The Glapton Academy
A L.E.A.D. Academy

Genre Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Narratives	• Stories with predictable phrasing • Stories reflecting children's own experience. •Traditional tales – fairy tales	• Traditional tales – fairy tales • Stories with recurring literary language • Traditional Tales – myths and creation stories	• Traditional tales- fables/ fairy tales with alternative endings • Adventure stories • Play scripts	• Traditional tales – myths and quests • Play script • Story settings • Stories with a theme	• Traditional tales – legends • Suspense and mystery stories • Stories from our literary heritage	• Fiction genres – suspense/adventure/horror etc. • Narrative technique – settings, characterisation, atmosphere
	Possible outcomes: • Write captions and labels. • Write simple sentences using patterned language, words and phrases taken from familiar stories. • Write a series of sentences to retell events based on personal experience. • Write simple setting descriptions. •Write simple character descriptions. • Write a re-telling of a traditional story	Possible outcomes: • Write setting descriptions. • Write character descriptions. • Write a retelling of a traditional story. • Use a familiar story as a model to write a new story. • Write a creation myth based on one read	Possible outcomes: • Write setting descriptions. • Write character descriptions. • Use a familiar story as a model to write a new story. • Write a traditional tale from a key character's perspective. • Write an adventure story focussing on plot. • Write and perform a play based on a familiar story	Possible outcomes: • Write a Greek myth focusing on effective characterisation • Write and perform a play, based on a familiar story • Write a section of a narrative (or several narratives) focusing on setting • Write a story relating the theme to personal experience and write an autobiographical story/account reflecting that theme	Possible outcomes: • Reflect on the main character of the legend from different viewpoints. • Re-tell the story from different perspectives • Write narratives building up tension and atmosphere • Write setting descriptions focussing tension and atmosphere • Write in the style of an author to write a contemporary version of a text	Possible outcomes: • Write short stories of different genres • Write character descriptions appropriate to a specific fiction genre • Write setting descriptions focussing on atmosphere, including changes in atmosphere • Write an extended narrative developing narrative techniques

• Simple narratives and retellings are told/written in first or third person. • Simple narratives are told/ written in past tense. • Events are sequenced to create texts that make sense. • The main participants are human or animal. • Simple narratives use typical characters, settings and events whether imagined or real. • 'Story language' (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing. • Personal recounts and retellings often use the first person and past tense, e.g. I had tea at my Granny's house on Saturday; We went to the park after school. • Sentences are demarcated using full-stops, capital letters and finger spaces. • Use of conjunctions e.g. and … to join ideas and create variety in the sentence structure. • Use of exclamation marks to indicate emotions such as	• Narratives and retellings are told/written in first or third person. • Narratives and retellings are told/ written in past tense. • Events are sequenced to create texts that make sense. • The main participants are human or animal. They are simply developed as either good or bad characters. • Simple narratives use typical characters, settings and events whether imagined or real. • Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man) etc. • The past progressive form of verbs can be used, e.g. the Billy Goats Gruff were eating, Rapunzel was hoping someone would come and rescue her…	• Narratives and retellings are written in first or third person. • Narratives and retellings are written mainly in the past tense, including the past progressive but occasionally these are told in the present tense. • Events are sequenced to create chronological plots through the use of conjunctive adverbials and prepositions of time. • Descriptions, including those of settings, are developed through the use of prepositional phrases e.g. in the deep, dark woods… • Narratives use typical characters, settings and events whether imagined or real. • Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns, expressive verbs. • Paragraphs are used for organising the narrative into logical sections, e.g. paragraphs about the setting or characters, or paragraphs used to denote the passage of time. • Use subordinating conjunctions e.g. when, before, after, while, so, because…to enable causation. • Present perfect form of verbs can be used within	• Narratives and retellings are written in the first or third person. • Narratives and retellings are written in the past tense, including the past progressive and past perfect but occasionally these are told in the present tense. • Events are sequenced to create chronology through the use of conjunctive adverbials and prepositions of time. • Descriptions, including those of settings, are developed through the use of prepositional phrases and adverbial phrases, e.g. down by the steep, white cliffs… • Narratives use typical characters, settings and events whether imagined or real. • Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language. • Dialogue is used to convey characters' thoughts and to move the narrative forward.	• Narratives and retellings are written in first or third person. • Narratives and retellings are written in past tense, including the past progressive, present perfect, past perfect and even the past perfect progressive form e.g. the children had been searching… they had been hoping to find the treasure since they started on the quest … • Narratives and retellings are sometimes told in the present tense, including the present progressive. • Narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use adverbials and prepositions. • Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language.	• Narratives and retellings are written in first or third person. • Narratives and retellings are written in past tense, including the past progressive, present perfect, past perfect and even the past perfect progressive form to indicate specific points in time e.g. the children had been searching… they had been hoping to find the treasure since they started on the quest … • Narratives and retellings are sometimes told in the present tense, including the present progressive. • Narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use adverbials and prepositions. • Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language. • Dialogue is used to convey characters' thoughts and to move the narrative forward. • Choose between vocabulary typical of

