



Purpose of writing	General text structure:	Common forms
<p>Purpose of reports:</p> <p>To entertain (narrative): The purpose of narrative can be defined simply as to tell a story. However, that does not convey the many purposes of stories and the way that they work at different levels. The purpose of a narrator is to make the listener or reader respond in a particular way. Stories are written or told to entertain and enthrall an audience. Stories can make us sad, horrify us, make us laugh, make us excited. They create imaginative worlds that can help us understand ourselves and the things around us and take us beyond our own experience. From the earliest times, stories have been a part of the way that people have explained their world, passed on their beliefs and memories and entertained one another. Narrative is central to learning, especially for young children who develop their understanding through making up stories about what has happened and what might happen. Children use narrative to organise their ideas, structure their thinking and, ultimately, their writing. Telling and writing stories is not simply a set of skills for children to learn, but an essential means for them to express themselves in creative and imaginative ways.</p>	<p>Generic text structure:</p> <p>This feature of a creative text generally describes the order and manner in which a narrative is presented to a reader, listener, or viewer. The frameworks of a narrative text structure are the plot and the setting.</p> <p>This can also depend on the genre and medium of a story. For example, a 'whodunnit' will typically have an orientation (beginning) which sets up the crime, the victim, and the protagonist involved in solving it. In the middle part of the story, we follow the main character as they weigh up who might have committed the crime and how. At the conclusion, the criminal is usually revealed, and the reader finds out how it was done. The main elements are usually - Plot. Setting. Atmosphere. Characterization. Theme. Point of View. Figurative Language & Literary Devices.</p> <p>The usually narrative structure</p> <p>Orientation</p> <p>This gives the reader an idea of what the text will be about.</p> <p>The main character and sometimes other characters are introduced.</p> <p>The setting, place, and time is introduced.</p> <p>Complication</p> <p>A problem, complication, or dilemma is put onto the main character, which they must find a way to overcome.</p> <p>This prompts more events for the characters to face in order to solve the original problem.</p> <p>Series of Events</p> <p>Paragraphs are used to explain and tell the story by exploring a series of events.</p>	<p>Narrative text</p> <p>stories that use predictable and patterned language</p> <p>traditional / folk stories / fairy tales</p> <p>stories set in familiar settings</p> <p>modifying well-known stories (changing a character; amending the ending; changing the setting etc.)</p> <p>stories set in historical contexts</p> <p>myths and legends</p> <p>stories with flashbacks</p> <p>stories set in fantasy worlds / science fiction stories</p> <p>stories from different cultures</p> <p>adventure stories</p> <p>mystery stories</p> <p>scary stories</p> <p>narratives retold from another perspective (e.g. from the point of view of a different character)</p> <p>stories with morals or fables</p> <p>stories with dilemmas</p> <p>stories told as playscripts</p> <p>telling a story from a first-person narrative (e.g. diaries and letters)</p>

	<p>The feelings of the main character (and other characters) about the problem and other events are shown throughout this section.</p> <p>Resolution The problem, complication, or dilemma is sorted out, and the emotional stress is resolved. The series of events is brought to a close.</p> <p>Coda This part of the text is optional. If there is a moral, or a lesson to be learnt from the text, then it is written at the end. We might also find out what happened to other characters in the story.</p>	
<p>Purpose of reports: To provide detailed information about the way things are or were and to help readers/listeners understand what is being described by organising or categorising information.</p>	<p>Generic text structure: In the absence of a temporal (chronological) structure where events happen in a particular order, 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. A common structure includes:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • its qualities (like most birds, sparrows have feathers.) • its parts and their functions (the beak is small and strong so that it can ...) <p>Its habits/behaviour/ uses (sparrows nest in...)</p>	<p>Report texts: 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) 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 biographies</p>
<p>Purpose of recounts: To give details of an event that has happened</p>	<p>General text structure:</p> <ul style="list-style-type: none"> • orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...) 	<p>Recount texts: Retelling events in English lessons and other curriculum areas such as RE Giving accounts of schoolwork, sporting events, science experiments and trips out Writing historical accounts</p>

