

Anstey Junior School – Progression of Skills in Reading, Writing and Speaking and Listening.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recount	<p>Describe incidents from own experience in an audible voice using sequencing words and phrases such as ‘then’, ‘after that’; listen to other’s recounts and ask relevant questions.</p> <p>Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when.</p> <p>Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person.</p>	<p>Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the sequence of main events. Read examples of third person recounts such as letters, newspaper reports and diaries and identify how language, structure and presentation contribute to meaning. Recount the same event in a variety of ways, such as in the form of a story, a letter, a news report ensuring agreement in the use of pronouns.</p> <p>Draft and write, using simple organisational devices (headings/sub-headings), newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives, such as meanwhile, following, afterwards and including detail expressed in ways which will engage the reader. Include recounts when creating paper or screen based information texts.</p>	<p>Identify the features of recounted texts such as sports reports, diaries, police reports, including introduction to set the scene, chronological sequence, varied but consistent use of past tense, possible supporting illustrations, degree of formality adopted and use of connectives. Use the language features of recounts including formal language when recounting events orally.</p> <p>Draft and write recounts based on the same subject such as a field trip, a match or a historical event for two contrasting audiences such as a close friend and an unknown reader.</p>	<p>Distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person, distinguishing between fact, opinion and fiction, distinguishing between implicit and explicit points of view and how these can differ. Develop the skills of biographical and autobiographical writing in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account based on research or describing a person from different perspectives.</p> <p>When planning writing, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.</p>		

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Non-chronological report	<p>Find out about a subject by listening and following text as information books are read, watching a video.</p> <p>Contribute to a discussion on the subject as information is assembled and the teacher writes the information.</p> <p>Assemble information on a subject in own experience, (e.g.) food, pets.</p> <p>Write a simple non-chronological report by writing sentences to describe aspects of the subject.</p>	<p>After a practical activity or undertaking some research in books or the web, take part in a discussion in another curriculum subject, generalising from repeated occurrences or observations. Distinguish between a description of a single member of a group and the group in general e.g. a particular dog and dogs in general.</p> <p>Read texts containing information in a simple report format.</p> <p>Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present, and categorise ideas.</p>	<p>Analyse a number of report texts and note their function, form and typical language features. Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spider gram to organise the information. Distinguish between generalisations and specific information and between recounts and reports, using content taken from another area of the curriculum. Analyse broadcast information to identify presentation techniques and notice how the language used signals change. Teacher demonstrates how to write non-chronological report using notes in a spider gram.</p> <p>Draft and write own report independently based on notes from several sources.</p>	<p>Collect information to write a report in which two or more subjects are compared, (e.g.) spiders and beetles; solids, liquids and gases, observing that a grid rather than a spider gram is appropriate for representing the information. Draw attention to the precision in the use of technical terminology and how many of the nouns are derived from verbs. Teacher demonstrates the writing of a non-chronological report, including the use of organisational devices to aid conciseness such as numbered lists or headings.</p> <p>Plan, compose, edit and refine short non-chronological comparative report focusing on clarity, conciseness and impersonal style.</p>	<p>Secure understanding of the form, language conventions and grammatical features of non-chronological reports.</p> <p>Write reports as part of a presentation on a non-fiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.</p>	