surprise or shock e.g. Help! Oh no! • Question marks can be used to form questions, e.g. I said to Mum can I have a biscuit? • Use some expanded noun phrases, e.g. The big wolf.	• Apostrophes can be used for possession, e.g. Granny's house, baby bear's bed. • Apostrophes to show contraction can be used, e.g. Goldilocks couldn't believe her eyes. • Sentences are demarcated using full-stops, capital letters and finger spaces • Use conjunctions e.g. and, so, because, when, if, that, or, but … to join ideas and enable subordination of ideas. • Use of exclamation marks to indicate emotions such as surprise or shock and to form exclamation sentences, e.g. How amazing that was! • Question marks can be used to form questions, including rhetorical questions used to engage the reader. • Use of adjectives, including comparative adjectives, to aid description and make comparisons, e.g. the troll was big but the	dialogue or a character's thoughts, e.g. What has happened to us? What have you done? They have forgotten me… • Use inverted commas to punctuate direct speech which allows characters to interact and the story to be developed. • Use expanded noun phrases to create effective descriptions of characters and setting. • Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave.	•Standard English forms of verb inflections are used instead of local spoken forms, e.g. 'we were' instead of 'we was', 'we did that' rather than 'we done that'. • Fronted adverbials can be used e.g. During the night…, in a distant field…. These should be punctuated using a comma. • The use of adverbials e.g. therefore, however creates cohesion within and across paragraphs. • Cohesion can also be created, and repetition avoided through the use of nouns and pronouns e.g. Sammy and John… they… the boys… • Paragraphs are useful for organising the narrative into logical sections. • Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave. • The use of conjunctions e.g. when, before, after, while, so, because…enables	• Dialogue is used to convey characters' thoughts and to move the narrative forward. • Use connecting adverbs (therefore, however) and adverbials of time (later), place (nearby) and number (secondly) to create cohesion within and across paragraphs. • Use modal verbs to suggest degrees of possibility, e.g. They should never have…If they were careful, the children might be able to… • Use adverbs to suggest possibility, e.g. They were probably going to be stuck there all night…, they were definitely on the adventure of a lifetime… • Use parenthesis to add additional information through the use of brackets, dashes or commas. • Relative clauses can be used to add further information, using commas when required. e.g. the witch, who was ugly	informal speech and that appropriate for formal speech e.g. the battalion traversed The mountain range; the soldiers walked over the mountains. • Use the passive voice e.g. the map was given to the children by…, more ingredients were added to the potion etc. • Use the subjunctive form to hypothesise, e.g. If the children were to get out of this situation…, if only there were a way to solve this problem…, I wished I were somewhere else…etc. • Use a wider range of cohesive devices such as organisational features, pronouns, nouns and adverbials to create cohesion within and across paragraphs. • Use repetition or ellipses for effect. • Use colons, semi-colons and dashes to separate and link ideas.

		eldest Billy Goat Gruff was bigger. • Use of expanded noun phrases to create effective descriptions, e.g. the deep, dark woods. • Use of commas to separate lists of characters, ideas and adjectives in expanded noun phrases. • Use of some powerful verbs for effect e.g. walked instead of went, grabbed instead of got etc.		causation to be included in the narrative. • Descriptions can be developed through the effective use of expanded noun phrases e.g. the big blue bird (expanded with adjectives); oak tree (tree modified with a noun); the teacher with the curly hair (noun modified with preposition). • The full range of speech punctuation can be used to indicate dialogue which allows characters to interact and the story to be developed. • Apostrophes can be used to indicate plural possession e.g. The girls' names, the children's mother, the aliens' spaceship.	and green,…The treasure, which had been buried in a chest…	

Non-fiction

Recounts

Recounts are sometimes referred to as 'accounts'. They give details about an experience or event that has already happened. A diary entry is a recount text, as is a newspaper article explaining an event that has happened. They are usually written in the past tense and include the use of time connectives (adverbials).

Structure:

• An introduction with the five 'w's: Who? What? Where? Why? When?

• Orientation such as scene-setting or establishing context (It was the school holidays. I went to the park …)

• An account of the events that took place, often in chronological order (The first person to arrive was …)

• Some additional detail about each event (He was surprised to see me.)

• Reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.)

• Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Examples: • Retelling stories in English lessons and other curriculum areas such as RE • Giving accounts of schoolwork, sporting events, science experiments and trips out • Writing historical accounts • Writing biographies and autobiographies • Letters and postcards • Diaries and journals	• Describe incidents from own experience using the first person. • Use simple time connectives to aid sequencing such as 'then', 'after that'. • Use the past tense. • Sentences are demarcated using full-stops, capital letters and finger spaces.	• Write simple first person recounts linked to topics of interest or to personal experience. • Use past and present tense throughout writing • Use progressive forms of verbs. • Use conjunctions for co-ordination and subordination. • Use noun phrases which are expanded by adjectives, including comparatives. • Use a wider range of time connectives to sequence ideas/events in order. • Start to group related sentences into paragraphs.	• Write first person and third person recounts linked to topics of interest or to personal experience. • Use mainly the past tense, including the past progressive. • Can use the present tense, including the present progressive. • Use shifts in formality. • Use co-ordinating and subordinating conjunctions to express time, place and cause. • Use adverbs and prepositions to express time, place and cause, including chronological order. • Use noun phrases which are expanded by a range of adjectives and determiners for effect. • Use inverted commas to punctuate direct speech. • Group related sentences into paragraphs.	• Write first person and third person recounts linked to topics of interest or to personal experience. • Use mainly the past tense including the past progressive and the past perfect. • Can use the present tense, including the present progressive for informal anecdotal storytelling. E.g. Just imagine – I'm in the park and I suddenly see a giant bat flying towards me! I am really hoping… This enables writing to meet different levels of formality and informality. • Use noun phrases which are expanded by adding modifying adjectives, nouns and	• Write first person and third person recounts linked to topics of interest or to personal experience, using the correct levels of formality. • Use mainly the past tense, including past progressive, past perfect and past perfect progressive form of verbs. • Can use present tense, including the present progressive to enable writing to meet different levels of formality and informality. E.g. Formal for newspaper report but informal for diary entry.	• Write first person and third person recounts linked to topics of interest or to personal experience, using the correct levels of formality and selecting the appropriate style and form to suit a specific purpose and audience. • Use mainly the past tense, including past progressive, past perfect and past perfect progressive form of verbs. • Can use present tense, including the present progressive to enable writing to meet different levels of formality and informality. E.g. Formal for newspaper report but informal for diary entry. • Use noun phrases which are expanded by adding a wide range of determiners, modifying nouns and

