Milverton Community Primary and Pre-School

English Policy
2021-2022

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<u>Rationale</u>
Competence in English enables children to communicate effectively within their families, with their peers and with the wider world and leads to improved life opportunities. The skills of speaking, listening, reading and writing enable children to organise and express their own thoughts and feeling and to access the knowledge and ideas of others. Our aim, however, must be to lead children beyond the level of skills and basic competence in English. If we can foster a love of books and an ability to appreciate literature, our children's lives will be enriched.

<u>Aims of English Teaching</u>
We aim to develop:
- the ability to speak and listen clearly and confidently in a wide range of situations
- the ability to read fluently with good comprehension, from a wide variety of texts
- an interest in books and in reading for enjoyment
- a fluent, legible handwriting style
- the ability to write grammatically correct English with accurate spelling and punctuation
- an understanding of a range of text types and genres with the ability to write in a variety of styles and forms appropriate to the situation
- an ability to express ideas & creativity through different genres of writing such as poetry and through drama

<u>Statutory requirements</u>
Statutory requirements for the teaching and learning of English are laid out in the National Curriculum (2014) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2021).

Our Approaches to Teaching English

We have adopted the National Curriculum programmes of study for English as a basis for our English curriculum in key stages 1 and 2. The reception class follows the Early Years Foundation Stage curriculum. Every class in key stages 1 and 2 have a daily English lesson. Discrete phonics and spelling is taught across a week. Additional time is also given to handwriting, individual reading, and listening to, and reading, stories, poems and non-fiction texts.

When planning and teaching the English curriculum the following elements are considered:

- Differentiation to meet the needs of all pupils including careful planning of work to include a range of teaching strategies with a balance between audio, visual, and kinaesthetic techniques
- ICT and cross-curricular links are made where appropriate
- The careful marking of work in accordance with the marking policy
- Using targets with the children to ensure progress is made

Spoken language

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.

Opportunities are taken at Milverton to develop speaking and listening skills in all areas of the curriculum and in social aspects of school life. Children are given opportunities to share and

discuss topics, to engage in class and group discussions as they work and explain what they have learned to a range of audiences. We value role-play and drama as excellent ways to develop speaking and listening skills and children are engaged in such activities as 'hot-seating' and 'speaking in role' across many of the curriculum subjects. Class Sharing Assemblies and whole school performances also provide opportunities to develop speaking and listening to a wider audience. Teachers realise their role as language models for children and aim to provide a good role model of spoken English and a good role model as communicators.

Reading

The National Curriculum programmes of study for reading at key stages 1 and 2 consist of two dimensions:
- word reading
- comprehension (both listening and reading).

Our teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. Phonics is therefore emphasised in the early teaching of reading to beginners (i.e. unskilled readers) in the EYFS. There is a focus on sharing books with children and hearing individual children read, as soon as they start in Reception, which is supported with key word games. Word recognition skills are developed systematically in the early years through the teaching of synthetic phonics. Phonics is taught daily in EYFS and KS1 and as appropriate in KS2. Phonics is taught using the DfE's approved phonics teaching programme, Bug Club Phonics. The children access a range of phonetically decodable books which align to the Letters and Sounds phases and ensure children access books in line with their phonics learning. All children accessing phonics learning are assessed each half term and this is recorded using Phonics Tracker.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with school staff, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech.

We encourage a love of books and of reading by providing a rich reading environment in our classrooms. We have developed a reading spine of core, high-quality texts for each year group to be shared and used as part of our teaching. Each class has a class library and an author of the term is selected in each year group each term to create a reading culture. Reading is taught using shared, guided and whole class reading. Children across the school are involved in reading sessions each week led by either a teacher or a trained TA. All children have access to books and a reading record that they are encouraged to take home each night for reading with an adult or, if they are more fluent, sometimes independently. Children are expected to read at home at least four times per week to an adult and reading records are checked and monitored by staff regularly. Children are able to borrow a wide range of both narrative and non-fiction books.

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading and consists of 2 dimensions:
- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

Our teaching develops pupils' competence in these two dimensions. In addition, pupils are taught how to plan, revise and evaluate their writing. These aspects of writing are incorporated into the National Curriculum programmes of study for composition.

Spelling, Grammar and Punctuation

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning.
Pupils are taught to control their speaking and writing consciously and to use Standard English. They are taught to use the elements of spelling, grammar, punctuation and 'language about language' listed in the statutory appendices. The school follows the definitions provided in the non-statutory glossary in the National Curriculum.

Throughout the programmes of study, teachers teach pupils the vocabulary they need to discuss their reading, writing and spoken language. Pupils therefore learn the correct grammatical terms in English and these terms are integrated within teaching. Our school also uses a grammar grid (appendix 1) which sets out the progression and expectations of knowledge in grammar across the primary phase in line with the new curriculum. The children are taught grammar explicitly in stand-alone sessions but mainly as part of writing units.

