaper comment, headline, adverts, fliers, to compare writing which informs and persuades, considering, for example, the deliberate use of ambiguity, half-truth, bias, how opinion can be disguised to seem like fact. Select and evaluate a range of texts, in print and other media, on paper and on screen, for persuasiveness, clarity and quality of information. Collect and investigate the use of persuasive devices such as words and phrases, e.g. surely, it wouldn't be very difficult, persuasive definitions e.g. no one but a very foolish person... every right-minded person... rhetorical questions, pandering, condescension,</p>	<ul style="list-style-type: none"> - providing persuasive examples, illustrations and evidence - pre-empting or answering potential objections - appealing to the known views and feelings of the audience <p>Orally and in writing, construct effective persuasive arguments: Using persuasive language techniques to deliberately influence the listener Developing a point logically and effectively Supporting and illustrating points persuasively Anticipating possible objections Harnessing the known views, interests and feelings of the audience Tailoring the writing to formal presentation where appropriate</p> <p>Use reading to: Investigate conditionals, e.g. using if... then..., might, could, would, and their persuasive uses</p>
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					<p>Use writing frames to back up points of view.</p> <p>Link points persuasively and select styles and vocabulary appropriate to reader and begin to understand how multi-media can contribute to this.</p> <p>Design an advert, such as a poster or radio jingle, on paper or screen, e.g. for a school fayre or an imaginary product, making use of linguistic and other features learnt from reading examples.</p> <p>Explore the use of conjunctions and adverbs, as well as adverbial phrases to structure a persuasive argument, e.g. if... then...; on the other hand; finally; so.</p>	<p>concession, deliberate ambiguities.</p> <p>Draft and write individual, group and class persuasive letters for real purposes, e.g. put a point of view, comment on an emotive issue, protest, to edit and present.</p> <p>Write a commentary on an issue on paper or screen, setting out and justifying a personal view, to use structures from reading to set out and link points, e.g. numbered lists and bullet points.</p> <p>Construct an argument in note form or full text to persuade others of a point of view and present the case to a class or view, use standard English appropriately, evaluate its effectiveness.</p> <p>Explore how ICT or other multimodality might support this.</p> <p>Understand how persuasive writing can be adapted for different audiences and purposes, e.g. by other formal language where appropriate,</p>	<p>e.g. in deduction, speculation and supposition</p> <p>Build a bank of useful terms and phrases for persuasive argument, e.g. similarly, whereas</p> <p>Overall, participate in whole class debates using the conventions and language of debate, including standard English. In oral and written texts, help to build the ability to choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate.</p>
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						and how it can be incorporated into or combined with other text types.	
Instructional/ Procedural Texts	<p>Children can: Listen to and follow single instructions. As a next step, listen to and follow a series of two or three instructions. Give oral instructions to others when playing. Read and follow simple classroom instructions on labels, with additional pictures or symbols. Attempt to write instructions on labels, for instance in a role play area.</p>	<p>Children can: Listen to and follow a single and more detailed instruction and a longer series of instructions. Think out loud and give clear oral instructions. Routinely follow and read written instructions on classroom labels. Contribute to a class composition of instructions with teacher scribing. Write two or more consecutive instructions independently.</p>	<p>Children can: Listen to and follow a series of more complex instructions. Give clear oral instructions to members of a group. Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams. Analyse some instructional texts and note their function, form and typical language features: Statement of purpose, list of ingredients, sequential steps Direct/imperative language Use of adjectives and adverbs limited to giving essential information Emotive/value laden language (not generally used) As part of a group or with a teacher, compose a set of</p>	<p>Children can: Read and follow instructions. Give clear oral instructions to members of a group. Read and compare examples of instructional text, evaluating their effectiveness. Analyse more complicated instructions and identify organisational devices which make them easier to follow, e.g. lists, numbered, bulleted points, diagrams with arrows and keys. Research a particular area, e.g. playground games, and work in small groups to prepare a set of oral instructions. Try out with other children, giving instruction and listening and following theirs.</p>	<p>Children can: In group work, give clear oral instructions to achieve the completion of a common task. Follow oral instructions of increased complexity. Evaluate sets of instructions, including to attempt to follow some of them, for purpose, organisation and layout, clarity and usefulness. Identify sets of instructions which are for more complex procedures, or are combined with other text types, e.g. some recipes. Compare these in terms of audience/purpose and form (structure and language features). Write a set of instructions using appropriate form and features. Test them out on other people before revising and redrafting based on their effectiveness.</p>		<p>Children can: Choose the appropriate form of writing and style to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. Use the language conventions and grammatical features of the different types of text as appropriate.</p>

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			instructions with additional diagrams. Write simple instructions independently which use all the above features on a known procedure, i.e. going to school or playing a game.	Evaluate the effectiveness of instructions. Write clear instructions using the correct register and the devices listed above to aid the reader.			