• Newspaper reports • Magazine articles • Obituaries • Encyclopaedia entries				preposition phrases. for effect. •Use a range of punctuation to punctuate direct speech. • Use fronted adverbials (e.g. Later that day) • Use conjunctions to co-ordinate events and show subordination. • Use conjunctions, adverbs and prepositions to show chronological order. E.g. then, next, first, afterwards, just before that, at last, meanwhile. • Use connectives (adverbials) to show the relationship between ideas/sentences. e.g. therefore, however. • Use paragraphs to organise ideas around a theme.	• Use conjunctions to co-ordinate events and show subordination. • Use conjunctions, adverbial phrases and prepositional phrases to show chronological order e.g. after what felt like a lifetime… • Use noun phrases expanded by a range of determiners, modifying nouns and prepositional phrases effectively to add detail and interest the reader. • Use connectives (adverbials) to create cohesion within and across paragraphs e.g. therefore, furthermore, moreover. • Use modals to suggest degrees of possibility e.g. I should never have...they must be allowed… • Use a range of punctuation to punctuate direct speech across a range of recounts e.g. eye-witness reports in newspapers, retelling a conversation in a diary or letter…	prepositional phrases effectively to add detail, quality and precision. • Use conjunctions to co-ordinate events and show subordination. • Use conjunctions, adverbial phrases and prepositional phrases to show chronological order e.g. after what felt like a lifetime… • Adapt degrees of formality and informality to suit the form of the text e.g. diary entry, newspaper report. • Use a wide range of devices to create cohesion across paragraphs. • Use modals to suggest degrees of possibility e.g. I should never have...they must be allowed… • Use a full range of punctuation to punctuate direct speech across a range of recounts e.g. eye-witness reports in newspapers, retelling a conversation in a diary or letter… • Use a range of organisational and presentational devices to structure writing. E.g. headings, sub-headings, columns, bullet points, tables.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					• Use paragraphs and other organisational and presentational devices to organise ideas. E.g. headings, bullet points, underlining.	

Non-chronological reports

Non-chronological reports describe things the way they are, so they usually present information in an objective, unbiased way. They are usually written in the present tense but the past tense can be used for historical reports. They aren't written in time order and are usually focussed on a single topic. In the absence of a chronological structure, non-chronological reports usually have a logical structure. They tend to group information, often moving from general to more specific detail and examples or elaborations.

Structure:
• An opening statement, often a general classification (Sparrows are birds)
• Sometimes followed by a more detailed or technical classification (Their Latin name is...);
• A description of whatever is the subject of the report organised in some way to help the reader make sense of the information. For example: its qualities (Like most birds, sparrows have feathers.); its parts and their functions (The beak is small and strong so that it can ...); its habits/behaviour/ uses (Sparrows nest in…)

Examples:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Describing aspects of daily life in history (e.g. fashion, transport, buildings) • Describing the characteristics of anything (e.g. particular animals or plants; the planets in the solar system, different rocks and materials; mythological creatures)	• Write a simple non-chronological report by writing sentences to describe aspects of the subject. • Use third person. • Use mainly the present tense but can use the past tense for historical reports. • A series of sentences are used to describe the subject. • Sentences are demarcated using full-stops, capital letters and finger spaces.	• Write a report based on information gathered on a subject, using appropriate language to present and categorise ideas. •Mainly use third person. • Use mainly the present tense but can use the past tense for historical reports. • Questions can be used to form titles. • Question marks are used to denote questions. • Use co-ordinating conjunctions.	•. Write a report independently based on notes from several sources using the correct function, form and typical language features. • Mainly use the third person and present tense but may use the past tense for a historical report. • Use direct questions to make links with the reader e.g. Have you ever heard of a hammerhead shark? • Use conjunctions (e.g. so, because), adverbs and prepositions to express time, place and cause. • Use noun phrases which are expanded by a range of adjectives, including	• Write a report based on research into a subject, focussing on purpose and audience. • Mainly use the third person and present tense but may use the past tense for a historical report. • Use direct questions and include direct addresses to the audience to reflect the level of formality e.g. so next time you choose a pet, think about getting a dog. • Use conjunctions, subordination, adverbials and prepositional phrases to	• Write a report based on research into a subject, focussing on purpose and audience, making appropriate form and language choices. • Mainly use the third person and present tense but may use the past tense for a historical report. • Use formal and informal language and grammar to reflect the function and form of the report. • Use a range of conjunctions, subordination, adverbials and prepositional phrases	• Write a report based on research into a subject, securing understanding of the form, language conventions and grammatical features and choosing the appropriate style and form of writing to suit a specific purpose and audience. • Mainly use the third person and present tense but may use the past tense for a historical report. • Use language and grammar typical of informal speech and that appropriate for formal speech in the appropriate written forms. • Use a wide range of conjunctions, subordination, adverbials and prepositional

• Comparing and describing localities or geographical features • Describing the characteristics of religious groups and their lifestyles in RE • Information leaflets • Tourist guidebooks • Encyclopaedia entries • Magazine articles • Letters • Non-fiction books • Catalogues	• Question marks are used to denote questions. • Conjunctions are used to aid explanation e.g. because.	• Use subordinating conjunctions e.g. because to aid explanation. • Use adjectives including comparative adjectives to describe and differentiate. • Start to use paragraphs to organise ideas.	comparatives, and determiners to describe. • Use paragraphs to organise ideas. • Use headings and subheadings to aid presentation.	express time, place and cause. • Use connectives (adverbials) to show the relationship between ideas/sentences. e.g. therefore, however. • Use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. for effect. • Use nouns and pronouns to create cohesion and avoid repetition. • Use paragraphs to organise ideas around a theme. • Use headings and subheadings to organise different sections and to present information clearly.	to express time, place and cause. • Use connectives (adverbials) to create cohesion within and across paragraphs e.g. therefore, furthermore, moreover. • Use noun phrases expanded by a range of determiners, modifying nouns and prepositional phrases effectively to add detail and interest the reader. • Use appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition. • Use parenthesis to add additional information. • Use paragraphs and layout devices to provide additional information and guide the reader.	phrases to express time, place and cause. • Use the passive voice to avoid personalisation and to maintain an appropriate level of formality for the context and purpose of writing. • Use a variety of ways to aid cohesion and avoid repetition within and across sentences. •Use parenthesis to add additional information. • Use noun phrases which are expanded by adding a wide range of determiners, modifying nouns and prepositional phrases effectively to add detail, quality and precision. • Use a wide range of devices to create cohesion across paragraphs.

