



Writing Progression at Lady Royd

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting	<ul style="list-style-type: none"> Developing good gross and fine motor control including how to hold a pencil correctly. Pattern formation (spirals, zigzags, waves) Introducing a language to talk about shape and movements. Use large-muscle movements to wave flags and streamers, paint and makemarks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Shows a preference for a dominant hand. Develop their small motor skills so that they can use a range of tools competently, 	<ul style="list-style-type: none"> Revising the letter families taught in Early Years Continuing to develop good gross and fine motor control. Develop consistent size and well-formed pre-cursive letters. 	<ul style="list-style-type: none"> Once the child's letter pre cursive formation is accurate and the teacher assesses the child as being ready, joins are then introduced (joining two letters together using vertical and horizontal joins): in, am, ab, ch, oa, wo, wh, ob Teaching horizontal and vertical joins: <ul style="list-style-type: none"> First join: un, um, ig, id, ed, eg, an, or, in, gung Second join: ch, sh, th, tl, ll, ill, sli, slu, ck, ack, st, sti, ink, unk Third join: od, pg, re, ve, oon, oom Fourth join: wl, vl, of, ff, fl, flo 	<ul style="list-style-type: none"> Teaching horizontal and vertical joins: <ul style="list-style-type: none"> s: sh, as, es r: ri, ru, ry, er, ir, ur a: oa, ad, as, ai (with ascender eg h/descenders eg y): ha, ta, fa, al, ay, ag e: ee, ea, ed, (practicing horizontal join toe): re, oe, fe o: ow, ov, os, (with ascenders eg l /descenders eg g): ot, ol, ok, og, od y: ky, hy, ly u: fu, wu, vu (practicing horizontal join to u) 	<ul style="list-style-type: none"> Main letter joins: ning, ping, ting, cod, ake, ome, are, fla, flo, fle, who, wha, whe, inly, ick, uck, ack, fte, fir, fin Silent letters: wra, wri, kni Double letters: tt, ll, oo, pp, ss Spacing: ew, ev, ex Proportions: th, ht, fl Punctuation: ! ? " () £ 	Consolidation of prior skills.	

	<p>safely and confidently.</p> <ul style="list-style-type: none">• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.• Form lower case and capital letters correctly.• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.• Write recognisable letters, most of which are correctly formed.						
Writing Composition - Plan	<ul style="list-style-type: none">• form lower case and capital letters correctly.• spell words by identifying the sounds and then writing the sound with the letter/s.• write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.• write recognisable letters, most of	<ul style="list-style-type: none">• saying out loud what they are going to write about• composing a sentence orally before writing it	<ul style="list-style-type: none">• planning or saying out loud what they are going to write about• writing down ideas and/or key words, including new vocabulary	<ul style="list-style-type: none">• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar• discussing and recording ideas	<ul style="list-style-type: none">• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar• discussing and recording ideas	<ul style="list-style-type: none">• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own• noting and developing initial ideas, drawing on reading and research where necessary• in writing narratives, considering how	<ul style="list-style-type: none">• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own• noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have

	<ul style="list-style-type: none"> which are correctly formed. spell words by identifying sounds in them and representing the sounds with a letter or letters. write simple phrases and sentences that can be read by others. 					authors have developed characters and settings in what pupils have read, listened to or seen performed	developed characters and settings in what pupils have read, listened to or seen performed
Writing Composition - Draft		<ul style="list-style-type: none"> sequencing sentences to form short narratives 	<ul style="list-style-type: none"> encapsulating what they want to say, sentence by sentence 	<ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] 	<ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] 	<ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to 	<ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to

						structure text and to guide the reader (for example, headings, bullet points, underlining)	structure text and to guide the reader (for example, headings, bullet points, underlining)
Writing Composition – Edit and Review	<ul style="list-style-type: none"> re-read what they have written to check it makes sense. 	<ul style="list-style-type: none"> re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupil Read aloud their writing clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) Read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors 	<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors

Sentence Construction	<ul style="list-style-type: none"> • Beginning and ending letters are used to represent words. • Medial sounds may initially be written as a consonant. • Vowels begin to appear. • 	<ul style="list-style-type: none"> • Introducing capital letters and full stops to demarcate sentences. • Name the letters of the alphabet in order. • Look at how words can combine to make sentences. • Proper Nouns for names of people, the days of the week, months and the personal pronoun of I. • Joining clauses using <i>and</i>. • Begin to punctuate sentences with an exclamation mark or question mark. • Use the regular plural noun suffixes of -s or -es and understand the effect on the noun. • How the prefix <i>un-</i> changes the meaning of verbs and adjectives. • Apply the suffix <i>-ed</i> and <i>-er</i> to verbs where no change is needed to the spelling. 	<ul style="list-style-type: none"> • Learning how to use both familiar and new punctuation correctly including commas for lists. • Learn how to use expanded noun phrases to describe and specify (<i>the blue butterfly, the man in the moon etc</i>). • Use the coordinating conjunctions <i>or, and, and but</i>. • Use the subordinating conjunctions <i>when, if that and because</i>. • Sentence types – grammatical patterns and functions in questions; commands; exclamations and statements. • Using <i>-ly</i> in Standard English to turn adjectives into adverbs. • Apostrophes to mark contraction words and to mark singular possession. 	<ul style="list-style-type: none"> • Determiners – use a or an according to whether the next word begins with a consonant or vowel. • Extend the range of sentences with more than one clause but using a range of subordinating conjunctions: <i>when, if, because and although</i>. • Use conjunctions to express time and cause using <i>when, before, after, while so and because</i>. • Use adverbs to express time, cause and place. • Use prepositions to express time, cause and place. • Introduce inverted commas to punctuate direct speech. • Use the present perfect form of verbs. • Introduce paragraphs as a way to group related information. 	<ul style="list-style-type: none"> • Choosing nouns or pronouns appropriately and across sentences for clarity and cohesion along with avoiding repetition. • Using fronted adverbials which are correctly punctuated. • Using the possessive apostrophes with plural nouns. • Understanding the grammatical difference between the plural and possessive 's'. • Using and punctuating direct speech accurately along with the use of a comma after the reporting clause. • Noun phrases which are expanded by the addition of modifying adjectives, nouns and prepositional phrases. • Standard English forms for verb inflections 	<ul style="list-style-type: none"> • Using relative clauses beginning <i>with who, which, where, when, whose and that</i>. • Use modal verbs to indicate degrees of possibility. • Using adverbs to indicate degrees of possibility. • Using brackets, dashes and commas to indicate parenthesis. • Using expanded nouns phrases to convey information concisely. • Using the perfect form of verbs to mark the relationship of time and cause. • Using commas to clarify meaning or avoid ambiguity. • Cohesion – devices to build cohesion within a paragraph, link ideas across paragraphs using adverbials of time, number or tense choices. • Verb prefixes 	<ul style="list-style-type: none"> • How words are related by meaning as synonyms and antonyms • Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms. • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing • Using a colon to introduce a list. • Use of semi-colons withing lists • Punctuating bullet points consistently • Using passive verbs to affect the presentation of information in a sentence. • Using semi colons, colons and dashes to mark boundaries between independent clauses. • Using hyphens to avoid ambiguity.
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		<ul style="list-style-type: none"> Sequencing of sentences to form short narratives. 	<ul style="list-style-type: none"> Use both the present and past tenses consistently including the progressive form. Forming nouns using suffixes such as <i>-ness</i>, <i>-er</i> and adjectives with suffixes such as <i>-ful</i>, <i>-less</i>, <i>-er</i> and <i>-est</i>. 	<ul style="list-style-type: none"> Use headings and sub-headings to aid presentation. Explore word families to show how they are related in form and meaning (<i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>). Prefixes including <i>super-</i>, <i>anti-</i> and <i>auto-</i>. 	<i>(was/were, did/done etc)</i> <ul style="list-style-type: none"> Use of paragraphs to organise ideas around a theme. Suffixes <i>-ation</i>, <i>-ly</i>, <i>-ous</i>, <i>-tion</i>, <i>-sion</i>, <i>-ssion</i>, <i>-cian</i>. 	<ul style="list-style-type: none"> Converting nouns or adjectives into verbs using suffixes. 	<ul style="list-style-type: none"> Cohesion – linking ideas across paragraphs using a wider range of cohesive device, repetition of a word or phrase, grammatical connections and ellipsis. Cohesion – layout devices such as headings, columns etc
NON-FICTION							
Information Texts	<ul style="list-style-type: none"> Experiment with writing labels, captions and sentences for pictures or drawings Talking about experiences 	<ul style="list-style-type: none"> Ideas grouped together for similarity. Attempt at third person writing e.g. The man was run over. Written in the appropriate tense e.g. The dinosaurs were... Simple subheadings Use of topic language 	<ul style="list-style-type: none"> Brief introduction and conclusion Main ideas organised into groups. To write in the past or present tense. 	<ul style="list-style-type: none"> Clear introduction Organised into paragraphs through the use of subheadings. Include a range of interesting facts building up information logically. Consistent use of tense. 	<ul style="list-style-type: none"> Clear introduction and conclusion Links between sentences help to navigate the reader from one idea to the next. Paragraphs organised correctly into key ideas. Subheading are used to organise information. 	<ul style="list-style-type: none"> Technical and accurate facts are used. Choose the appropriate style and form of writing to suit a specific purpose and audience drawing on knowledge of different non-fiction text types. 	<ul style="list-style-type: none"> Formal and technical language used throughout to engage the reader. The report is detailed, well-constructed and links back to the introduction
Newspaper Reports	<ul style="list-style-type: none"> Wanted or missing posters 			<ul style="list-style-type: none"> Bold, eye-catching headline Written in past tense A photo with a caption Brief introduction and conclusion 	<ul style="list-style-type: none"> Clear introduction and conclusion Links between key ideas in the report 5Ws to orientate the reader Paragraphs organised into key ideas 	<ul style="list-style-type: none"> Developed introduction and conclusion. Use of all newspaper layout features. Paragraphs developed into columns 	<ul style="list-style-type: none"> The report answers the 5Ws and 1H where appropriate. Quotations used both direct and reported speech Headlines include puns

