



### Descriptive Writing

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><u>Features</u> Introduction</p> <p>Senses</p>	<p><u>Features</u> Introduction</p> <p>2A sentences</p> <p>List sentences</p>	<p><u>Features</u> Introduction</p> <p>Similes</p>	<p><u>Features</u> Introduction</p> <p>Similes/Personification</p>	<p><u>Features</u> Introduction</p> <p>Similes/Metaphors/Personification</p>	<p><u>Features</u> Introduction</p> <p>De:De</p> <p>Metaphors/Similes/Personification</p> <p>Pathetic fallacy</p>

# Diary Writing

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Features</b> Include the date</p> <p>Written in past tense</p> <p>First person (I, my, we our)</p> <p>Description of feelings</p> <p>Writing in chronological order (time conjunctions)</p>	<p><b>Features</b> Include the date</p> <p>Written in past tense</p> <p>First person (I, my, we our)</p> <p>Description of feelings</p> <p>Writing in chronological order (time conjunctions)</p> <p>Make vocabulary choices appropriate to the purpose of writing.</p> <p>2A sentences</p>	<p><b>Features</b> Include the date</p> <p>Uses the past tense</p> <p>Uses first person pronouns (I, we, my, etc.)</p> <p>Describes the writer's point of view, thoughts and feelings</p> <p>Uses ambitious words to describe people and places</p> <p>Is written in an informal style.</p> <p>Uses time conjunctions to link events</p> <p>Organises events into paragraphs</p>	<p><b>Features</b> Uses the past tense</p> <p>Uses first person pronouns (I, we, my, etc.)</p> <p>Describes the writer's point of view, thoughts and feelings</p> <p>Uses ambitious words to describe people and places</p> <p>Is written in an informal style.</p> <p>Uses time conjunctions to link events</p> <p>Organises events into paragraphs</p> <p>Includes opinions as well as facts</p> <p>Emotion word sentences</p> <p>The more, the more sentences</p>	<p><b>Features</b> Uses the past tense</p> <p>Uses first person pronouns (I, we, my, etc.)</p> <p>Describes the writer's point of view, thoughts and feelings</p> <p>Uses ambitious words to describe people and places</p> <p>Is written in an informal style.</p> <p>Uses time conjunctions to link events</p> <p>Organises events into paragraphs</p> <p>Includes opinions as well as facts</p> <p>Emotion word sentences</p> <p>O(I) sentences</p> <p>The more, the more sentences</p>	<p><b>Features</b> Uses the past tense</p> <p>Uses first person pronouns (I, we, my, etc.)</p> <p>Describes the writer's point of view, thoughts and feelings</p> <p>Uses ambitious words to describe people and places</p> <p>Is written in an informal style.</p> <p>Uses time conjunctions to link events</p> <p>Organises events into paragraphs</p> <p>Includes opinions as well as facts</p> <p>Emotion word sentences</p> <p>O(I) sentences</p> <p>The more, the more sentences</p>
<p><b>Skills</b> Use full stops correctly in simple sentences GD - ? and !</p> <p>To use the correct verb to add information,</p> <p>Select simple and appropriate adjectives to describe</p> <p>Join words and clauses using conjunctions (and or but)</p> <p>Use capital letters correctly at the beginning of a sentence, names of people, places and pronoun I</p>	<p><b>Skills</b> Use a range of sentence types (?!.)</p> <p>Co-ordination conjunctions (or, and, but)</p> <p>Subordinating conjunctions (when, if, because, that)</p> <p>Use a growing range of openers.</p> <p>Expanded noun phrases</p> <p>Use adjectives, verbs and adverbs to add detail.</p> <p>Time conjunctions</p>	<p><b>Skills</b> Use a range of sentence types (?!.) including commas for a list.</p> <p>Use adjectives, verbs and adverbs to add detail.</p> <p>Uses inverted commas to show direct speech</p> <p>Use capital letters for proper pronouns.</p> <p>Use conjunctions, adverbs and prepositions to express time, place and cause.</p> <p>Use apostrophes for contracted form.</p>	<p><b>Skills</b> Use a range of sentence types (?!.) including commas for a list.</p> <p>Use fronted adverbials in the correct context.</p> <p>Use conjunctions, adverbs and prepositions to express time, place and cause.</p> <p>Make deliberate vocabulary choices to match the topic.</p> <p>Expanded noun phrases</p> <p>Uses inverted commas to show direct speech</p>	<p><b>Skills</b> Use a range of sentence types (?!.) including rhetorical questions and fronted adverbials</p> <p>Use informal language for effect.</p> <p>Link ideas across paragraphs</p> <p>Relative clauses</p> <p>Parenthesis (brackets, dashes and commas)</p> <p>Uses inverted commas to show direct speech</p> <p>Use commas deliberately</p>	<p><b>Skills</b> Use a range of sentence types (?!.) including rhetorical questions</p> <p>Use informal language for effect (informal speech)</p> <p>Expanded noun phrases</p> <p>Relative clauses</p> <p>Parenthesis (colons, semi-colons and hyphens)</p> <p>Use dialogue effectively to move actions forward.</p> <p>Construct paragraphs to support meaning/purpose.</p> <p>Subjunctive form.</p>