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Instructional/procedural texts	<p>Listen to and follow a single more detailed instruction and a longer series of instructions.</p> <p>Think out and give clear single oral instructions.</p> <p>Routinely read and follow written classroom labels carrying instructions.</p> <p>Read and follow short series of instructions in shared context.</p> <p>Contribute to class composition of instructions with teacher scribing.</p> <p>Write two consecutive instructions independently.</p>	<p>Listen to and follow a series of more complex instructions.</p> <p>Give clear oral instructions to members of a group.</p> <p>Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams. Analyse some instructional texts and note their function, form and typical language features.</p> <p>As part of a group with the teacher, compose a set of instructions with additional diagrams.</p> <p>Write simple instructions independently e.g. getting to school, playing a game.</p>	<p>Read and follow instructions. Give clear oral instructions to members of a group. Read and compare examples of instructional text, evaluating their effectiveness. Analyse more complicated instructions and identify organisational devices which make them easier to follow, e.g. lists, numbered, bulleted points, diagrams with arrows, keys. Research a particular area (e.g. playground games) and work in small groups to prepare a set of oral instructions. Try out with other children, giving instruction and listening and following theirs. Evaluate effectiveness of instructions. Draft and write clear written instructions using correct register and devices to aid the reader.</p>	<p>In group work, give clear oral instructions to achieve the completion of a common task. Follow oral instructions of increased complexity. Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness. Identify sets of instructions which are for more complex procedures, or are combined with other text types (e.g. some recipes). Compare these in terms of audience/purpose and form (structure and language features). Draft and write a set of instructions (using appropriate form and features) and test them out on other people, revise and try them out again.</p>	<p>Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types.</p> <p>Use the language conventions and grammatical features of the different types of text as appropriate.</p>
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Explanation texts	<p>Read captions, pictures and diagrams on wall displays and in simple books that explain a process.</p> <p>Draw pictures to illustrate a process and use the picture to explain the process orally.</p>	<p>After carrying out a practical activity, e.g. experiment, investigation, construction task, contribute to creating a flowchart or cyclical diagram to explain the process, as member of group with the teacher.</p> <p>After seeing and hearing an oral explanation of the process, explain the same process orally also using flowchart, language and gestures appropriately.</p> <p>Read, with help, flowcharts or cyclical diagrams explaining other processes and then read others independently.</p> <p>Following other practical tasks, produce a simple flowchart or cyclical diagram independently.</p>	<p>Read and analyse explanatory texts to identify key features including language, structure and presentation. Create diagrams such as flow charts to summarise or make notes of stages in a process (e.g. in science, D&T or geography), ensuring items are clearly sequenced. Explain processes orally, using these notes, ensuring relevant details are included and accounts ended effectively.</p>	<p>Read and analyse explanatory texts to identify key features including language, structure and presentation. Distinguish between explanatory texts, reports and recounts while recognising that an information book might contain examples of all these forms of text or a combination of these forms. Orally summarise processes carried out in the classroom and on screen in flowcharts or cyclical diagrams as appropriate. Contribute to the shared writing of an explanation where the teacher acts as scribe and models the use of paragraphs, connectives and the other key language and structural features appropriate to explanatory writing. After oral rehearsal, write explanatory texts independently from a flowchart or other diagrammatic plan, using the conventions modelled in shared writing.</p>	<p>Read and analyse a range of explanatory texts, investigating and noting features of impersonal style: complex sentences; use of passive voice; technical vocabulary; use of words/phrases to make sequential, causal or logical connections. Engage in teacher demonstration of how to research and plan a page for a reference book on one aspect of a class topic using shared note-making and writing of the page, using an impersonal style, hypothetical language (if...then, might, when the...) and causal and temporal connections (e.g. while, during, after, because, as a result, due to, only when, so) as appropriate.</p> <p>In shared writing and independently plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style.</p>	<p>Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types. Use the language conventions and grammatical features of the different types of text, as appropriate.</p>