Explanation Texts

Explanatory texts include information about causes, motives or reasons. They are written in the present tense and may include a range of organisational devices, including pictures and diagrams. They describe a process such as how bees make honey or the water cycle.

Structure:
- A general statement/opening paragraph to introduce the topic being explained. E.g. In the winter some animals hibernate.
- May include images or other features to help the reader, e.g. diagrams, photographs, a flow chart, a text box, captions, a list or a glossary.
- The steps or phases in a process are explained logically, in order. E.g. When the nights get longer ... because the temperature begins to drop ... so the hedgehog looks for a safe place to hide.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Examples: • Explaining electricity, forces, food chains etc. in science • Explaining inventions such as the steam train, the causes of historic events such as wars and revolutions, explaining the role of the Nile in determining the seasons in Ancient Egypt • Explaining phenomena such as the water cycle or how a volcano erupts in geography • Explaining religious traditions and practices in RE	• Draw pictures to illustrate a simple process and use the picture to explain the process orally. • Write simple sentences in the present tense to support the explanation. • Sentences are demarcated using full-stops, capital letters and finger spaces.	• Following practical tasks, produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation. • Use the present tense, including present progressive. • Questions can be used to form titles. • Question marks are used to denote questions. • Use conjunctions e.g. so...because. • Use time connectives to sequence ideas/events in order. E.g. First, next, then, after that. • Start to use paragraphs to organise the text.	• Create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively. • Consistently use the present tense, including the present progressive. • Use conjunctions (e.g. so, because), adverbs (first, then, finally) and prepositions (before, during) to express time, place and cause. • Use adverbs to open sentences. • Use paragraphs to organise the text into logical sections. • Use headings and subheadings to aid presentation.	• Create and use a flowchart to write an explanation of a process, ensuring relevant details are included and adding a few interesting details to interest the reader. • Consistently use the present tense, including the present progressive and the present perfect. • Use a range of fronted adverbials. E.g. During the night, ... • Use adverbs, conjunctions and prepositions to show time, cause and effect. • Adapt degrees of formality and informality to suit the form of the text as an informal tone can sometimes be appropriate e.g. You'll be surprised to know that ... Have you ever thought about the way that ...? A formal,	• Research, plan and write an explanation of a process, focussing on purpose and audience and adding interesting details to engage the reader. • Consistently use the present tense, including the present progressive and the present perfect. • Use a wide range of adverbials to open sentences. • Use a range of conjunctions, subordination, adverbials and prepositional phrases to express time, cause and effect. • Adapt degrees of formality and informality to suit the form of the text as an informal tone can sometimes be appropriate e.g. You'll be surprised to know	• Research, plan and write an explanation of a process choosing the appropriate form of writing and style to suit a specific purpose and audience drawing on and using the appropriate language conventions and grammatical features. • Consistently use the present tense, including the present progressive and the present perfect. • Use a wide range of adverbials to open sentences. • Use a range of conjunctions, subordination, adverbials and prepositional phrases to express time, cause and effect. • Adapt degrees of formality and informality to suit the form of the explanation and the audience. • Use a variety of ways to aid cohesion and avoid repetition within and across sentences.

• Encyclopaedia entries • Technical manuals • Question and answer articles and leaflets • Science write-ups				authoritative tone can also be adopted e.g. oxygen is constantly replaced in the bloodstream… • Use nouns and pronouns to create cohesion and avoid repetition. • Use connectives (adverbials) to show the relationship between ideas/sentences. e.g. therefore, however. • Use paragraphs to organise the explanation into logical sections. • Use layout devices such as headings and subheadings to present information clearly.	that … Have you ever thought about the way that …? A formal, authoritative tone can also be adopted e.g. oxygen is constantly replaced in the bloodstream… • Use appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition. • Use connectives (adverbials) to create cohesion within and across paragraphs e.g. therefore, furthermore, moreover. • Use modal verbs and adverbs to indicate degrees of possibility. • Use relative clauses to add further information. • Use parenthesis to add clarification of technical words. • Use paragraphs and a range of layout devices to provide additional information and guide the reader.	• Use modality to indicate degrees of possibility. • Use relative clauses and parenthesis to add further information and provide clarification of technical words. • Use the passive voice e.g. gases are carried… • Use a wide range of cohesive devices, including adverbials, paragraphs and organisational devices, to create cohesion within and across paragraphs.

Instruction Texts

Instruction texts are texts that explain to someone how to do something, such as bake a cake, play a game or work a DVD player. They may be visual only (e.g. a series of diagrams with an image for each step in the process) or a combination of words and images. Instructions and procedural texts are found in all areas of the curriculum and include rules for games, recipes, instructions for making something and directions.

Structure:

• Begin by defining the goal or desired outcome. E.g. How to make a board game.

• May have an introduction using rhetorical questions.

· List any material or equipment needed, in order.

• Provide simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal.

· Diagrams or illustrations are often integral and may even take the place of some text. (Diagram B shows you how to connect the wires.)