# Non-Chronological Writing

Year 1

Year 2

Year 3

## Features

Introduction (who/what/where)

Factual information

Paragraphs (guided)

Headings/subheadings

Pictures/diagrams

Formal language

Past/present tense (dependent on topic)

Fact boxes

Third person

## Features

Introduction (who/what/where)

Factual information

Organised into paragraphs.

Headings/subheadings

Labelled diagrams

Formal and technical language

Past/present tense (dependent on topic)

General language

Fact boxes and bullet points.

Third person

## Skills

Use full stops correctly in simple sentences  
GD - ? and !

To use the correct verb to add information,

Select simple and appropriate adjectives to describe

Join words and clauses using conjunctions (and or but)

Use capital letters correctly at the beginning of a sentence and places

## Skills

Use a range of sentence types (?!.)

Co-ordination conjunctions (or, and, but)

Subordinating conjunctions (when, if, because, that)

Use a growing range of openers

Expanded noun phrases

Use adjectives, verbs and adverbs to add detail.

Use appropriate sub-headings

## Skills

Use a range of sentence types (?!.) including commas for a list.

Use appropriate vocabulary chosen for effect.

Use adjectives, verbs and adverbs to add detail.

Use capital letters for proper pronouns.

Use conjunctions, adverbs and prepositions to express place and cause.

Choose nouns or simple pronouns to avoid repetition.

Use apostrophes for contracted form.

Use a range of conjunctions (when, if, because, although)

# Information Text Writing

Year 4

## Features

Introduction (who/what/where)

Factual information

Organised into paragraphs.

Headings/subheadings

Labelled diagrams

Formal and technical language

Past/present tense (dependent on topic)

General language

Fact boxes and bullet points.

Third person

## Skills

Use a range of sentence types (?!.) including commas for a list and fronted adverbials.

Use appropriate vocabulary chosen for effect to match the topic.

Use adjectives, verbs and adverbs to add detail.

Use capital letters for proper nouns.

Use conjunctions, adverbs and prepositions to express place and cause.

Choose nouns or simple pronouns to avoid repetition.

Use apostrophes for contracted form.

Use a range of conjunctions (when, if, because, although)

# Instruction Writing

Year 1

Year 2

Features

Features

Title

Title

A list of ingredients/equipment

Introduction (a range of sentence types ?!.)

Numbered steps in chronological order

A list of ingredients/equipment

Imperative verbs

Numbered steps in chronological order

Time conjunctions

Imperative verbs

Time conjunctions

Adverbs to add detail

Skills

Use full stops correctly in simple sentences.  
GD - ? and !

To use the correct verb to add information,

Select simple and appropriate adjectives to describe

Join words and clauses using conjunctions (and or but)

Use capital letters correctly at the beginning of a sentence and places

Skills

Use a range of sentence types (?!.)

Co-ordination conjunctions (or, and, but)

Subordinating conjunctions (when, if, because, that)

Use a growing range of openers

Expanded noun phrases

Use adjectives, verbs and adverbs to add detail.

Use appropriate sub-headings

# Explanation Text Writing

Year 3

Year 4

## Features

A title explaining the topic

Introduction (rhetorical ? ! .)

Paragraphs used to group related materials

Use headings, sub-headings and labelled diagrams to structure the text.