	<ul style="list-style-type: none"> 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) <p>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</p>	<p>letters and postcards diaries and journals newspaper reports magazine articles obituaries</p>
<p>Purpose of instructions / procedural texts: To ensure something is done effectively and/or correctly with a successful outcome for the participant/s</p>	<p>Generic text structure: Begin by defining the goal or desired outcome e.g. How to make a board game</p> <ul style="list-style-type: none"> an introductory sentence or paragraph 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. 	<p>Common forms of instructions / procedural texts: 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 timetables and route-finders posters, notices and signs instructions on packaging</p>
<p>Purpose of explanation texts: To explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain a process, such as how a car is made.</p>	<p>Generic text structure: A general statement to introduce the topic being explained. E.g. In the winter some animals hibernate.</p> <ul style="list-style-type: none"> 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. specific features that include written in the present tense, text arranged into numbered 	<p>Common forms of explanatory text: 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 encyclopaedia entries technical manuals</p>

	points, time conjunctions, diagrams with labels and pictures with captions	question and answer articles and leaflets science write-ups
Purpose of persuasive texts: To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.	Common forms of explanatory text: Publicity materials such as tourist brochures 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 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 Applying for a job or a position on the school council	Generic text structure: <ul style="list-style-type: none"> • an opening statement (thesis) that sums up the viewpoint being presented: Greentrees Hotel is the best in the world. School uniform is a good idea • strategically organised information presents and then elaborates 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 repeats and reinforces the original thesis: 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

	Writing to entertain - Narrative					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing to entertain – generic text structure	<ul style="list-style-type: none"> • 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 • 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 	<p>As Year 1, plus:</p> <ul style="list-style-type: none"> • they are simply developed as either good or bad characters • 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. 	<ul style="list-style-type: none"> • narratives and retellings written in first or third person • narratives and retellings written in past tense, and occasionally in the present tense • events sequenced to create chronological plots through the use of adverbials and prepositions • descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods... • dialogue begins to be used to convey characters’ thoughts and to move the narrative forward • language choices help create realistic sounding narratives e.g. shouted/muttered instead of said etc. 	<p>As Year 3, plus:</p> <ul style="list-style-type: none"> • dialogue is used to convey characters’ thoughts and to move the narrative forward • language choices help create realistic sounding narratives. e.g. adverbs, adjectives precise nouns, expressive verbs and figurative language etc. 	<p>As Year 4, plus:</p> <ul style="list-style-type: none"> • narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use adverbials and preposition • descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language 	<p>As Year 5, plus:</p> <ul style="list-style-type: none"> • assured and conscious control is used to effectively and accurately convey meaning, particularly through manipulating grammar and vocabulary to achieve this