In KS1 spelling patterns are taught using the Letters and Sounds scheme and curriculum 2014 on a daily basis. The children revisit and recap spelling patterns as they progress through the phases. In KS2 we follow the 'Westover Green' spelling scheme which follows the National Curriculum expectations and has a clear progression through the key stage. The children have weekly spelling lessons and complete at least one follow up activity which track the spelling patterns set out in the new curriculum. The children in KS2 also learn the statutory words set out in the word lists for each phase. These are taught and tested each half term to ensure progress and close any gaps in knowledge.

Handwriting

Handwriting is taught throughout the school using a cursive script, based on the Collins Primary handwriting scheme. We use the computer programme 'Joinit' throughout the school when printing sheets used by the children. Handwriting is taught using a cursive script, not least because the school recognises the value of a fluid handwriting style but to also enhance spelling skills. Good presentation of all writing is encouraged and is standard throughout the school as well as a tripod pencil grip. Print letter formation is taught in EYFS for individual letters. In Year 1 we teach the children to recognise the letters written in a cursive script. The children are also taught how to write individual cursive letters with lead ins and lead outs with joining cursive taught once this is mastered. In Year 2, children are taught and expected to write using the cursive technique. Children have daily opportunities to practise letter formation starting with their name. Children are encouraged to use a cursive style in all their work, and by the end of key stage 2 to have progressed to developing their own style. Expectations on handwriting are displayed clearly on KS2 classroom walls and when children have a consistent, neat style a pen licence can be issued

in KS2. To ensure all children hold their pencil correctly, some are encouraged to use a pencil grip.

Composition

Writing composition is taught using the structure of 'Talk for Writing', following the sequence of immersion, imitation, innovation and invention. We recognise the need to provide excellent examples of modelled writing by teachers and stimulating shared experience as a stimulus for children's own writing. We recognise too, the need to provide children with plenty of good quality reading experiences in each genre before children are asked to write themselves, and the importance of opportunities to talk and discuss before writing. We try to ensure children have a purpose for writing which is clear to them. Opportunities are also made for extended writing sessions in other areas of the curriculum.

We also value the importance of children practising writing skills on a daily basis. We provide a wide variety of reasons and purposes for writing and in the early years provide many opportunities for child-initiated and role-play writing. In the EYFS children practise their writing skills every day. We encourage children to have a go at writing as soon as possible and to use their phonic skills and knowledge to spell.

In addition, individual pupil whiteboards are used across the school to practise writing skills. Interactive whiteboards and visualisers are used to annotate texts and to show and model writing features as well as to teach proof-reading and editing skills. We frequently pair children as response partners in order to help them play a part in their own and others' editing and redrafting this involves the use of 'polishing pens' to make amendments clear to both the child and their teacher.

Poetry is taught across school in many ways to inspire both reading and writing of a variety of styles. The school progression of poetry is evident on our progression sheet (appendix 3).

Planning and Assessment

Planning
Long term planning identifies the blocks of English that will be taught across the year groups which reflect the statutory requirements set out for each year group. Teachers use our yearly overview sheet (appendix 2) to ensure they teach a range of text types across their year and phase.
Medium term planning is undertaken on a unit plan basis following the 'Talk for Writing' process over several weeks. Children write a 'cold text' before a unit to allow teachers to assess and plan at the level for the class. Carefully chosen texts stimulate and enthuse the children to read and write. The audience and purpose for any writing outcomes are clearly identified. A 'hot text' is written by the children after a unit has been taught which the teacher uses to assess for progress and attainment.
Short term planning on weekly plans exemplifies the objectives for the week taken from the medium term plans. These plans show differentiation where appropriate and progression across the week. Additional plans outline the discrete areas of English that are taught in addition to the daily literacy lesson, e.g. guided reading and phonics and spelling. After each lesson and at the end of each week evaluation informs future planning. It is the duty of each individual teacher to evaluate their plans in a way they see fit, and act upon it.

All plans are monitored on a regular basis by the headteacher and the English Subject Leader and should be saved in the planning folder on a shared Google Drive.

Assessment

Assessment is crucial to the learning process. Children's work is regularly assessed through observation, discussion, scrutiny of work and evaluating outcomes.
- End of year targets are set for each year group
- Termly Pupil Progress Meetings are used to track the progress of each child in reading and writing across the year

<u>Formative Assessment</u>

Teacher assessment is an integral part of good practice. Assessment is carried out on a daily and weekly basis to allow plans to be adapted for the next stage of the children's learning. It involves identifying children's progress against teaching objectives and targets, determining which children have achieved and moving them on to the next stage of learning. Where appropriate, additional support and interventions are identified for children not making the expected progress.