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Discursive texts	<p>Through talk and role play explore how others might think, feel and react differently from themselves and from each other.</p> <p>In reading explore how different characters might think, feel and react differently from themselves and from each other.</p>	<p>Through reading and in life situations, recognise, that different people (characters) have different thought,/feelings about, views on and responses to particular scenarios (e.g. that the wolf would see the story of the Red Riding Hood differently to the girl herself.)</p> <p>Explore different views and viewpoints when reading generally.</p>	<p>Through reading explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, the different view of people writing to a newspaper). Through role play and drama explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, the different view of people in a simulated ‘real life’ scenario.)</p>	<p>In exploring persuasive texts, and those presenting a particular argument, begin to recognise which present a single (biased) viewpoint and which try to be more objective and balanced. Continue to explore the expression of different views through discussion, role play and drama.</p>	<p>In exploring persuasive texts, and those presenting a particular argument, distinguish and discuss any texts which seems to be trying to present a more balanced or reasoned view, or which explore more than one possible perspective on an issue. Experiment with the presentation of various views (own and others, biased and balanced) though discussion, debate and drama.</p>	<p>Through reading, identify the language, grammar, organisational and stylistic features of balanced written discussions. Recognise and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument. First explore orally and then write a balanced report of a controversial issue. Use reading to:</p> <ul style="list-style-type: none"> - investigate conditionals, e.g. using if...then, might, could, would, and their persuasive uses, e.g. in deduction, speculation, supposition - build a bank of useful terms and phrases for persuasive argument, e.g. similarly... whereas... <p>Overall, help to build the ability to choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate.</p>

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Persuasive texts	<p>Read captions, pictures, posters and adverts that are trying to persuade. Begin to recognise what they are trying to do and some of the ways they do it.</p> <p>Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective.</p>	<p>As part of a wide range of reading, explore simple persuasive texts (posters, adverts, etc.) and begin to understand what they are doing and how.</p> <p>Evaluate simple persuasive devices e.g. Say which posters in a shop or TV adverts would make them want to buy something, and why.</p> <p>Create simple signs posters and adverts (involving words and/or other modes of communication) to persuade others to do, think or buy something.</p> <p>Continue to explore persuading and being persuaded in a variety of real life situations through role-play and drama.</p>	<p>Read and evaluate a wider range of simple persuasive texts, explaining and evaluating responses orally.</p> <p>Begin to use words, pictures and other communication modes to persuade others when appropriate to particular writing purpose. Through role play and drama explore particular persuasive scenarios e.g. a parent persuading a reluctant child to go to bed, and discuss the effectiveness of different strategies used.</p>	<p>Read and analyse a range of persuasive texts to identify key features. Distinguish between texts which try to persuade and those that simply inform,</p> <p>Analyse how a particular view can most convincingly be presented. From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader.</p> <p>Evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented.</p> <p>Use writing frames if necessary to back up points of view with illustrations and examples.</p> <p>To present a point of view both orally and in writing, e.g. in the form of a letter, a report or presentation, linking points persuasively and selecting style and vocabulary appropriate to the listener/reader; begin to explore how ICT other use of multimodality might support this. (e.g. showing pictures.)</p> <p>Design an advertisement, such as a poster or radio jingle, on paper or screen.</p> <p>Explore the use of connectives, e.g. adverbs, adverbial phrases, conjunctions, to structure a persuasive argument, e.g. 'if..., then'; 'on the other hand...'; 'finally'; 'so'.</p>	<p>Read and evaluate letters, to compare writing which informs and persuades, considering for example the deliberate use of ambiguity, half-truth, bias; how opinion can be disguised to seem like fact.</p> <p>Draft and write individual, group or class persuasive letters for real purposes, e.g. put a point of view, comment on an emotive issue, protest; to edit and present to finished state.