<p>Writing to entertain – – stories, including re-telling; character description; setting description stories.</p>	<p>Retell and invent narrative</p> <ul style="list-style-type: none"> • concept of a sentence • basic sequencing of sentences • capital letters and end marks • correct past tense form • written in the third person • conjunctions to join ideas 	<p>Simple narrative and description</p> <ul style="list-style-type: none"> • past tense and introduction to progressive past tense • adverbs of time to sequence events • adverbs for additional detail • basic noun phrases • singular possessive apostrophe • apostrophe for contraction • simple co-ordinating and subordinating conjunctions • exclamation sentences • comparable adjectives • commas to separate items in a list • verbs chosen for effect 	<p>Developed narrative with focus on paragraphing</p> <ul style="list-style-type: none"> • 5 clear sections (boxing up format) • conjunctions, adverbs and prepositions to sequence events or to mark changes in setting • dialogue including direct speech • past perfect tense • prepositional phrases for settings • noun phrases • verbs and adverbs chosen for effect • cohesion created, and repetition avoided through the use of nouns and pronouns 	<p>Developed narrative with focus on sequence</p> <ul style="list-style-type: none"> • sequence organised into paragraphs using fronted adverbials to indicate changes in time or place • different orders of sequences • fronted adverbials as single words, phrases and clauses to create cohesion • expanded noun phrases • dialogue including direct speech to show character • develop characters through dialogue and action • standard forms of verb inflections used instead of local spoken forms • apostrophes for plural possession • past progressive and present perfect 	<p>Developed narrative with focus on cohesion</p> <ul style="list-style-type: none"> • cohesion through a variety of devices • links within and between paragraphs with adverbials • past perfect tense to link events • action, dialogue and description used to move events forward • relative clauses with commas and dashes used for additional detail including omitted relative pronouns • modal verbs to suggest degrees of possibility • adverbs of possibility 	<p>Developed narrative with focus on atmosphere and shifts</p> <ul style="list-style-type: none"> • cohesion through a wider variety of devices (e.g. repetition of a word or phrase, ellipsis) • sustained register with well-rounded ending • atmosphere and mood created through effective word choice, sentence structure and literary devices • shifts in formality • past perfect tense to link events, including past perfect progressive • action, dialogue and description used to move events forward • subjunctive form to hypothesise • colons, semi-colons and dashes used to separate and link ideas
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	Writing to Inform Reports					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing to inform – reports	Fact-file <ul style="list-style-type: none"> • concept of a sentence • capital letters and end marks • word choices • labels and captions 	Basic non-chronological report <ul style="list-style-type: none"> • present tense • opening questions • concluding exclamatory sentence • subordinating and coordinating conjunctions to join information and give reasons • adverbs 	Sectioned non-chronological report <ul style="list-style-type: none"> • planned into sections • headings • sub-headings • conjunctions to join information and give reasons • present perfect tense • word choices to match information texts 	Non-chronological report with paragraphs <ul style="list-style-type: none"> • organised into sections with appropriate headings and text type features • range of conjunctions and appropriate word choices • beginning to explore levels of formality and able to demonstrate this through word and sentence choices • appropriate use of pronouns and nouns 	Biography <ul style="list-style-type: none"> • cohesion through a variety of devices within and across paragraphs • relative clauses with commas and brackets to add information • structured paragraphs linked with adverbials • indicate degrees of possibility using modal verbs and adverbs 	Detailed information texts <ul style="list-style-type: none"> • cohesion through a wider variety of devices • layout devices including headings, sub-headings, columns, bullets and tables to structure texts • semi-colons for items in a list and colons to introduce lists • sustained levels of formality demonstrated through sentence and word choices in different pieces of different levels of formality • the identification of different structures typical of informal and formal writing e.g. the use of the subjunctive and the use of question tags • hyphens used to avoid ambiguity

	Writing to Inform Recounts					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing to Inform – recounts	Recount of event <ul style="list-style-type: none"> • concept of a sentence • capital letters and end marks • word choices • correct past tense form • written in the first person 	Simple recount <ul style="list-style-type: none"> • past tense • progressive forms of verbs • exclamatory sentences to make personal comments • subordinating and coordinating conjunctions to join information and give reasons • use of noun phrases • adverbs of time to sequence events 	Sectioned recount <ul style="list-style-type: none"> • planned in sections using conjunctions, adverbs and prepositions to sequence events • word choices and developed sentence structures to match recount texts • Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions • Inverted commas can be used to punctuate direct speech, if appropriate 	Developed recount with paragraphs <ul style="list-style-type: none"> • developed sequential language organised into paragraphs • adverbs, adverbials and prepositions to sequence events • word choices and developed sentence structures to match recount texts • expanded noun phrases 	Journalistic writing <ul style="list-style-type: none"> • focusing on journalistic vocab and sentence structures • cohesion through choice of techniques within and across paragraphs • structural features included in newspaper reports • shifts in formality as writing extension • use of the past perfect • modal verbs can be used to indicate degrees of possibility 	Developed journalistic writing <ul style="list-style-type: none"> • cohesion through a wider variety of devices • passive voice • shifts in formality • control of vocabulary choices to match the language used in journalistic writing • use of semi-colons, colons and dashes to mark boundaries between independent clauses • structural features included in newspaper reports • past perfect progressive form of verbs