Chronological order to explain a task/event

Topic vocabulary used

Explanation of a process from beginning to end.

## Features

A title explaining the topic

Introduction (rhetorical ? ! .)

Organise ideas into a logical sequence in organised paragraphs (begin to link these)

Use headings and sub-headings

Chronological order to explain a task/event

Topic vocabulary used

Explanation of a process from beginning to end.

## Skills

Use a range of sentence types (?!.) including commas for a list.

Use appropriate vocabulary chosen for effect.

Independently choose nouns or simple pronouns to avoid repetition.

Use adjectives, verbs and adverbs to add detail.

Use capital letters for proper pronouns.

Use conjunctions, adverbs and prepositions to express place and cause.

Choose nouns or simple pronouns to avoid repetition.

Use apostrophes for contracted form.

Use a range of conjunctions (when, if, because, although)

Limited variation in use of tense and verb forms.

## Skills

Use a range of sentence types (?!.) including commas for a list.

Make deliberate vocabulary choices to match the topic.

Use fronted adverbials in the correct context.

Use conjunctions, adverbs and prepositions to express time, place and cause.

Generally choose accurate tense and verb forms.

Expanded noun phrases

# Informal Letter Writing

Year 1

Year 2

Year 4

## Features

Address of recipient  
 Date  
 Greeting  
 Opening statement (Introduction)  
 'Chatty' – informal style  
 Main body linked to the purpose (event, thoughts, feelings, information)  
 Closing statement  
 Signature

## Features

Address of recipient  
 Date  
 Greeting  
 Opening statement (Introduction)  
 'Chatty' – informal style  
 Paragraphs linked to the purpose  
 (event, thoughts, feelings, information)  
 Closing statement  
 Signature

### Skills

Use full stops correctly in simple sentences  
 GD – ? and !  
 To use the correct verb to add information,  
 Select simple and appropriate adjectives to describe  
 Join words and clauses using conjunctions (and or but)  
 Use capital letters correctly at the beginning of a sentence and  
 places

### Skills

Use a range of sentence types (?!.)  
 Co-ordination conjunctions (or, and, but)  
 Subordinating conjunctions (when, if, because, that)  
 Use a growing range of openers  
 Expanded noun phrases  
 Use adjectives, verbs and adverbs to add detail.

### Skills

Use a range of sentence types (?!.) including commas for a list.  
 Use appropriate vocabulary chosen for effect.  
 Use adjectives, verbs and adverbs to add detail.  
 Use capital letters for proper pronouns.  
 Use conjunctions, adverbs and prepositions to express place and  
 cause.  
 Choose nouns or simple pronouns to avoid repetition.  
 Use apostrophes for contracted form.  
 Use a range of conjunctions (when, if, because, although)  
 Use fronted adverbials.

# Persuasive Letter Writing

Year 2

Year 3

Year 4

Year 5

Features

Address of recipient  
Date  
Greeting  
Opening statement  
(Introduction)  
Formal style  
Main body linked to the  
purpose  
Give a viewpoint and use  
some persuasive words to  
promote this viewpoint.  
Closing statement  
Signature

Features

Address of recipient  
Date  
Greeting  
Opening statement  
(Introduction)  
Formal style  
Main body linked to the  
purpose  
Begin to use paragraphs.  
Give a viewpoint and use  
some persuasive words to  
promote this viewpoint.  
Closing statement  
Signature

Features

Address of recipient  
Date  
Greeting  
Opening statement  
(Introduction)  
Formal style  
Main body linked to the purpose  
Paragraphs linked to the  
purpose.  
Give a viewpoint and discuss  
opposing views.  
Conclusion  
Signature

Features

Address of recipient  
Date  
Greeting  
Opening statement  
(Introduction)  
Formal style  
Main body linked to the purpose  
Paragraphs linked to the  
purpose.  
Give a viewpoint and discuss  
opposing views.  
Conclusion  
Signature

Skills

Use a range of sentence types (?!.)  
Co-ordination conjunctions (or, and, but)  
Subordinating conjunctions (when, if, because, that)  
Use a growing range of openers  
Expanded noun phrases  
Use adjectives, verbs and adverbs to add detail.  
Time conjunctions

Skills

Use a range of sentence types (?!.) including commas for a list.  
Use adjectives, verbs and adverbs to add detail.  
Uses inverted commas to show direct speech  
Use capital letters for proper pronouns.  
Use conjunctions, adverbs and prepositions to express time, place and cause.  
Use apostrophes for contracted form.