</p> <p>Construct an argument in note form or full text to persuade others of a point of view and: present the case to the class or a group; use standard English appropriately; evaluate its effectiveness. Explore how ICT or other use of multimodality might support this. (e.g. develop a PowerPoint presentation.) Understand how persuasive writing can be adapted for different audiences and purposes, e.g. by using formal language where appropriate, and how it can be incorporated into or combined with other text types.</p>	<p>Through reading and analysis, recognise how persuasive arguments are constructed to be effective.</p> <p>Orally and in writing, construct effective persuasive arguments.</p> <p>Overall, participate in whole class debates using the conventions and language of debate including standard English. In oral and written texts help to build the ability to choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non -fictional text types and adapting, conflating and combining these where appropriate.</p>

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Information texts	<p>Convey information and ideas in simple non-narrative forms such as labels for drawings and diagrams, extended captions and simple lists for planning or reminding.</p> <p>Independently choose what to write about, orally rehearse, plan and follow it through.</p>	<p>Write simple information texts incorporating labelled pictures and diagrams, charts, lists as appropriate.</p> <p>Draw on knowledge and experience of texts in deciding and planning what and how to write.</p> <p>Maintain consistency in non-narrative, including purpose and tense ·</p> <p>Create an alphabetically ordered dictionary or glossary of special interest words.</p> <p>Design and create a simple ICT text</p>	<p>Recount the same event in a variety of ways, e.g. in the form of a story, a letter, a news report.</p> <p>Decide how to present information and make informed choices by using structures from different text types.</p> <p>Create alphabetically ordered texts incorporating information from other subjects, own experience or derived from other information books.</p> <p>Use computer to bring information texts to published form with appropriate layout, font etc.</p> <p>Create multi-media information texts.</p> <p>Write ideas, messages in shortened forms such as notes, lists, headlines, telegrams and text messages understanding that some words are more essential to meaning than others.</p> <p>Summarise orally in one sentence the content of a passage or text, and the main point it is making.</p>	<p>Fill out brief notes into connected prose.</p> <p>Present information from a variety of sources in one simple format.</p> <p>Begin to use graphic organisers as a tool to support writing up of information.</p> <p>Develop and refine ideas in writing using planning and problem -solving strategies.</p> <p>Edit down and reword a sentence or paragraph by deleting the less important elements, e.g. repetitions, asides, secondary considerations and explain the reasons for the editorial choices.</p>	<p>Convert personal notes into notes for others to read, paying attention to appropriateness of style, vocabulary and presentation.</p> <p>Create plans for information texts drawing on knowledge of text types to decide form and style for different elements.</p> <p>Create an information text with a variety of elements, e.g. labelled explanatory diagram, reporting chart, recount.</p> <p>Create multi-layered texts, including use of hyperlinks, linked web pages</p> <p>Record and acknowledge sources in own writing.</p> <p>Summarise a passage, chapter or text in a specific number of words.</p>	<p>In writing information texts, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.</p> <p>Establish, balance and maintain viewpoints.</p> <p>Use the conventions and language of debate when orally rehearsing a balanced argument.</p> <p>Revise own non-fiction writing to reduce superfluous words and phrases.</p> <p>Discuss and explain differences in the use of formal language and dialogue.</p> <p>Listen for language variations in formal and informal contexts.</p> <p>Identify the ways spoken language varies.</p>

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Reading and listening to stories	<p>Consolidate understanding that stories have characters, settings and events. Identify the main events.</p> <p>Recognise patterns in texts.</p> <p>Recognise story language.</p> <p>Recognise the beginning, middle and end in stories.</p> <p>Recognise typical phrases for story openings and endings.</p>	<p>Consolidate understanding of basic story structure: beginning, middle and end and notice the way that events are linked.</p> <p>Analyse the sequence of events in different stories using the structure: opening, something happens, events to sort it out, ending.</p> <p>Identify words and phrases used to link events. Predict endings.</p> <p>Sustain interest in a longer narrative. Make predictions during reading.</p>	<p>Identify common features and themes in stories with familiar settings; analyse plots and suggest reasons for actions and events. Identify common features and themes in different types of traditional story: fables, myths, legends, fairy and folk tales. Analyse and compare plot structure and identify formal elements in story openings and endings. Identify the range of connectives used to link events and change scenes.