Discussion Texts	<p>Children can: Experience and recognise that others sometimes think, feel and react differently from themselves. Talk about how they and others might respond differently to the same thing, e.g. like a particular picture or story when someone else doesn't. Give oral explanations e.g. their or another's preferences, e.g. what they like to eat and why.</p>	<p>Children can: Through talk and role play explore how others might think, feel and react differently to themselves and from each other. Explore, through reading, stories where characters might think, feel and react differently from themselves and from each other.</p>	<p>Children can: Through reading and in life situations, recognise that different people (characters) have different thoughts/feelings about, views on and responses to particular scenarios, e.g. that the wolf would see the story of Little Red Riding Hood different to herself. Explore different views and viewpoints.</p>	<p>Children can: Through reading, explore how different views might be expressed/explained/justified e.g. the different views of characters in a particular book, the different view of people writing to a newspaper. Through role play and drama, explore how different views might be expressed/explained/justified e.g. the views of people in a simulated 'real life' situation.</p>	<p>Children can: In exploring persuasive texts, and those presenting a particular argument, begin to recognise which present a single argument and which try to be more balanced and objective. Continue to explore the expression of different views through discussion, role play and drama.</p>	<p>Children can: In exploring persuasive texts, and those presenting a particular argument, distinguish and discuss any texts which seem to be trying to present a more balanced or reasoned view, or which explore more than one possible perspective on an issue. Experiment with the presentation of various views (own and others, biased and balanced) through discussion, debate and drama.</p>	<p>Children can: Through reading, identify the language, grammar, organisational and stylistic features of balanced written discussions, which: -summarise the different sides of the argument - clarify the strengths and weaknesses of different positions - signal personal opinions clearly - draw reasoned conclusions based on available evidence.</p> <p>Recognise and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument.</p>



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							<p>First, explore orally and then write a balanced report of a controversial issue:</p> <ul style="list-style-type: none">-summarising fairly the competing views- analysing strengths and weaknesses of different positions- drawing reasoned conclusions where appropriate- using formal presentation and language as appropriate. <p>Use reading to:</p> <ul style="list-style-type: none">-investigate conditionals, e.g. using if...then..., might, would, could and their persuasive uses, e.g. in deduction, speculation and supposition.- Build a bank of useful terms and phrases for a persuasive argument, e.g. similarly, whereas <p>Overall, help to build the ability to choose the appropriate style and form to suit a specific purpose and audience.</p>
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Non- Chronological Reports	<p>Children can: Describe something/someone (possibly after drawing it/them). Develop the description in response to prompts or questions (What does she like to eat? Does she have a favourite toy?) Ask similar probing questions to elicit a fuller description from someone else.</p> <p>In shared writing, read information books and look at/re-read the books independently. Experiment with writing labels, captions and sentences for pictures and drawings in a variety of play, exploratory and role play situations.</p>	<p>Children can: Find out about a subject by listening and following text as information books are read or by watching a video. Contribute to a discussion on the subject as information is assembled and the teacher writes the information. Assemble information on a subject in own experience, e.g. food, pets. Write a simple non-chronological report by writing sentences to describe aspects of the subject.</p>	<p>Children can: After a practical activity or undertaking some research in books or on the internet, take part in a discussion in another curriculum area. Distinguish between a description of a single member of a group and a group in general, e.g. a particular dog and dogs in general. Read texts containing information in a simple report format, e.g. there are two types of (x), they live in (x), the a's have (x) but the b's have (x). Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present and categorise ideas.