<u>Summative Assessment</u>

This includes:
- Baseline in the Foundation year
- EYFSP – Early Years Foundation Stage Profile
- Phonics screening in Year 1
- Phonics Tracker
- Year 2 NC tests
- Year 6 NC tests
- End of year teacher assessments by all teachers in July
- Termly updates on Fisher Family Trust (FFT) by all classes

<u>Attainment targets</u>

The school recognises that at the end of each key stage, pupils are expected to know, apply and understand the knowledge, skills and processes specified in the relevant programme of study from the National Curriculum 2014. Targets are set for individual children and whole classes based on national data and our data from EYFS and KS1. We use FFT to ensure we have aspirational targets and use it as a way of checking and recording progress in school.

<u>Recording</u>
- Tracking in reading and writing against NC ARE objectives on FFT
- Phonics Tracker assessments
- Reading records

<u>Marking</u>
Marking in English is part of the assessment process. We use toolkits for teachers and children to assess against. We follow the Marking Policy for all other aspects.

The Role of the Subject Leader

The role of the English Subject Leader is defined in the job description.

<u>Resourcing</u>

The English Subject Leader, with the Headteacher, is responsible for the ordering, costing and allocation of resources to support the teaching of English.

A review of resources is carried out periodically which leads to a prioritised list of requirements. This is funded within the school's budget plan for the financial year.

Reporting to Parents

Parents receive regular informal or verbal feedback as to their children's progress in English. Each child has a reading record folder or book to record progress in reading at home and school. Spelling lists are also given in accordance with the Homework Policy. In addition, parents also have the opportunity each term to meet with the staff to discuss progress and to see work. Parents receive an annual written report at the end of the school year. This includes details of their children's progress and areas for development. Where appropriate the national test results are reported.

Inclusion
All children have an entitlement to participate fully in English, regardless of gender, race, age or ability, in accordance with the school's Equal Opportunities Policy.

Children for whom English is an additional language will receive additional support as appropriate.

Monitoring and Evaluation

In order to monitor standards and progress the following systems are in place:
- Each teacher meets with the Headteacher at least twice a year to discuss progress in reading and writing (PPMs). Particular attention is paid to children working below age related expectations, children with SEN and children eligible for Pupil Premium.
- The English Subject Leader is given time to monitor English through a range of activities which includes: analysis of tracking data for reading and writing (including RAISE online and FFT), lesson observations, scrutiny of work, review of planning and interviews with stakeholders.
- Staff meet at least twice a year to scrutinise and moderate writing across the school.
- SEN pupils will be assessed regularly by the class teacher and the SENCO. Steps are taken to provide additional support where appropriate. The SENCO and English Subject Leader meet regularly to discuss identified pupils.
- The school's English action plan is part of the whole school development plan and is updated annually by the English Subject Leader and Headteacher.
- Planning, teaching, assessments and record keeping are monitored regularly to ensure continuity and progression throughout the school.
- Books and planning are monitored by the English Subject Leader who then reports back to the Headteacher and on general issues to the staff in staff meetings.

Transition

- In the summer term teachers liaise closely with the children's next class teacher to ensure a successful transition for all pupils.
- The Year 6 teachers liaise closely with the Secondary schools to which the pupils will be transferring.
- The SENCO will additionally work with the Secondary SENCOs to ensure maximum support for any pupils with Special Educational Needs.

Review
This policy will be reviewed in September 2022.

Appendix 1 – Grammar progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word	Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]	Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found on page **Error! Bookmark not defined.** in the year 2 spelling section in English Appendix 1) Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs	Formation of nouns using a range of prefixes [for example super–, anti–, auto–] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–]	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little].
Sentence	How words can combine to make sentences Joining words and joining clauses using and	Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.]	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]
Text	Sequencing sentences to form short narratives	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]	Introduction to inverted commas to punctuate direct speech	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	preposition conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	determiner pronoun, possessive pronoun adverbial	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

Milverton Primary School – English planning overview

Teachers will plan and teach the units below and ensure that all the units listed are covered across the two year phase

1	Tale of Quest		Conquering the monster tale 2	Wishing tale		Finding tale		
	Sentence structure		Openings and endings	Punctuation		Setting		
2	Tale of Quest	Conquering the monster tale			Tale of fear			Rags to Riches tale
	Character	Punctuation			Character actions			Description
3		Conquering the monster tale		Wishing tale		Finding tale	Warning tale	
		Setting		Character		Openings and endings	Speech	
4	Tale of Quest				Tale of fear	Losing tale		Character flaw?
	Setting				Suspense	Speech		Character
5		Conquering the monster tale				Finding tale (time travel)	Warning tale (Aliens)	Rags to Riches tale
		Description				Speech	Setting	Character
6	Tale of Quest (Adventure)			Wishing tale	Tale of fear (ghost story)	Losing tale		
	Action			Setting	Suspense	Character		