· A final evaluative statement can be used to wrap up the process. E.g. Now go and enjoy playing your new game. Your beautiful summer salad is now ready to eat.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Examples: • How to design and make artefacts • Technical manuals: how to operate computers, phones, devices • How to carry out science experiments or to carry out a mathematical procedure • How to play a game • Writing rules for behaviour • How to cook and prepare food	• Listen to and follow a single more detailed instruction and a longer series of instructions. • Contribute to a class composition of instructions with teacher scribing. • Following a practical experience, write up simple instructions using imperative verbs and simple time connectives. • Sentences are demarcated using full-stops, capital letters and finger spaces. • Question marks and exclamation marks could be used.	• As part of a group with the teacher, compose a set of instructions. • Write simple instructions independently using command sentences/imperative verbs. • Use commas in lists. • Use adverbs to give extra information about the action. • Use a question in an opening sentence. • Use expanded noun phrases for description or detail. • Use co-ordinating conjunctions. • Use subordinating conjunctions. • Use time connectives to	• Write a clear set of instructions using command sentences/imperative verbs. • Use adverbs to start sentences to order and explain the procedure e.g. After ten minutes... • Use rhetorical questions. • Use noun phrases which are expanded by a range of adjectives, including comparatives, and determiners for description or detail. • Use co-ordinating conjunctions to link ideas. • Use subordinating conjunctions, adverbs and prepositions to order and explain the procedure. E.g. when this has been done…next, add…after doing this…	• Write more complex instructions, ensuring they are clear and concise. • Use imperative sentences, including negative commands e.g. Do not use any glue at this stage… • Use rhetorical questions to appeal directly to the reader's interest and enthusiasm e.g. Why not try out this delicious recipe on your friends? • Use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases for effect. • Start to use different degrees of formality	• Write complex instructions, focussing on purpose, audience and form. • Use imperative sentences, including negative commands e.g. Do not use any glue at this stage… • Use rhetorical questions and other devices to appeal directly to the reader's interest and enthusiasm e.g. You will really enjoy this game. Why not try out this delicious recipe on your friends? Only one more thing left to do now. • Use noun phrases expanded by a range of determiners,	• Write complex instructions, choosing the appropriate form of writing and style to suit a specific purpose and audience and using the language conventions and grammatical features as appropriate. • Use imperative sentences, including negative commands e.g. Do not use any glue at this stage… • Use rhetorical questions and other devices to appeal directly to the reader's interest and enthusiasm e.g. You will really enjoy this game. Why not try out this delicious recipe on your friends? Only one more thing left to do now.

• Timetables and route-finders • Posters, notices and signs • Instructions on packaging		sequence ideas/events in order.	• Use a heading and subheadings to aid presentation.	e.g. Cook for 20 minutes/Pop your cheesecake in the oven for 20 minutes. • Use nouns and pronouns to create cohesion and avoid repetition. e.g. Add the egg and then beat it with a whisk. • Use co-ordinating conjunctions to link ideas. • Use subordinating conjunctions, adverbs and prepositions to order and explain the procedure. E.g. when this has been done…next, add…after doing this… • Use headings and subheadings to separate the equipment from the procedure.	modifying nouns and prepositional phrases effectively to add detail and interest the reader. • Use different degrees of formality e.g. Cook for 20 minutes/Pop your cheesecake in the oven for 20 minutes. • Use appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition. • Use a range of compound and complex sentences to link ideas and order and explain the procedure. • Use relative clauses and parenthesis to add additional information or advice. • Use modal verbs and adverbs to suggest degrees of possibility. • Use a range of layout devices to provide additional information and guide the reader.	• Use noun phrases which are expanded by adding a wide range of determiners, modifying nouns and prepositional phrases effectively to add detail, quality and precision. • Adapt degrees of formality and informality to suit the form and audience of the instructions. • Use a wide range of cohesive devices, including adverbials, paragraphs and organisational devices, to create cohesion within and across paragraphs. • Use a wide range of compound and complex sentences to link ideas and order and explain the procedure. • Use relative clauses and parenthesis to add additional information or advice. • Use modal verbs and adverbs to suggest degrees of possibility. • Use layout devices such as bullet points, numbers or letters to help your reader keep track as they work their way through each step.

Persuasive Texts

Persuasive texts can be written, oral or written to be spoken, e.g. a script for a television advert or presentation. Persuasive texts are constructed to make the reader do something. They can take a number of forms, for example an advert persuading you to buy some chocolate, a poster encouraging people to stop smoking or a travel brochure enticing the reader to go to a particular country.

Structure:

• An opening statement/paragraph that sums up the viewpoint being presented.

• The main points to be made in a strategic order and persuasive information is added to support each point.

• Elaborate on the desired viewpoint. (Vote for me because I am very experienced. I have been a school councillor three times and I have ...)

• A closing statement/paragraph repeats and reinforces the original viewpoint. (All the evidence shows that ... It's quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best.)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Examples: • Writing publicity materials such as tourist brochures based on trips to places of interest • Writing editorials to newspapers about controversial issues • Writing letters about topics such as traffic on the high street or deforestations • Creating posters and leaflets about issues such as bullying, stranger danger	• Read captions, pictures, posters and adverts that are trying to persuade. • Begin to recognise what persuasive texts are trying to do and some of the ways they do it. • Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective.	• Create simple signs, posters, adverts or leaflets to persuade others to do, think or buy something. • Use the present tense, including the present progressive form of verbs. • Use a range of sentence types, including rhetorical questions using second person e.g. Do you like playing games? • Use expanded noun phrases for persuasive effect e.g. delicious chocolate…evil hunters… • Use comparative and superlative adjectives for persuasive effect. • Use co-ordinating conjunctions.	• Write letters, information leaflets or other more complex persuasive texts, persuading the reader to do, think or buy something. • Use the present tense, including the present progressive form and present perfect forms of verbs. • Use a range of sentence types, including rhetorical questions using the second person to appeal to the reader e.g. Have you ever wanted to have longer playtimes? • Use noun phrases which are expanded by a range of adjectives, including comparatives, and determiners for persuasive effect. • Use co-ordinating and subordinating conjunctions (e.g. so, because), adverbs (first, then, finally) and prepositions (before, during) to express time, place and cause.	• Write persuasive texts, linking points persuasively and selecting style and vocabulary appropriate to the listener/reader. • Use the present tense, including the present progressive form and present perfect forms of verbs. • Use a range of sentence types, including rhetorical questions for persuasive effect. • Sometimes use the second person to appeal to the reader e.g. this is just what you've been looking for, enabling adaptation of the degrees of formality and informality. • Use noun phrases which are expanded by adding modifying adjectives (including	• Write persuasive texts, understanding how persuasive writing can be adapted for different audiences and purposes, and how it can be incorporated into or combined with other text types. • Use the present tense, including the present progressive form and present perfect forms of verbs. • Use a range of sentence types, including rhetorical questions for persuasive effect. • Sometimes use the second person to appeal to the reader e.g. this is just what you've been looking for, enabling adaptation of the	• Write persuasive texts using persuasive language techniques to deliberately influence the audience, developing points logically and effectively, choosing the appropriate style and form to suit purpose and audience. • Use the present tense, including the present progressive form and present perfect forms of verbs. • Use a range of sentence types, including rhetorical questions for persuasive effect. • Sometimes use the second person to appeal to the reader e.g. this is just what you've been looking for, enabling adaptation of the degrees of formality and informality. • Use noun phrases which are expanded by adding a wide range of determiners, modifying nouns and