	Writing to Inform Instructions					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing to inform – instructions	Simple instructions <ul style="list-style-type: none"> • concept of a sentence • basic sequencing of sentences • capital letters and end marks • word choices • correct past tense form • labels and captions 	Developed instructions <ul style="list-style-type: none"> • developed sequencing with subordinating and coordinating conjunctions to join information and give reasons • adverbs of time to sequence and to add detail • commas to separate items in a list 	5 part instructions <ul style="list-style-type: none"> • commas to separate items in a list • sequenced parts – title; opening paragraph to introduce instructions; equipment list; method; closing paragraph with ‘top tip’ • headings and subheadings to aid presentation • time, place and cause expressed using conjunctions, adverbs or prepositions 	Developed 5 part instructions <ul style="list-style-type: none"> • 5 clearly sequenced parts • cohesion through the use of nouns and pronouns • fronted adverbials 	Complex 5 part instructions <ul style="list-style-type: none"> • 5 clearly sequenced parts • parenthesis can be used to add additional advice • relative clauses to add further information • modal verbs to suggest degrees of possibility • layout devices to provide additional information and guide the reader 	

	Writing to Inform Explanations					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing to inform - explanations		Basic explanation <ul style="list-style-type: none"> consistent use of present tense questions used to form titles question marks used to denote questions (Y1) conjunctions e.g. so...because to explain 	Sectioned explanation <ul style="list-style-type: none"> Introduction to paragraphs as a way to group related material consistent use of present tense express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions heading and subheadings used to aid presentation 	Explanation text with paragraphs <ul style="list-style-type: none"> fronted adverbials paragraphs to organise ideas cohesion through the use of nouns and pronouns 	Developed explanation text <ul style="list-style-type: none"> indicate degrees of possibility using adverbs and modal verbs layout devices to provide additional information and guide the reader cohesion within paragraphs using adverbials relative clauses used to add further information parenthesis to add to the clarification of technical words 	Scientific writing/report <ul style="list-style-type: none"> cohesion through a wider variety of devices passive voice appropriate levels of formality demonstrated features of explanation texts where appropriate advanced sequential and causal language

	Writing to Persuade					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing to persuade – advertising, letter, speech, poster		Basic persuasive text <ul style="list-style-type: none"> written in present tense rhetorical questions effective use of noun phrases 	Sectioned persuasive text <ul style="list-style-type: none"> introduction to paragraphs as a way to group related material express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions use of present perfect form of verbs 	Persuasive text with paragraphs <ul style="list-style-type: none"> potentially an cohesion through choice of pronouns or nouns within and across sentences, avoiding repetition expanded noun phrases persuasive writing features (e.g. DAFOREST) modal verbs to indicate degrees of possibility 	Developed persuasive text <ul style="list-style-type: none"> evaluating the contrast between formal and informal persuasive texts cohesion through choice of techniques expanded noun phrases persuasive writing features (e.g. DAFOREST) modal verbs and adverbs to position the argument structured paragraphs linked with adverbials commas to avoid ambiguity 	Advanced persuasive text <ul style="list-style-type: none"> adapting degrees of formality and informality, inc. vocabulary choices, to suit the form of the text passive voice subjunctive form to hypothesise cohesion across paragraphs using a wider range of cohesive devices including conjunctive adverbs persuasive writing features (e.g. DAFOREST) hyphens to avoid ambiguity

	Writing to Discuss – balanced arguments					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing to discuss – balanced arguments				Basic discussion text <ul style="list-style-type: none"> • consistent use of present tense – recap from Y2 • present perfect form of verbs – recap from Y3 • effective use of noun phrases • paragraphs to organise ideas • adverbials e.g. therefore, however... • heading and subheadings used to aid presentation – recap from Y3 	Advanced discussion text <ul style="list-style-type: none"> • cohesion within paragraphs using adverbials • layout devices to provide additional information and guide the reader • modal verbs to indicate degrees of possibility 	Complex discussion text <ul style="list-style-type: none"> • cohesion through a wider variety of devices • adverbials for cohesion • modal verbs and adverbs to position the arguments • advanced language chosen to represent both arguments • appropriate levels of formality applied • well-structured arguments • language involved with evaluation and viewpoints included • use of semi-colons and colons to control sentence structure • passive voice • subjunctive form to hypothesise