</p> <p>Investigate common features/ structure/typical themes in adventure and mystery stories.</p> <p>Identify the most exciting part of the story and plotting other events around it. Analyse the use of language to set scenes, build tension or create suspense.</p>	<p>Recognise stages in a story; identify the introduction, build-up, conflict and resolution. Notice how the passing of time is conveyed & key words/phrases used to introduce paragraphs/chapters.</p> <p>Review the structure and features of different types of story - traditional tales, contemporary stories in the context of reading stories from other cultures. Analyse the structure and chronology of a story. Comment on the time covered in the story as a whole and discuss why some events are presented in more detail whilst others are skimmed over.</p>	<p>Map out texts showing development and structure and identify high and low points, links between sections, paragraphs and chapters. Compare in different stories.</p> <p>Compare the structure and features of different versions of the same story, e.g. re-telling from different times or countries, adaptations for different age-groups.</p> <p>Analyse the structure of more complex narratives. Look at the way that the author signals (a) a change in the narration and discuss the effect of seeing the story from different points of view; and (b) changes in time and place, reality to unreality, e.g. paragraphs, connectives.</p>	<p>Compare the structure and features of a story with its film or TV adaptation. Look for different ways that information is revealed or events are presented e.g. dreams, flashbacks, and letters.</p> <p>Identify story structures typical to particular fiction genres and explore differences in paragraph organisation and connectives. Review more complex narrative structures and those with non-linear chronology. Compare stories by the same author or on the same theme and make judgements in response to story endings e.g. whether it was believable, whether dilemmas were resolved satisfactorily.</p>

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<p>Story writing</p>	<p>Use simple sentences to recount own experiences in writing.</p> <p>Write own version of a familiar story using a series of sentences to sequence events.</p> <p>Write own story with a linear structure; beginning, middle and end; good and bad characters.</p>	<p>Write story based on own experience with a linear structure; beginning, middle and end.</p> <p>Write own story in the style of a traditional tale, using typical settings, characters and events.</p> <p>Use past tense and temporal connectives.</p> <p>Plan and write own story about a familiar character, using the structure: opening, something happens, events to sort it out, ending.</p> <p>Describe characters and include dialogue.</p> <p>Use third person and past tense.</p> <p>Plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story. Use 3rd person and past tense. Include descriptions of characters and setting and some dialogue.</p>	<p>Plan and write stories based on own experience using the structure (opening, dilemma/ conflict / problem, resolution, ending – story mountain) to organise into paragraphs and ensure that sequence is clear.</p> <p>Use 1st person and past tense consistently. Compose new dialogue for characters using conventions for speech.</p> <p>Plan & write familiar whole stories altering & describing characters or setting. Use a structured sequence of events in paragraphs. Use complete sentences in 3rd person and past tense. Use story language, dialogue & ""</p> <p>Write adventure stories that have a problem and resolution and are organised into paragraphs and/or chapters with connectives to signal time, sequence or place. Include description of a typical adventure setting and characters. Use written dialogue to move the plot on.</p>	<p>Plan, tell and write short stories set in the past (historical stories). Include descriptive detail to evoke the historical setting and make it more vivid.</p> <p>Sequence events clearly and show how one event leads to another. Use a range of connectives to show changes in time and place.</p> <p>Plan and write an adventure story set in an imagined world. Include details of the setting, using figurative and expressive language to evoke mood and atmosphere. Note responses to texts in a reading journal. Write in role as a character from a story.</p>	<p>Experiment with different ways to open a story e.g. dialogue, an important event.</p> <p>Plan and write a short story aimed at a specific audience, e.g. a new version of a traditional tale for a younger audience.</p> <p>Organise into paragraphs. Adapt sentence length and vocabulary to meet the needs of the reader.</p> <p>Use a range of connectives to introduce scenes/ link events.</p> <p>Write in the style of a particular author to complete a section of a story, add dialogue or a new chapter.</p> <p>Experiment with the order of chapters or paragraphs to achieve different effects.