Milverton Primary School – English planning overview

Teachers will plan and teach the units below and ensure that all the units listed are covered across the two year phase

1	Recount Trip	Persuasion	Information text (simple series of sentences)			Instructions (based on experience)	
2	Recount Trip (adverbs of time)		Information text (categorise information)	Explanation (use a flowchart)		Instructions	
3	Recount Letter	Persuasion	Information text (ICT research)			Instructions (write and evaluate instructions)	
4		Persuasion Letter		Explanation (new invention)	Discussion		Recount Journalism
5	Recount Biography	Persuasion TV adverts (Adapted for audience)			Discussion (Zoos)	Instructions (detailed with clear intro and conclusion)	
6	Recount Journalism	Persuasion Speeches (using standard English)	Information text (appropriate style)	Explanation (use ICT research)			

*Script writing will be covered through Guided Reading and when performing plays and school performances.

Poetry Progression School Overview

3 main types of poetry: free verse, narrative (structured) and visual

	Curriculum 2014 reading ARE	Primary national strategy 2006 Performing poetry *use of voice; presentation*	Primary national strategy 2006 Reading poetry *subject matter and theme ; language use; style ; pattern*	Primary national strategy 2006 Creating poetry *original playfulness with language and ideas; detailed recreation of closely observed experience; using different patterns*	Somerset units	SLN resources 1. Nouns 2. Adjectives 3. Verbs 4. Adverbs
R		join in with class rhymes and poems, copy actions	listen to poems being read and talk about likes and dislikes – including ideas or puzzles, words, and patterns	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		
1	I have learnt some rhymes and poems. I can listen to and discuss poems I have read.	perform in unison, following the rhythm and keeping time imitate and invent actions	discuss own response and what the poem is about; talk about favourite words or parts of a poem; notice the poem's pattern	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.	Using the senses	1. List poem 2. Beans, beans, beans 3. Minibeast movement or what hands can do
2	I can listen, discuss and say what I think about poems. I can recognise simple language patterns in poems (e.g. rhymes). I can say out loud a number of poems I have learnt.	perform individually or together; speak clearly and audibly. use actions and sound effects to add to the poem's meaning	talk about own views, the subject matter and possible meanings; comment on which words have most effect, noticing alliteration; discuss simple poetry patterns	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	Patterns on the page Really looking	1. Acrostic 2. Positive, comparative, superlative 3. Leap like a leopard 4. Animal adverbs or Slowly
3	I have understood a range of texts (incl. poetry). I will perform poems out loud. I know poetry comes in	perform individually or chorally; vary volume, experimenting with expression and use pauses for effect use actions, voices, sound	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 pictures using	invent new similes and experiment with word play; use powerful nouns, adjectives and verbs; experiment with alliteration; write free verse; borrow or create	Poems to perform – dragons Shape poems and calligrams	1. Words for all seasons 2. Pyramid poem 3. What animals do 4. Fireworks

#	Objective	Performing	Responding	Creating	Topic	
	different forms (e.g. free verse, narrative, visual).	effects and musical patterns to add to a performance	similes; explain the pattern of different simple forms	a repeating pattern	Language play	
4	I can show I have understood a range of texts (incl. poetry). I will perform poems to read aloud to keep audiences interested. I can recognise different types of poetry (e.g. free verse, narrative, visual).	vary volume, pace and use appropriate expression when performing use actions, sound effects, musical patterns and images to enhance a poem's meaning	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; discuss the poem's form and suggest the effect on the reader	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	Creating images Exploring haiku	1. Found in a pocket 2. Spaghetti, spaghetti 3. The morning rush 4. When I grow up
5	I will read aloud and discuss a range of texts (incl. poetry). I am able to read aloud and perform poems. I have learnt a few poems off by heart.	vary pitch, pace, volume, expression and use pauses to create impact; use actions, sound effects, musical patterns, images and dramatic interpretation	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 this influences meaning; explore imagery including metaphor and personification; compare different forms and describe impact	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 forms, including rhyme for humour	Poetic style Highwayman	1. Kennings 2. Favourite things 3. If I could (modal verbs) 4. Slowly, silently
6	I continue to read and discuss a range of texts (incl. poetry). I have learnt a range of poems off by heart. I am able to read aloud poems using appropriate intonation, tone and volume to help the audience with their understanding.	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	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; comment on poems' structures and how these influence meaning	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	The power of imagery	1. Abstract nouns 2. Diamante poems 3. A dream of animals 4. When I look at the candle