				<ul style="list-style-type: none"> Organised using sequencing techniques (chronological) 	<ul style="list-style-type: none"> Include a byline Headline includes alliteration. Written in the third person. 	<ul style="list-style-type: none"> Formal language used throughout Quotations are written in reported speech 	<ul style="list-style-type: none"> Pupils understand bias through the use of emotive language The report encourages the reader to reflect on the given bias
Biographies			<ul style="list-style-type: none"> Written in the appropriate tense. Mainly written in the past tense. Ideas are organised in chronological order. Sentences use conjunctions to signal time. Brief introduction and conclusion. 		<ul style="list-style-type: none"> Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Drawing on and elaborating to reveal their own emotions on the subject. Subheadings and paragraphs used to organise key events. 	<ul style="list-style-type: none"> Developed introduction and conclusion including elaborated personal response for legacy or impact. Description of events are detailed and engaging. Information is well organised chronologically with clear signals to show time and place. Key dates and details are factually correct. 	<ul style="list-style-type: none"> Distinguish between implicit and explicit points of view and how these can differ. Composed and based on research while describing a person from a different perspective. Select the appropriate style and form to suit a specific purpose and audience drawing on knowledge of different text types. Include a range of tenses.
Recount (inclusive of diary writing)		<ul style="list-style-type: none"> Written in first person Written in the past tense Ideas grouped together in time sequence. 	<ul style="list-style-type: none"> Brief introduction and conclusion. Use of past tense. Ideas organised in chronological order using time conjunctions. 		<ul style="list-style-type: none"> Links between sentences navigate the reader from one idea to the next. Written in the first person Use of informal, personal tone. 	<ul style="list-style-type: none"> The report demonstrates a self-reflection through the use of rhetorical questions. Description of events are detailed and engaging. 	<ul style="list-style-type: none"> Written mainly in consistent past tense with some future tense to show reflection.