Skills

Use a range of sentence types (?!.) including commas for a list.  
Use fronted adverbials in the correct context.  
Use conjunctions, adverbs and prepositions to express time, place and cause.  
Make deliberate vocabulary choices to match the topic.  
Expanded noun phrases  
Select appropriate positive or negative vocabulary to indicate differing viewpoints when writing to persuade.  
Uses inverted commas to show direct speech

Skills

Use a wide range of vocabulary for effect (formal and informal)  
Use a range of sentence types (?!.) including rhetorical questions and fronted adverbials  
Indicate degrees of possibility (adverbs and modal verbs)  
Use appropriate logical connectives when writing to persuade (flattery, powerful verbs etc.)  
Use informal language for effect.  
Link ideas across paragraphs  
Relative clauses  
Parenthesis (brackets, dashes and commas)  
Uses inverted commas to show direct speech  
Use commas deliberately



# Discursive Text Writing

Year 5

Year 6

## Features

A clear title to show what the text is about  
An opening paragraph introducing key issues/  
summary of argument.  
Arguments for, with information.  
Arguments against, with information.  
A conclusion - summary of key points.  
Statistics, quotes, research to support viewpoints.  
My own viewpoint.

## Features

A clear title to show what the text is about  
An opening paragraph introducing key issues/  
summary of argument.  
Arguments for, with information.  
Arguments against, with information.  
A conclusion - summary of key points.  
Statistics, quotes, research to support viewpoints  
My own viewpoint.

## Skills

Use a wide range of vocabulary for effect (formal and informal)  
Use a range of sentence types (?!.) including rhetorical questions and fronted adverbials  
Indicate degrees of possibility (adverbs and modal verbs)  
Use appropriate logical connectives when writing to persuade (flattery, powerful verbs etc.)  
Use formal language for effect.  
Link ideas across paragraphs  
Relative clauses  
Parenthesis (brackets, dashes and commas)  
Use commas deliberately

## Skills

Identify the audience for purpose of a range of text types, establishing a style.  
Use a range of sentence types (?!.) including rhetorical questions and fronted adverbials  
Use adverbials to indicate degrees of possibility (adverbs and modal verbs)  
Use appropriate logical connectives when writing to persuade (flattery, powerful verbs etc.)  
Use informal language for effect.  
Link ideas across paragraphs - construct them to support meaning or purpose  
Use subjunctive form  
Relative clauses  
Parenthesis (brackets, dashes and commas)  
Use commas deliberately

# Journalistic Text Writing

## Year 5

### Features

Includes a headline which grabs readers' attention using alliteration, rhyme or a play on words

Includes an introduction which includes the 5 Ws (orientation)

Includes photographs with captions

Includes facts

Includes direct and reported speech for quotes.

Written in chronological order

Is written in third person and past tense

Is written in a formal tone

Includes a final paragraph which explains or asks what might happen next (reorientation)

### Skills

Use a wide range of vocabulary for effect (formal and informal)

Use a range of sentence types (?!.) including rhetorical questions and fronted adverbials

Indicate degrees of possibility (adverbs and modal verbs)

Use formal language for effect.

Link ideas across paragraphs using adverbials of time, place or number.

Relative clauses

Parenthesis (brackets, dashes and commas)

Uses inverted commas to show direct speech

Select the appropriate tense and use consistently

Use commas deliberately

## Year 6

### Features

Includes a headline which grabs readers' attention using alliteration, rhyme or a play on words

Includes an introduction which includes the 5 Ws (orientation)

Includes photographs with captions

Includes facts

Includes direct and reported speech for quotes.

Written in chronological order

Is written in third person and past tense

Is written in a formal tone

Includes a final paragraph which explains or asks what might happen next (reorientation)

### Skills

Identify the audience for purpose of a range of text types, establishing a style.

Use a range of sentence types (?!.) including rhetorical questions and fronted adverbials

Use adverbials to indicate degrees of possibility (adverbs and modal verbs)

Use formal language for effect.