</p>	<p>Children can: Analyse a number of report texts and note their function, form and typical language features: -introduction indicating an overall classification of what is being described - use a short statement to introduce each new item - language (specific and sometimes technical) to describe and differentiate) - impersonal language - mostly present tense</p> <p>Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a diagram to organise ideas. Distinguish between generalisation and specific information, using content from</p>	<p>Children can: Collect information to write a report in which two or more subjects are compared e.g. spiders and beetles; solids, liquids and gases, observing that a grid rather than a spider-diagram is appropriate for representing the information.</p> <p>Draw attention to the precision in the use of technical terminology and how many of the nouns are derived from verbs.</p> <p>Teacher demonstrates the writing of a non-chronological report, including the use of organisational devices to aid conciseness, such as numbered lists or headings.</p> <p>Plan, compose, edit and refine short non-chronological reports focussing on clarity, conciseness and impersonal style.</p>	<p>Children can: Secure understanding of the form, language conventions and grammatical features of non-chronological reports.</p> <p>Write reports as part of a presentation on a non-fiction topic. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.</p>	

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				<p>another curriculum area.</p> <p>Analyse broadcasts to identify presentation techniques.</p> <p>Teacher models how to write with a focus on subject-verb agreement.</p> <p>Write independently.</p>			
Narrative	<p>Children can: Turn stories into plays using puppets, toys, costumes and props; imagine and re-create roles; retell narratives using patterns from listening and reading; tell a story about a central character; experiment with story language by using familiar words and phrases from stories in retelling and play.</p> <p>Attempt own writing for various purposes, using features of different forms including stories.</p>	<p>Children can: Retell familiar stories and recount events; Include main events in sequence, focussing on who is in the event, where events take place and what happens in each event; Use story language, sentence patterns and sequencing words to organise events, e.g. then, next; Recite stories, supported by story boxes, pictures etc.; Act out stories and portray characters and their motives.</p> <p>Use patterns and language from familiar stories in own writing; write complete stories</p>	<p>Children can: Retell familiar stories using narrative structure and dialogue from a known text; Include relevant details and sustain the listener's interest; Tell own, real and imagined stories; Explore characters' feelings and situations using improvisation, dramatize parts of own or familiar stories and perform to the class or in a small group.</p> <p>Imitate familiar stories by borrowing and adapting structures; Write complex stories with a</p>	<p>Children can: Tell stories based on own experience and oral versions of familiar stories; Include dialogue to set the scene and present characters; Vary voice and intonation to create effect and sustain interest; Sequence events clearly and have a definite ending; Explore relationships and situations through drama.</p> <p>Write complex stories with a full sequence of events in narrative order; Include a dilemma or conflict and resolution; Write an opening paragraph and further paragraphs</p>	<p>Children can: Plan and tell own versions of stories; Tell effectively, e.g. using gestures, repetition, traditional story openings and endings; Explore dilemmas using drama techniques, e.g. improvise alternative courses of action for a character.</p> <p>Plan complete stories by identifying stages in the telling: introduction, build up, problem (climax or conflict), resolution and ending; Use paragraphs to organise and sequence the narrative and for more extended narrative structures;</p>	<p>Children can: Plan and tell stories to explore narrative viewpoint e.g. retell a familiar story from the point of view of another character; Demonstrate awareness if audience by using techniques such as recap, repetition or catchphrase and humour; Use spoken language imaginatively to entertain and engage the listener.</p> <p>Develop particular aspects of story writing: experiment with different ways to open a story; Add scenes, characters or dialogue to a familiar story;</p>	<p>Children can: Plan and tell stories to engage different styles and narrative; Present engaging narratives for an audience.</p> <p>Plan quickly and effectively the plot, character and structure of own narrative writing; Use paragraphs to vary pace and emphasis; Vary sentence length to achieve a particular effect; Use a variety of techniques to introduce characters and develop characterisation; Use dialogue at key points to move the story on or reveal new information.</p>