					<ul style="list-style-type: none"> • A personal record of events, thoughts and feelings. • Consistent use of past tense. 		
Letter	<ul style="list-style-type: none"> • Writing short letters to others including the use of envelopes. 	<ul style="list-style-type: none"> • Ideas are grouped in sentences to show a sequence of time. 	<ul style="list-style-type: none"> • Written in the past tense. • Main ideas are grouped and organised. • Time conjunctions are used. • Some letter features are included. 	<ul style="list-style-type: none"> • Paragraphs are organised to show time, place and key ideas. • All letter features are included. • Links between key ideas included. • Includes questions which require a future response. 			<ul style="list-style-type: none"> • Information is prioritised according to importance and frame of response set up for the reply. • The writer understands the impact and considers possible responses. • The letter reflects on previous questions asked. • Formal or informal language is developed to reflect the audience and purpose.
Persuasion (including discussions and arguments)	<ul style="list-style-type: none"> • Give oral explanations e.g. motives and why/how they can be persuaded. 			<ul style="list-style-type: none"> • Clear introduction. • Points about subject/issue. • Organised into paragraphs. • Use of words, images and layout which are appropriate to the writing purpose. • Use of role play and drama to explore the 	<ul style="list-style-type: none"> • Clear introduction and conclusion. • Links are made between key ideas and organised into paragraphs. • Subheadings where appropriate. • Use of statistics, images and visual aids to enhance. 	<ul style="list-style-type: none"> • Developed introduction and conclusion. • Viewpoint is transparent for the reader. • Emotive language is used. • The use of language is analysed to show attention, respect and manipulation. 	<ul style="list-style-type: none"> • The use and impact of emotive language is clear and requires a response. • Use of formal, sophisticated language and sentence choices (to condescend, pander, and for consideration)

				effectiveness of different strategies used.	<ul style="list-style-type: none"> Puns, jingles, alliteration and invented words. Persuasion to be presented both formally written and orally. Clear use of formal or informal language. 	<ul style="list-style-type: none"> Persuasive outcomes such as debate, written persuasive arguments to show biased/unbiased. To write and present for a real purpose through a debate. 	<ul style="list-style-type: none"> Developed sequencing and linking of points. Anticipation of possible objections. To write using conditionals. Summarise both sides of an argument. Signal personal opinion clearly. Analyse strengths and weaknesses of different positions. Use available evidence to draw reasoned conclusions.
Instructions	<ul style="list-style-type: none"> Give oral instructions when playing. Listen to, read and follow simple instructions which include symbols and pictures. List instructions for a real purpose. 	<ul style="list-style-type: none"> Listen to and follow a more detailed and longer set of instructions. Contribute to a class composition of instructional writing. Ideas are grouped in time order. Use of number of bullet points to show a sequence. 	<ul style="list-style-type: none"> Use of direct and imperative language within steps. Include a diagram to show the outcome. Includes a clear purpose, list of equipment/materials. Diagrams and illustrations are used to help make each point in the process clearer. 	<ul style="list-style-type: none"> Written instructions include a set of equipment/ingredients are outlined clearly using units of measurement, numbers and bullet points appropriately. Steps are organised into clear points and include denotations of time. Instructions are given orally for a small group to 		<ul style="list-style-type: none"> Write instructions for others to test, evaluate and revise. Write a set of instructions for an increasingly complicated process. Can write instructions using flair and humour. Evaluate instructions by commenting on audience, purpose, form, structure and language features. 	

				<p>follow and include an evaluation.</p> <ul style="list-style-type: none"> A range of organisational devices are used (bullet points, numbers, arrows, keys) 		<ul style="list-style-type: none"> Choose the appropriate form of writing and style to suit the purpose. 	
Explanation			<ul style="list-style-type: none"> Discuss how things work and why things happen. Complete a practical activity and explain the process orally. Produce a simple flowchart independently. 	<ul style="list-style-type: none"> Create a diagram to summarise a process and write notes linked to each stage which are clearly sequenced. Identify key features of an explanation text. 	<ul style="list-style-type: none"> Identify and discuss all key features of an explanation text. Contribute to a shared write of an explanation text. Identify the use of: <ul style="list-style-type: none"> purpose structure (introduction, paragraphs) language (present tense, time conjunctions, cause and effect conjunctions) presentation (diagrams, subheadings and numbering) Orally rehearse then write an explanation text independently from a flow chart using the conventions modelled in shared writing. The final paragraph links 		