or substance abuse • Creating posters, articles and leaflets promoting healthy living based on science work about teeth and nutrition • Writing book reviews for other pupils • Book blurbs • Political pamphlets • Applying for a job or a position on the school council		• Use subordinating conjunctions. • Start to use paragraphs to organise ideas.	• Use paragraphs to organise ideas.	comparatives), nouns and preposition phrases for persuasive effect. • Use co-ordinating and subordinating conjunctions (e.g. so, because), adverbs (first, then, finally) and prepositions (before, during) to express time, place and cause. • Use nouns and pronouns to create cohesion. • Use adverbials e.g. therefore, however… to show the relationship between ideas/sentences. • Use paragraphs to organise ideas around a theme.	degrees of formality and informality. • Use noun phrases expanded by a range of determiners, modifying nouns and prepositional phrases for persuasive effect. • Use co-ordinating and subordinating conjunctions (e.g. so, because), adverbs (first, then, finally) and prepositions (before, during) to express time, place and cause. • Use nouns, pronouns and adverbials to create cohesion within paragraphs. • Use modal adverbs and verbs to suggest degrees of possibility e.g. this could be…you should…you might want to… • Use paragraphs and layout devices to guide the reader.	prepositional phrases for persuasive effect. • Make formal and informal vocabulary choices, adapting degrees of formality and informality to suit the purpose and audience. • Use co-ordinating and subordinating conjunctions (e.g. so, because), adverbs (first, then, finally) and prepositions (before, during) to express time, place and cause. • Use nouns, pronouns and adverbials to create cohesion within paragraphs. • Use modal adverbs and verbs to suggest degrees of possibility e.g. this could be…you should…you might want to… • Use the passive voice e.g. It can be said…it cannot be overstated… • Use the subjunctive form to hypothesise e.g. If people were to stop hunting whales… • Use nouns, pronouns, adverbials and repetition to create cohesion within and across paragraphs. •Use a wide range of cohesive devices, including nouns, pronouns, adverbials, repetition, paragraphs and organisational devices, to create cohesion within and across paragraphs.

Discussion Texts

Discussion texts are used to present different viewpoints and provide evidence for them. Discussions contrast with persuasion texts, which generally only develop one viewpoint and may present a biased view, often the writer's own, whereas discussion texts present both sides of an issue or argument.

Structure:
• An opening statement/paragraph of the issues involved and a preview of the main arguments.
• Arguments for, with supporting evidence/examples.
• Arguments against or alternative views, with supporting evidence/examples.
• Another common structure presents the arguments 'for' and 'against' alternatively.
• Discussion texts usually end with a summary and a statement of recommendation or conclusion.
• The summary may develop one particular viewpoint using reasoned judgements based on the evidence provided.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Discussion Text Examples: • Non-fiction text on an 'issue' • Write-up a debate • Leaflet or article giving balanced account of an issue • Writing editorials about historical attitudes to gender, social class, colonialism etc. • Writing letters about pollution, factory farming or smoking etc. •Writing essays giving opinions about literature,	• Through talk and role play explore how others might think, feel and react differently from themselves and from each other. • In reading explore how different characters might think, feel and react differently from themselves and from each other.	• Through reading and in life situations, recognise that different people (characters) have different thoughts/feelings about, views on and responses to particular scenarios (e.g. that the wolf would see the story of the Red Riding Hood differently to the girl herself.) • Explore different views and viewpoints.	• 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.)	• Through reading, explore texts presenting a particular argument and 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. • Use the present tense, including the present perfect e.g. some people have argued…some people have said… • Use uncountable noun phrases (some people, most dogs), nouns that categorise (vehicles, pollution) and abstract nouns (power). • Use headings and subheadings to aid presentation.	• Through reading, explore texts, presenting a particular argument, distinguishing and discussing any texts which seem to be trying to present a more balanced or reasoned view, or which explore more than one possible perspective on an issue. • Experiment with the presentation of various views (own and others, biased and balanced) though discussion, debate and drama. • Use the present tense, including the present perfect e.g. some people have argued…some people have said… • Use uncountable noun phrases (some	• Through reading, identify the language, grammar, organisational and stylistic features of balanced written discussions • Choose the appropriate style and form to suit a specific purpose and audience. •Use the present tense, including the present perfect e.g. some people have argued…some people have said… • Use uncountable noun phrases (some people, most dogs), nouns that categorise (vehicles, pollution) and abstract nouns (power). • Use paragraphs and other layout devices to organise the discussion and to guide the reader. • Use adverbials e.g. moreover, nevertheless to create cohesion within and across paragraphs.