</p> <p>Use dialogue to build character.</p> <p>Check for consistency in narrative voice when telling each part of the story.</p> <p>Plan and re-write a familiar story from an alternative point of view. Try varying pace by using direct and reported speech. Vary sentence length and include examples of complex sentences. Use a range of connectives effectively to create links and indicate changes in time or place.</p>	<p>Transform narrative writing into a script and perform as a short dramatized scene.</p> <p>Plan and write a short story with non-linear chronology e.g. flashbacks.</p> <p>Arrange paragraphs carefully & use a range of connectives to signal that the narrative is moving back or forward in time.</p> <p>Plan and write a parody of a familiar story, manipulate typical characters, settings and events to surprise and amuse the reader.</p> <p>Create convincing characters and gradually reveal more as the story unfolds, through the way that they talk, act and interact with others.</p> <p>Plan and write a short story, e.g. modern retelling of a classic play. Plan the plot, characters and structure quickly and effectively.</p> <p>Describe a setting by referring to all the senses.</p> <p>Vary sentence length to achieve particular effects and include complex sentences where appropriate. Use dialogue at key points to move the story on or reveal new information.</p>
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Poetry	<p>Discuss own response and what the poem is about.</p> <p>Talk about favourite words or parts of a poem.</p> <p>Notice the poem’s pattern.</p> <p>Perform in unison, following the rhythm and keeping time.</p> <p>Imitate and invent actions.</p> <p>Invent impossible ideas.</p> <p>Observe details of first hand experiences using the senses and describe.</p> <p>List words and phrases or use a repeating pattern or line.</p>	<p>Talk about own views, the subject matter and possible meanings.</p> <p>Comment on which words have most effect, noticing alliteration.</p> <p>Discuss simple poetry patterns.</p> <p>Perform individually or together; speak clearly and audibly.</p> <p>Use actions and sound effects to add to the poem’s meaning.</p> <p>Experiment with alliteration to create humorous and surprising combinations.</p> <p>Make adventurous word choices to describe closely observed experiences.</p> <p>Create a pattern or shape on the page; use simple repeating phrases or lines as models.</p>	<p>Describe the effect a poem has and suggest possible interpretations.</p> <p>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 similes.</p> <p>Explain the pattern of different simple forms.</p> <p>Perform individually or chorally; vary volume, experimenting with expression and use pauses for effect.</p> <p>Use actions, voices, sound effects and musical patterns to add to a performance.</p> <p>Invent new similes and experiment with word play.</p> <p>Use powerful nouns, adjectives and verbs; experiment with alliteration.</p> <p>Write free verse; borrow or create a repeating pattern.</p>	<p>Describe poem’s impact and explain own interpretation by referring to the poem.</p> <p>Comment on the use of similes and expressive language to create images, sound effects and atmosphere.</p> <p>Discuss the poem’s form and suggest the effect on the reader.</p> <p>Vary volume, pace and use appropriate expression, intonation, tone and action when performing.</p> <p>Use actions, sound effects, musical patterns and images to enhance a poem’s meaning.</p> <p>Use language creatively to exaggerate or pretend.</p> <p>Use similes to build images and identify clichés in own writing.</p> <p>Write free verse; use a repeating pattern; experiment with simple forms.</p>	<p>Discuss poet’s possible viewpoint, explain and justify own response and interpretation.</p> <p>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.</p> <p>Compare different forms and describe impact. Vary pitch, pace, volume, expression, intonation, tone, action and use pauses to create impact.</p> <p>Use actions, sound effects, musical patterns, images and dramatic interpretation. Invent nonsense words and situations and experiment with unexpected word combinations.</p> <p>Use carefully observed details and apt images to bring subject matter alive; avoid cliché in own writing.</p> <p>Write free verse; use or invent repeating patterns; attempt different forms, including rhyme for humour.</p>	<p>Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes.</p> <p>Explain the impact of figurative and expressive language, including metaphor.</p> <p>Comment on poems’ structures and how these influence meaning. Vary pitch, pace volume, intonation, tone, rhythm and expression in relation to the poem’s meaning and form.</p> <p>Use actions, sound effects, musical patterns, images and dramatic interpretation, varying presentations by using ICT.</p> <p>Use language imaginatively to create surreal, surprising, amusing and inventive poetry.</p> <p>Use simple metaphors and personification to create poems based on real or imagined experience.</p> <p>Select pattern or form to match meaning and own voice.</p>