					back to the opening.		
FICTION							
Narrative	<ul style="list-style-type: none"> Orally retell a well-known story. Say their own story. Write simple phrases connected to their oral story. Recognise typical story language 'Once upon a time.../Happily ever after...' 	<ul style="list-style-type: none"> Identify the beginning, middle and end of a story. Retell familiar stories and sequence. Use patterns and language from familiar stories in their own writing. Write complete stories with a simple structure. Retell the story as the narrator and know that this is the 'voice' of a story. Compare two similar stories. Include topic/key vocabulary linked to the genre. 	<ul style="list-style-type: none"> Identify the sequence of a story and the problem/dilemma. Include conjunctions to show the passing of time in a story. Start to sequence stories through use of paragraphs. Use pronouns when referencing characters. Use conjunctions to expand ideas. Write a story based on a theme explored across more than one book. Write in the past tense. Retell a story in the third person. 	<ul style="list-style-type: none"> Include dialogue within a story to enhance character and to move the story on. Sequence events and write a complete ending. Include a dilemma, conflict and resolution. Create a story opening and further paragraphs for the next stage of the story. Use of fronted adverbials to show time and place across paragraphs. Cohesion is shown through pronouns across characters. 	<ul style="list-style-type: none"> Create links between the opening and resolution. Use different ways to introduce and link paragraphs. Play with the story structure to create a complete narrative (flashback) Write in both the first and third person. Create cohesion through using different sentence structure and ellipsis. Choose which events to describe in more detail and those which are skimmed over to move the story along. Pupils can create the solution to the dilemma before drafting. Use adjectives and figurative language to evoke time, place and mood. 	<ul style="list-style-type: none"> Demonstrate awareness of audience through vocabulary and plot development. Extended narratives structures can include several events before main conflict and eventual resolution. Analyse and create a more complex narrative which include a parallel narrative ('time slip'). Develop a story based around a character's choice/mistake. Ensure consistency between cohesion, character and tenses. 	<ul style="list-style-type: none"> Use of pronouns to create a specific mood/atmosphere ('It' crept through the woods.) Dialogue is used to move the action on and heighten empathy for the central character. Deliberate ambiguity is set up in the mind of the reader until later in the text. Use dialogue to reveal new information. Use paragraphs to vary pace and emphasis. Explore that a story can be told from different perspectives and recognise that a character can take over the story telling. Vary narrative structure when writing a complete story (e.g., start with a dramatic event.)

Character Description	<ul style="list-style-type: none"> Identify and describe a character's appearance. Change the appearance of a character in a well-known story 	<ul style="list-style-type: none"> Recognise main characters and typical characteristics (good/bad) Recognise the motives of main characters and discuss how the plot is moved on. Use simple similes to describe a character using an image. Use adjectives to describe a character. Compare two contrasting characters. Use different voices when reading different character dialogue aloud. 	<ul style="list-style-type: none"> Understand what characters are like from what they do, say as well as their appearance. Make predictions about how they might behave. Notice that characters can change during the course of a story. Use adjectives and adverbs to describe a character. Describe how a character may sound. 	<ul style="list-style-type: none"> To write a description based on their appearance, how they move, speak, feel and think. Write about how a character would respond to a dilemma and include their motives and feelings. 		<ul style="list-style-type: none"> Explore the relationship between what characters say and do – do they always reveal what they are thinking? Writing from a different characters' perspective (villain vs hero) Develop characterisation by showing the reader what characters say and do and how they feel and react in different points in the story. Start to include dialogue. 	
Setting Description			<ul style="list-style-type: none"> Describe imaginary settings. Use descriptive words and phrases linked to an image and compare against stereotypical story settings. Create descriptive sentence linked to a real-life setting include the weather and time of day. 	<ul style="list-style-type: none"> Start to use description to create a specific atmosphere. Show how a character can react to a setting e.g. Joe shivered. Show the setting through the characters eyes e.g. Joe looked around the room. 		<ul style="list-style-type: none"> Use description to create specific examples of atmosphere and mood. Describe given changes in weather, place or time in a setting. Use short sentences to create tension and add to the intended atmosphere. 	<ul style="list-style-type: none"> Change the atmosphere by altering weather, place or time and use metaphor and personification. Pick out unusual details to bring the setting alive. Use figurative language to bring the setting to life – personification and metaphor.