music or works of art etc.				• Use paragraphs to organise the discussion into logical sections. • Use adverbials e.g. therefore, however to create cohesion within and across paragraphs. • Start to make vocabulary choices to suit the formality of the text e.g. choosing habitat rather than home…indicates rather than show.	people, most dogs), nouns that categorise (vehicles, pollution) and abstract nouns (power). • Use paragraphs and other layout devices to organise the discussion and to guide the reader. • Use adverbials e.g. moreover, nevertheless to create cohesion within and across paragraphs. • Adapt degrees of formality and informality to suit the form of the discussion e.g. whether writing a formal letter on an informal blog. • Make formal and informal vocabulary choices to suit the form of the writing by making generic statements followed by specific examples e.g. Most vegetarians disagree. Dave Smith, a vegetarian for 20 years, finds that …	• Adapt degrees of formality and informality to suit the form of the discussion e.g. whether writing a formal letter on an informal blog. • Make formal and informal vocabulary choices to suit the form of the writing by making generic statements followed by specific examples e.g. Most vegetarians disagree. Dave Smith, a vegetarian for 20 years, finds that … • Use the passive voice to present points of view without bias e.g. It could be claimed that…it is possible that…some could claim that… • Use the subjunctive form to hypothesise e.g. If we were all to throw plastic in the sea, … • Use semi-colons, colons and dashes to make boundaries between clauses and to separate and link complex ideas.

Poetry

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Possible outcomes: • Group performance poetry with repeated patterns or lines. • List poems • Poems with repetition • Free verse based on experiences, objects, places, feelings, curriculum links, senses etc. • Adding words/phrases/captions to images, generate rhyming words/phrases • Use a scaffolding frame for creating poems. • Consider having a poem/rhyme each week to learn/enjoy	Possible outcomes: • Simple structured grammar poems – adjective + noun + verb • Poems with repetition • Free verse • List poems • Question and answer poems • Single word and phrase calligrams. • Free verse exploring effective and innovative language choice. • Jokes, riddles, nonsense sentences, humorous words and phrases etc. which could link to work on homophones. •Alliterative sentences	Possible outcomes: • Free verse exploring effective and innovative language choice, including figurative language. • Limericks • Syllabic poetry including haiku, tanka and kennings • Short narrative poetry • Song lyrics • Calligrams	Possible outcomes: • Free verse exploring effective and innovative language choice, including figurative language. • Limericks • Syllabic poetry including haiku, tanka and kennings • Narrative poetry • Song lyrics • Calligrams	Possible outcomes: • Free verse exploring effective and innovative language choice, including figurative language. • Limericks, riddles and comic verse • Syllabic poetry including cinquains. • Longer narrative poetry • Song lyrics and raps	Possible outcomes: • Free verse exploring effective and innovative language choice, including figurative language. • Limericks, riddles and comic verse • Syllabic poetry including cinquains. • Longer narrative poetry Song lyrics and raps
	• Listen to and discuss a wide range of poems. • Join in with predictable phrases. • Appreciate rhymes and poems and recite some by heart. • Perform rhymes and poems with repeated phrases, creating and including actions.	• Listen to, discuss and express views about a wide range of contemporary and classic poetry. • Recognise simple recurring literary language in poetry. • Continue to build up a repertoire of poems learnt by	• Listen to, discuss and express views about a wide range of poetry, including poems that are structured in different ways e.g. syllabic poetry and free verse. • Identify themes and conventions in a wide range of poems. • Participate in discussion about poems, discussing words	• Listen to, discuss and express views about a wider range of poetry, including poems that are structured in different ways e.g. narratives, free verse, syllabic poetry. • Identify themes and conventions in a wider range of poems.	• Continue to read and discuss an increasingly wide range of poetry, including poems that are structured in different ways and are written for a range of purposes. • Increase familiarity with a wide range of	• Continue to read and discuss an increasingly wide range of poetry, including poems that are structured in different ways and are written for a range of purposes. • Increase familiarity with a wider range of poems. • Continue to identify and discuss themes and

• Write short poems using single words or short sentences. • Start to sequence sentences into verses • Start to use rhyming couplets. • Start each line with a capital letter. • Use adjectives to create simple expanded noun phrases.	heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. • Participate in discussion about poems. • Perform a range of poetry, including contemporary and classic poetry, poems with repeated patterns, question and answer poems and simple raps. • Write longer poems using single words and short sentences. • Sequence sentences into verses. • Start to explore poetic devices such as alliteration and rhyming couplets and use them to write poetry. • Explore exclamation marks, question marks, commas for lists and apostrophes. • Use adjectives to create expanded noun phrases. • Use comparative adjectives. • Use powerful verbs. • Use some adverbs.	and phrases that capture the reader's interest and imagination. • Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. • Learn a range of poetry by heart. • Write poems, varying the length of sentences. • Use verses to group related sentences. • Explore and use poetic devices such as alliteration, rhyme and repetition. • Write poems using all four sentence types. • Use a range of adjectives and determiners to expand noun phrases. • Use powerful verbs, interesting adjectives, including comparatives and superlatives, and adverbs for poetic effect. • Start to use figurative language for effect, including similes, metaphors and personification.	• Participate in discussion about a range of poems, discussing words and phrases that capture the reader's interest. • Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. • Continue to learn a range of poetry by heart. • Write poems, varying the length of sentences for poetic effect. • Use verses to group related sentences. • Explore and use poetic devices such as alliteration, rhyme and repetition. • Write poems using all four sentence types, experimenting with punctuation. • Use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases for effect. • Use powerful verbs, interesting adjectives, including comparatives and superlatives, and adverbs for poetic effect. • Use figurative language, including	poems, including poems from our literary heritage and from other cultures and traditions • Identify and discuss themes and conventions in and across a wide range of poetry. • Participate in discussions about a wide range of poems, making comparisons within an across poems. • Learn a wider range of poetry by heart. • Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and movement so that the meaning is clear to an audience. • Write a range of different poems, varying the length of sentences for poetic effect. • Use verses to group related sentences. • Explore and use a range of poetic devices including alliteration, assonance, different types of rhyme and repetition.	conventions in and across a wide range of poetry. • Participate in discussions about a wider range of poems, making comparisons within an across poems. • Continue to learn a wider range of poetry by heart. • Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and movement so that the meaning is clear to an audience. • Write a wide range of poems, varying the length of sentences for poetic effect. • Use verses to group related sentences. • Explore and use a wide range of poetic devices including alliteration, assonance, different types of rhyme and repetition. • Write poems using all four sentence types, experimenting with punctuation for poetic effect. • Use noun phrases which are expanded by adding a wide range of determiners, modifying nouns and prepositional phrases for poetic effect. • Choose and use language for poetic effect, including adjectives, interesting verbs, adverbs, specific