	Poetry					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Poetry	<p>Acrostics</p> <ul style="list-style-type: none"> The first of last letter in each line spell out a word. Most commonly, it is the first letter that spells out the word The acrostic links to a given theme, e.g. winter Lines usually end with commas <p>Shape poems / calligrams</p> <ul style="list-style-type: none"> The poem usually describes an object The poem is presented in the shape of the object which it is describing The layout may either be with the words inside a shape or around the outline of a shape <p>Riddles</p> <ul style="list-style-type: none"> The poem describes a noun, 	<p>Diamantes</p> <ul style="list-style-type: none"> The poem is presented in the shape of a diamond The line structure is as follows: Line 1: Beginning subject Line 2: Two adjectives about line 1 Line 3: Three verbs or words ending '-ing' about line 1 Line 4: A short phrase about line 1, a short phrase about line 7 Line 5: Three verbs or words ending '-ing' about line 7 Line 6: Two adjectives about line 7 Line 7: End subject Precise verbs and adjectives are used in the relevant lines indicated above 	<p>Clerihews</p> <ul style="list-style-type: none"> A clerihew is four lines in length, and includes rhyming couplets (AABB) The subject of the poem is typically a character who is named on one of the lines The mood of this type of poem is comic <p>Mr Smith wears a wig, But for his head it's rather big, In windy weather he was careless, Now Mr Smith's head is hairless.</p> <p>Limericks</p> <ul style="list-style-type: none"> The poem is five lines in length and follows the rhyme scheme AABBA The line structure is as follows: Line 1: 7-10 syllables Line 2: 7-10 syllables Line 3: 5-7 syllables Line 4: 5-7 syllables Line 5: 7-10 syllables The first line usually begins with 'There was a...' and ends with the 	<p> kennings</p> <ul style="list-style-type: none"> A kenning is a two word phrase which describes an object Kenning poems are type of riddle Each line consists of one kenning. There is no set number of lines in each verse, although 8 lines and 1 verse is expected for this age group The kennings should be ordered within the poem with consideration of the impact on the reader <p>Ball catcher Muddy scrambler Fast diver Long kicker Expert thrower Ace defender Goal saver Game winner</p> <p>Tetractys</p> <ul style="list-style-type: none"> The poem is five lines in length The line structure is as follows: Line 1: 1 syllable Line 2: 2 syllables Line 3: 3 syllables 	<p>Senryus</p> <ul style="list-style-type: none"> The structure is identical to that of a haiku (see Y2) Each line starts with a capital letter Each line ends with appropriate punctuation Where senryus differ from haikus is their subject: senryus are about human nature or emotions They can be serious or cynical <p>First day, new school year, Backpack harbours a fossil: Last June's cheese sandwich.</p> <p>The death of a friend Can leave one devastated. Fate is often cruel.</p> <p>Renga</p> <ul style="list-style-type: none"> Renga poems are written by more than one poet 	<p>Ottava Rima</p> <ul style="list-style-type: none"> An Italian style of poetry It is eight lines in length; each line consists of eleven syllables The rhyme scheme is ABABABC Each line opens with a capital letter It is optional whether lines end with commas or not A poem may consist of several verses following the structure above, although one verse is sufficient for this age group The last line of the poem may end with a question mark or a full stop <p>Quickly did the tiger begin his fast run, Over hilly ground you see him fly and leap, The passive prey laying grazing in the sun, Suddenly its life that it wanted to keep, Tiger pounces, quickly getting the job done, The prey collapsing in a really big heap, Tiger</p>