			<ul style="list-style-type: none"> Start to develop sentences lined to senses for description. 			<ul style="list-style-type: none"> Use figurative language to bring the setting to life – alliteration, repetition, simile 	
Playscripts						<ul style="list-style-type: none"> To identify key features of text structure order and specific punctuation (name: stage directions followed by dialogue) Include stage directions to enhance the character. Include ‘act’ and ‘scene’. Include a narrator to move through the play. <p>Create a playscript which can be followed and performed in a group.</p>	
POETRY							
Reading	<ul style="list-style-type: none"> Listen to poems being read and talk about likes and dislikes – including ideas or puzzles, words, and patterns. 	<ul style="list-style-type: none"> Discuss own response and what the poem is about. Talk about favourite words or parts of a poem. Notice the poem’s pattern. 	<ul style="list-style-type: none"> Talk about own views, the subject matter and possible meanings. Comment on which words have most effect, noticing alliteration. Discuss simple poetry patterns. 	<ul style="list-style-type: none"> Describe the effect a poem has and suggest possible interpretations. Discuss the choice of words and their impact, noticing how the poet creates ‘sound effects’ by using alliteration, rhythm or rhyme and creates 	<ul style="list-style-type: none"> Describe poem’s impact and explain own interpretation by referring to the poem. Comment on the use of similes and expressive language to create images, sound effects and atmosphere. 	<ul style="list-style-type: none"> Discuss poet’s possible viewpoint, explain and justify own response and interpretation. Explain the use of unusual or surprising language choices and effects, such as onomatopoeia and metaphor; comment on how 	<ul style="list-style-type: none"> Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes. Explain the impact of figurative and expressive language, including metaphor.

				<p>pictures using similes.</p> <ul style="list-style-type: none"> Explain the pattern of different simple forms. 	<ul style="list-style-type: none"> Discuss the poem's form and suggest the effect on the reader. 	<p>these influences meaning; explore imagery including metaphor and personification.</p> <ul style="list-style-type: none"> Compare different forms and describe impact. 	<ul style="list-style-type: none"> Comment on poems' structures and how these influence meaning.
Performing	<ul style="list-style-type: none"> Join in with class rhymes and poems. Copy actions. 	<ul style="list-style-type: none"> Perform in unison, following the rhythm and keeping time. Imitate and invent actions. 	<ul style="list-style-type: none"> Perform individually or together; speak clearly and audibly. Use actions and sound effects to add to the poem's meaning. 	<ul style="list-style-type: none"> Perform individually or chorally; vary volume, experimenting with expression and use pauses for effect. Use actions, voices, sound effects and musical patterns to add to a performance. 	<ul style="list-style-type: none"> Vary volume, pace and use appropriate expression when performing. Use actions, sound effects, musical patterns and images to enhance a poem's meaning. 	<ul style="list-style-type: none"> Vary pitch, pace, volume, expression and use pauses to create impact. Use actions, sound effects, musical patterns, images and dramatic interpretation. 	<ul style="list-style-type: none"> Vary pitch, pace volume, rhythm and expression in relation to the poem's meaning and form. Use actions, sound effects, musical patterns, images and dramatic interpretation, varying presentations by using ICT.
Creating	<ul style="list-style-type: none"> Enjoy making up funny sentences and playing with words. Look carefully at experiences and choose words to describe. Make word collections or use simple repeating patterns. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 repeating patterns; attempt different 	<ul style="list-style-type: none"> 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

						forms, including rhyme for humour	
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