				similes, metaphors and personification, sometimes extending these for poetic effect.	• Write poems using all four sentence types, experimenting with punctuation. • Use noun phrases which are expanded by adding a range of determiners, modifying nouns and prepositional phrases for poetic effect. • Choose and use language for poetic effect, including adjectives, interesting verbs, adverbs, specific nouns and connectives. • Use a wide range of figurative language including extended similes, extended metaphors, personification (including pathetic fallacy), and onomatopoeia, extending these for poetic effect.	nouns and connectives, paying close attention to audience and purpose. • Use a wider range of figurative language for poetic effect including extended similes, extended metaphors, personification (including pathetic fallacy, onomatopoeia and hyperbole for poetic effect.

	F1
Narrative	• Listen to stories with increasing attention and recall. • Join in with repeated refrains and anticipate key events and phrases in stories. • Introduce a storyline or narrative into play. • Suggest how a story might end. • Begin to describe orally main story settings, events and principal characters. • Begin to use some story language in talk, such as 'Once upon a time....' • Start to retell a familiar narrative which has been listened to many times. • Use the past tense to retell stories. • Begin to be aware of the way stories are structured.
Recount	• Can retell a simple past event in correct order (e.g. went down slide, hurt finger). • Uses talk to connect ideas, explain what happened and recall and relive past experiences. • Use the past tense to talk about events and experiences that have already happened.
Non-chronological report	• Describe, in simple terms, something/someone (possibly after drawing it/them). • Start to develop a description in response to prompts or questions (what does she like to eat? Has she a favourite toy?). • Start to ask questions to elicit a fuller description from someone else.
Explanation Text	• Start to comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Start to talk about why things happen and how things work.
Instruction Text	• Respond to simple instructions, e.g. to get or put away an object. • Begin to read and follow simple classroom instructions on labels with additional pictures or symbols.
Persuasive Text	• Start to talk about how certain words, stories and pictures make them behave in particular ways (e.g. pictures of food that make them want to eat things) • Start to recognise what is happening when someone is trying to persuade someone to do something. • Start to give oral explanations of their or another's motives.
Discussion Text	• Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. • Stat to experience and recognise that others sometimes think, feel and react differently from themselves • Start to talk about how they and others might respond differently to the same thing (e.g. like a particular picture or story when someone else doesn't) • Start to give oral explanations e.g. their or another's preferences, e.g. what they like to eat and why.
Poetry	• Enjoy rhyming and rhythmic activities. • Join in with repeated refrains and anticipate key events and phrases in poems and rhymes. • Begin to show awareness of rhyme and alliteration. • Begin to recognise rhythm in spoken words. • Listen to and joins in with poems, one-to-one and in small groups, learning some off by heart.

F2	
Narrative	• Listen to stories with increasing attention and recall, accurately anticipating key events and responding with relevant comments, questions or actions. • Join in with repeated refrains and anticipate key events and phrases in poems and rhymes. • Introduce a storyline or narrative into play. • Suggest how a story might end. • Describe orally main story settings, events and principal characters. • Use some story language in talk, such as 'Once upon a time....' • Retell a familiar narrative which has been listened to many times. • Attempt to write short sentences. • Begin to write simple narratives and recounts by sequencing short sentences'. • Begin to be aware of the way stories are structured and use to sequence short sentences.
Recount	• Can retell a past event in the correct order (e.g. went down slide, hurt finger). • Can link statements and stick to a main theme or intention. • Can orally organise and sequence ideas, explaining what happened and recalling and reliving past experiences. • Use the past tense accurately to talk about events and experiences that have already happened.
Non-chronological report	• Describe something/someone (possibly after drawing it/them). • Develop a description in response to prompts or questions (what does she like to eat? Has she a favourite toy?). • Ask questions to elicit a fuller description from someone else. • Experiment with writing labels, captions and sentences for pictures or drawings in a variety of play, exploratory and role play situations.
Explanation Text	• Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. • Talk about some of the things they have observed such as plants, animals, natural and found objects. • Talk about why things happen and how things work and ask questions. • Listen to someone explain a process and ask questions. • Give oral explanations e.g. their or another's motives; why and how they made a construction.
Instruction Text	• Respond to instructions involving a two-part sequence. • Begin to read and follow simple classroom instructions on labels with additional pictures or symbols. • Attempt to write instructions on labels, for instance in role play area.
Persuasive Text	• Talk about how certain words, stories and pictures make them behave in particular ways (e.g. pictures of food that make them want to eat things) • Recognise what is happening when someone is trying to persuade someone to do something. • Give oral explanations of their or another's motives. • Start to give oral explanations of why and how they can persuade or be persuaded.
Discussion Text	• Know that other children don't always enjoy the same things, and are sensitive to this. • Know about similarities and differences between themselves and others, and among families, communities and traditions. • Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. • Recognise that others sometimes think, feel and react differently from themselves • Talk about how they and others might respond differently to the same thing (e.g. like a particular picture or story when someone else doesn't) • Give oral explanations e.g. their or another's preferences, e.g. what they like to eat and why.
Poetry	• Enjoy listening to poems and rhymes and join in with repeated refrains, anticipating key events and phrases. • Continue a rhyming string. • Use intonation, rhythm and phrasing to make the meaning clear to others. • Show awareness of rhyme and alliteration and recognise rhythm in spoken words. • Listen to and join in with poems, one-to-one and in small groups. Learning some off by heart.