Link ideas across paragraphs – construct them to support meaning or purpose

Relative clauses

Parenthesis (brackets, dashes and commas)

Uses inverted commas to show direct speech

Select the appropriate tense and use consistently

Use commas deliberately

# Poetry

EYFS/KS1

KS1/KS2

KS2

- To listen, and respond to, a range of poetry around a theme.
- To look at rhyme within poems.
- To collect words that rhyme.
- Recognise and join in with repeated phrases and words

- To learn, re-read and recite favourite poems, taking account of punctuation.
- Recognise and join in with repeated phrases and words
- To identify and discuss favourite poems and poets, using appropriate terms (poet, poem, verse, rhyme etc.) and referring to the language of the poem.
- To experience and reflect upon both contemporary and classical poetry and poets.
- Investigating and creating a variety of poetic structures (e.g. calligrams, shape poems and acrostics).
- To discuss choice of words and phrases which describe and create impact (similes, metaphors, repetition, personification adjectives, verbsetc.)
- To discuss meanings of words and phrases that create humour, and sound effects in poetry (nonsense poems, tongue twisters, riddles,limericks).
- To write poetry that uses sound to create effects (e.g. onomatopoeia, alliteration, distinctive rhythms).
- To choose, prepare and rehearse poems for performance choosing appropriate expression, tone, volume and use of voices and othersounds. ☑ To understand the following terms and identify them in poems: verse, chorus, couplet, rhythm, rhyme, alliteration.

- To interpret/use words/phrases (including figurative language) in order to interpret/convey feelings, reflections or moods.
- To identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes.
- To describe how a poet manipulates the presence/breaks in rhyme.
- To analyse and compare poetic styles, use of forms and the themes of significant poets.
- To be familiar with different types of poems/poetic form, e.g. ballad, sonnet, rap, elegy, narrative poem, haiku/senryu, Limerick.
- To describe and evaluate the style of an individual poet.
- To write their own poems experimenting with active verbs and personification.
- To recognise how poets manipulate words: for their quality of sound (rhythm, rhyme, assonance
- To read and interpret poems in which meanings are implied or multi-layered

## Year 1 Poetry

Type of Poetry	Features	Ensuring Challenge for All	Poet Focus
Acrostics	<ul style="list-style-type: none"><li>• The first of last letter in each line spell out a word. Most commonly, it is the first letter that spells out the word.</li><li>• The acrostic links to a given theme, e.g. winter.</li><li>• Lines usually end with commas.</li></ul>	<ul style="list-style-type: none"><li>• Ask children to spell out a word using the last letter of each line.</li><li>• Ask children to include a rhyme.</li><li>• Ask children to add further description within their poem.</li></ul>	<ul style="list-style-type: none"><li>• Allan Ahlberg</li></ul>
Shape Poems/Calligrams	<ul style="list-style-type: none"><li>• The poem usually describes an object.</li><li>• The poem is presented in the shape of the object which it is describing.</li><li>• The layout may either be with the words inside a shape or around the outline of the shape.</li></ul>	<ul style="list-style-type: none"><li>• Ask children to have a consistent number of syllables in each line.</li><li>• Ask children to include language devices, such as similes, metaphors and alliteration.</li></ul>	
Riddles	<ul style="list-style-type: none"><li>• The poem describes a noun (usually an object), but does not name it, i.e. it may describe a tiger as striped and furry.</li><li>• The last line usually directly addresses the reader and uses a question, e.g. 'What is it?' or 'Can you guess what I could be?'</li><li>• The mood of the poem is light-hearted.</li></ul>	<ul style="list-style-type: none"><li>• Ask children to write a riddle in either first or third person.</li><li>• Ask children to use rhyming couplets.</li></ul>	