	<p>usually an object, but does not name it, e.g. it might describe a tiger as striped and furry</p> <ul style="list-style-type: none"> The last line usually directly addresses the reader and uses a question: What is it? or Who am I? The mood of the poem is light hearted 	<ul style="list-style-type: none"> Each line starts with a capital letter; commas are used between verbs and adjectives; no punctuation at the end of lines <p style="text-align: center;"><i>Bike Shiny, quiet, Pedalling, spinning, weaving Whizzing round corners, zooming along roads Racing, roaring, speeding Fast, loud, Car</i></p> <p style="text-align: center;">Haikus</p> <ul style="list-style-type: none"> The mood of a haiku is generally serious and is usually about nature There is no rhyming structure The line structure is as follows: Line 1: 5 syllables Line 2: 7 syllables Line 3: 5 syllables Each line starts with a capital letter <p style="text-align: center;">Free verse</p> <ul style="list-style-type: none"> Free verse does not follow a set syllable pattern or rhyme scheme 	<p>name of a person or place</p> <ul style="list-style-type: none"> The last line should be rather unusual or far-fetched Each line starts with a capital letter Lines often end with a comma The mood of this type of poem is comic, and it can even be nonsense <p style="text-align: center;">An ambitious young fellow named Matt, Tried to parachute using his hat, Folks below looked so small, As he started to fall, Then got bigger and bigger and SPLAT!</p> <p style="text-align: center;">Free verse</p> <ul style="list-style-type: none"> Free verse does not follow a set syllable pattern or rhyme scheme It may be written on a range of themes Refer to the KS2 key objectives and writing curriculum content for Year 3 	<p>Line 4: 4 syllables Line 5: 10 syllables</p> <ul style="list-style-type: none"> There is no set rhyme scheme Each line starts with a capital letter and only the last line ends with a full stop <p style="text-align: center;">I Am four And I go To big school where I learn to read and write and spell my name.</p> <p style="text-align: center;">Free verse</p> <ul style="list-style-type: none"> Free verse does not follow a set syllable pattern or rhyme scheme It may be written on a range of themes Refer to the KS2 key objectives and writing curriculum content for Year 4 	<ul style="list-style-type: none"> Poet A would write three lines following the structure below. Poet B would then write the last two lines of the verse following the given structure. This is repeated within a pair or small group until the poem is complete The line structure is as follows: Line 1: 5 syllables Line 2: 7 syllables Line 3: 5 syllables Line 4: 7 syllables Line 5: 7 syllables There is no set rhyme scheme The themes within a verse need to be consistent Each line starts with a capital letter and the last line of each verse ends with a full stop <p style="text-align: center;">The final leaf falls The tree branches are so bare Autumn has arrived Remember summer's warm kiss So gentle, it will be missed.</p> <p style="text-align: center;">Free verse</p>	<p>sleeps as night takes over from the day, Will we ever see the hunter become prey?</p> <p style="text-align: center;">Iambic Pentameter</p> <ul style="list-style-type: none"> Unlike other taught styles, iambic pentameter refers to the way in which individual lines are constructed There are no particular rules about verse length It is a sequence of ten alternately unstressed and stressed syllables Children should be encouraged to hear the effect of lines being constructed in this style <p style="text-align: center;">Two households, both alike in dignity, In fair Verona, where we lay our scene, From ancient grudge break to new mutiny, Where civil blood makes civil hands unclean. From forth the fatal loins of these two foes A pair of star-cross'd lovers take their life.</p> <p style="text-align: center;">Free verse</p> <ul style="list-style-type: none"> Free verse does not follow a set syllable
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		<ul style="list-style-type: none"> • It may be written on a range of themes • Refer to the KS1 key objectives and writing curriculum content for Year 2 			<ul style="list-style-type: none"> • Free verse does not follow a set syllable pattern or rhyme scheme • It may be written on a range of themes • Refer to the KS2 key objectives and writing curriculum content for Year 5 	<p>pattern or rhyme scheme</p> <ul style="list-style-type: none"> • It may be written on a range of themes • Refer to the KS2 key objectives and writing curriculum content for Year 6
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