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		with a simple structure: beginning, middle, end, deciding where it is set and use ideas from reading for some incidents and events.	sustained, logical sequence of events; Use past tense and third person consistently; Include setting; Create characters, e.g. by adapting ideas about typical story characters; Include some dialogue; Include phrases drawn from story language to add interest, e.g. she couldn't believe her eyes.	for each stage of the story; Use either first or third person consistently; Use conventions for written dialogue and include some dialogue that shows the relationship between two characters.	Use different ways to introduce or connect paragraphs, e.g. Some time later, suddenly, inside the castle; Use details to build character descriptions and evoke a response; Develop settings using adjectives and figurative language to evoke time, place and mood.	Develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story. Plan and write complex stories; organise more complex chronological narratives into several paragraph units relating to story structure; Adapt for narratives that do not have clear linear chronology e.g. portray events happening simultaneously (meanwhile...); Extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases; adapt writing for a particular audience.	Create a setting by: using expressive or figurative language; describing how it makes the character feel; adding details of sights and sounds using the five senses. Vary narrative structure when writing complete stories, e.g. start with a dramatic event and then provide background information; use two narrators to tell the story from different perspectives, use the paragraph structure of non-linear narratives as a model for own writing; plan and write extended independent narrative.
Poetry	Children can: Join in with class rhymes and poems Copy actions Enjoy making up funny sentences and playing with words;	Children can: Perform in unison, following the rhythm and keeping time; Imitate and invent actions.	Children can: Perform individually or together, speaking clearly and audibly; Use actions and sound effects to add to the poem's meaning.	Children can: Perform individually or chorally; Vary volume; Experimenting with expression and use pauses for effect; Use actions, voices, sound effects and	Children can: Vary volume and pace and use appropriate expression when performing; Use actions, sound effects, musical patterns and images	Children can: Vary pitch, pace, volume, expression and use pauses to create impact; Use actions, sounds, musical patterns, images and dramatic interpretation.	Children can: Vary pitch, pace, volume, rhythm and expression in relation to the poem's meaning and form; Use actions, sound effects, musical patterns, images and



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	<p>Look carefully at experiences and choose words to describe; Make word collections or use simple repeating patterns.</p>	<p>Invent impossible ideas, e.g. magical wishes; Observe details of first hand experiences using the senses and describe; List words and phrases or use a repeating pattern or line.</p>	<p>Experiment with alliteration to create humorous and surprising combinations; Make adventurous word choices to describe closely observed experiences; Create a pattern or shape on the page; Use simple repeating phrases or lines as models.</p>	<p>musical patterns to add to a performance.</p> <p>Invent new similes and experiment with word play; Use powerful nouns, adjectives and verbs; Experiment with alliteration; Write free verse; borrow or create a repeating pattern.</p>	<p>to enhance a poem's meaning.</p> <p>Use language playfully to exaggerate or pretend; Use similes to build images and identify clichés in own writing; Write free verse; Use a repeating pattern; Experiment with simple forms.</p>	<p>Invent nonsense words and situations and experiment with unexpected word combinations; Use carefully observed details and apt images to bring subject matter alive; Avoid cliché in own writing; Write free verse; Use or invent different repeating patterns; Attempt different forms; Include rhyme for humour.</p>	<p>dramatic interpretation, varying presentations by using ICT.</p> <p>Use language imaginatively to create surreal, surprising, amusing and inventive poetry; Use simple metaphors and personification to create poems based on real or imagined experience; Select pattern or form to match meaning and own voice.</p>
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