## Year 2 Poetry

Type of Poetry	Features	Ensuring Challenge for All	Poet Focus
<p>Diamantes</p> <p>E.g.</p> <p style="text-align: center;"><i>Bike</i> <i>Shiny, quiet,</i> <i>Peddalling, spinning, weaving</i> <i>Whizzing round corners,</i> <i>zooming along roads</i> <i>Racing, roaring, speeding</i> <i>Fast, loud,</i> <i>Car</i></p>	<ul style="list-style-type: none"> <li>• The poem is presented in the shape of a diamond.</li> <li>• The line structure is as follows:               <ul style="list-style-type: none"> <li>○ Line 1: Beginning subject;</li> <li>○ Line 2: Two adjectives about line 1;</li> <li>○ Line 3: Three verbs or words ending '-ing' about line 1;</li> <li>○ Line 4: A short phrase about line 1, a short phrase about line 7;</li> <li>○ Line 5: Three verbs or words ending '-ing' about line 7;</li> <li>○ Line 6: Two adjectives about line 7;</li> <li>○ Line 7: End subject.</li> </ul> </li> <li>• Precise verbs and adjectives are used in the relevant lines indicated above.</li> <li>• Each line starts with a capital letter; commas are used between verbs and adjectives; no punctuation at the end of lines.</li> </ul>	<ul style="list-style-type: none"> <li>• Children use increasingly precise adjectives and verbs in their verse.</li> </ul>	<ul style="list-style-type: none"> <li>• John Lyons</li> </ul>
<p>Haikus (or 'Hokku')</p> <p>E.g.</p> <p><i>The sky is so blue. (5)</i> <i>The sun is so warm up high.(7)</i> <i>I love the summer. (5)</i></p>	<ul style="list-style-type: none"> <li>• The haiku Originates from Japan, and is similar in structure to a Tanka poem.</li> <li>• The mood of a haiku is generally serious (with the exception of the senryu form), and can relate to many themes, including nature or love.</li> <li>• The line structure is as follows:               <ul style="list-style-type: none"> <li>○ Line 1: 5 syllables;</li> <li>○ Line 2: 7 syllables;</li> <li>○ Line 3: 5 syllables. (14 in total).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Ask children to select rhyming words to end lines 1 and 3.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Each line starts with a capital letter.</li> </ul>		
<p>Free Verse</p>	<p><i>Free verse does not follow a set syllable pattern or rhyme scheme.</i> <i>It may be written on a range of themes.</i> <i>Refer to the KS1 key objectives and writing curriculum content for Year 2.</i></p>		

## Year 3 Poetry

Type of Poetry	Features	Ensuring Challenge for All	Poet Focus
<p>Limericks E.g.</p> <p><i>There was an old man with a beard, Who said, 'It is just as I feared, Two owls and a hen A lark and a wren Have all built their nests in my beard!</i></p>	<ul style="list-style-type: none"> <li>• The poem is five lines in length and follows the rhyme scheme AABBA.</li> <li>• The line structure is as follows:               <ul style="list-style-type: none"> <li>○ Line 1: 7-10 syllables (3 stressed);</li> <li>○ Line 2: 7-10 syllables (3 stressed);</li> <li>○ Line 3: 5-7 syllables (2 stressed);</li> <li>○ Line 4: 5-7 syllables (2 stressed);</li> <li>○ Line 5: 7-10 syllables (3 stressed).</li> </ul> </li> <li>• The first line usually begins with 'There was a...' and ends with the name of a person or place.</li> <li>• The last line should be rather unusual or far-fetched.</li> <li>• Each line starts with a capital letter. Lines often end with a comma.</li> </ul> <p>The mood of this type of poem is comic, and it can even be nonsense.</p>	<ul style="list-style-type: none"> <li>• Provide scaffolding with gapped words for lower attainers.</li> <li>• Ask children to write in nonsense style, considering how their nonsense words could be similar to real words to suggest meaning.</li> <li>• Ask children to devise a limerick around a given theme.</li> </ul>	<ul style="list-style-type: none"> <li>• Michael Rosen</li> </ul>
<p>Free Verse</p>	<p><i>Free verse does not follow a set syllable pattern or rhyme scheme.</i></p> <p><i>It may be written on a range of themes.</i></p> <ul style="list-style-type: none"> <li>• Refer to the KS2 key objectives and writing curriculum content for Year 3.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	

## Year 4 Poetry

Type of Poetry	Features	Ensuring Challenge for All	Poet Focus
<p>Kenning Poems E.g.</p> <p><i>My Sister</i></p> <p><i>Dummy-sucker</i> <i>Teddy-thrower</i> <i>Anything-chewer</i></p> <p><i>Kiss-giver</i> <i>Slave-employer</i> <i>Dolly-hugger</i> <i>Calm-destroyer</i></p> <p><i>Milk-drinker</i> <i>Nappy-leaker</i> <i>Peace-breaker</i> <i>Scream-shrieker</i></p> <p><i>Unlike any other</i> <i>My sister.</i></p>	<ul style="list-style-type: none"> <li>• A 'kenning' is a two word phrase which describes an object, often using a metaphor to do so.</li> <li>• Kenning poems are a type of riddle which use kennings to describe something or someone.</li> <li>• Each line consists of one kenning. There is no set number of lines in each verse.</li> <li>• The kennings should be ordered within the poem with consideration of the impact on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask children to make precise word choices.</li> <li>• Encourage children to use language devices, such as metaphors and alliteration.</li> </ul>	<ul style="list-style-type: none"> <li>• Maya Angelou</li> </ul>
<p>Free Verse</p>	<p><i>Free verse does not follow a set syllable pattern or rhyme scheme.</i></p> <p><i>It may be written on a range of themes.</i></p> <p><i>Refer to the KS2 key objectives and writing curriculum content for Year 4.</i></p>		

## Year 5 Poetry

Type of Poetry	Features	Ensuring Challenge for All	Poet Focus
Haikus	Please see Year 2 guidance.	<ul style="list-style-type: none"> <li>Vary the theme to ensure that this style is appropriate for Year 5.</li> <li>Ask children to follow an ABA rhyme scheme.</li> </ul>	<ul style="list-style-type: none"> <li>Shev Silverstein</li> </ul>
Senryus	<ul style="list-style-type: none"> <li>The structure of a senryu is identical to that of a haiku.</li> <li>It is three lines in length.</li> <li>The line structure is as follows:               <ul style="list-style-type: none"> <li>Line 1: 5 syllables;</li> <li>Line 2: 7 syllables;</li> <li>Line 3: 5 syllables. (14 in total).</li> </ul> </li> <li>Each line starts with a capital letter.</li> <li>The last line ends with a full stop; no other punctuation is necessary.</li> <li>Where senryus differ from haikus is in their subject. Senryus are typically about humans rather than concepts such as nature of love.</li> </ul>		
Renga ('linked poem') E.g.  <i>The final leaf falls (5)</i> <i>The tree branches are so bare (7)</i>	<ul style="list-style-type: none"> <li>Renga poems are written by more than one poet. Poet A would write three lines following the structure below. Poet B would then write the last two lines of the verse following the given structure. This is repeated within a pair or small group until the poem is complete.</li> <li>The line structure is as follows:               <ul style="list-style-type: none"> <li>Line 1: 5 syllables;</li> <li>Line 2: 7 syllables;</li> <li>Line 3: 5 syllables;</li> <li>Line 4: 7 syllables;</li> <li>Line 5: 7 syllables.</li> </ul> </li> <li>There is no set rhyme scheme.</li> <li>The themes within a verse need to be consistent.</li> <li>Each line starts with a capital letter and the last line of each verse ends with a full stop.</li> </ul>	<ul style="list-style-type: none"> <li>Ask children to approach a range of themes with different opinions, i.e. a verse from the perspective of someone who dislikes autumn,</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<i>Autumn has arrived (5)</i> <i>Remember Summer's warm kiss (7)</i> <i>So gentle, it will be missed. (7)</i>	<ul style="list-style-type: none"> <li>Line 1: 5 syllables;</li> <li>Line 2: 7 syllables;</li> <li>Line 3: 5 syllables;</li> <li>Line 4: 7 syllables;</li> <li>Line 5: 7 syllables.</li> <li>There is no set rhyme scheme.</li> <li>The themes within a verse need to be consistent.</li> <li>Each line starts with a capital letter and the last line of each verse ends with a full stop.</li> </ul>	<ul style="list-style-type: none"> <li>followed by a verse by someone who likes autumn.</li> <li>Ask children to mirror the structure with a syllable pattern of their choosing, e.g. 6, 8, 6, 8, 8.</li> </ul>	
Free Verse	<p><i>Free verse does not follow a set syllable pattern or rhyme scheme.</i></p> <p><i>It may be written on a range of themes.</i></p> <p><i>Refer to the KS2 key objectives and writing curriculum content for Year 5.</i></p>		