**Perryfields Infant School**





Our English Curriculum

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| **Objectives to teach in every term in Reception** | | | |
| In addition to previous learning, pupils should learn how to... | | | |
| **Spoken Language** | **Reading** | **Writing** | **Transcription** |
| **Speaking, Listening and Discussion**  Take turns in a pair  Listen to other pupils during activities  Listen attentively in a range of situations.  **Drama**  Represent their own ideas, thoughts and feelings through role play  Act out familiar or invented stories | **Becoming a Reader**  Enjoy listening to and joining in with stories and poems  Listen attentively to a story  Talk about a story  Join in with repeated refrains  Explore books independently  Use the terms cover, beginning, end, page, title  Talk about new words found in stories  Track a text word by word  **Word Reading**  Count the number of words in a sentence  Count the number of syllables within words  Say the 44 sounds  Distinguish the individual phonemes within a word to develop phonemic awareness  Segment simple words orally into phonemes  Blend the phonemes in simple words orally  Identify the number of phonemes in simple words  Read familiar words by sight such as own name  Blend GPCs to read accurately  Remember and read high frequency phonically decodable words  Read and remember high frequency words that cannot be easily decoded at this stage (‘tricky’ words)  Read aloud accurately books that match their phonic knowledge  **Fluency**  Re-read books to build fluency and confidence  **Reading Comprehension**  Use vocabulary to create meaning  Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known  Talk about what they think, feel and imagine when sharing picture books  Make links between events in their lives and events in stories  Ask questions about a text being read by an adult  Talk about what happens in a text  Say how a character is feeling in a book that is read to them  Suggest how the story might end  Recall some events and characters from a story  Discuss the title and talk about the events in a story  Answer questions about the story  **Becoming a Researcher**  Answer simple questions e.g. who, what, when, how | **Planning, Composing and Evaluating**  Say out loud what they are going to write  Begin to use the process of think, say, write, check  Be confident and keen to write  Write for a range of real and imagined purposes  Compose a sentence orally before writing it  Use some new vocabulary in their sentences  Re-read what they have written to an adult  **Grammar and Punctuation**  Leave spaces between words  **EWI (Early Writing Instruction)**  Visual/Dictated sentences which embed how a simple sentence is constructed | **Spelling**  Phase 2 and 3 Letters and Sounds  Spell ‘CVC’ words using the GPCs taught so far  Spell common exception words taught so far  Use phonetically plausible choices when writing  **Handwriting and Presentation**  Use the tripod grip  Begin to form numbers correctly  Begin to form lower case letters correctly using the upstroke and beginning with the sequence of Phase 2 graphemes.  Begin to form upper case letters correctly |
| **+ Objectives to teach in the Autumn Term of Reception** | | | |
| In addition to previous learning, pupils should learn how to... | | | |
| **Spoken Language** | **Reading** | **Writing** | **Transcription** |
| **Speaking, Listening and Discussion**  Communicate effectively showing awareness of listeners’ needs | **Becoming a Reader**  Handle books carefully  **Word Reading**  Distinguish between different sounds to develop phonological awareness  Recognise rhyme and alliteration to develop phonological awareness  Identify and reproduce initial sounds in words they hear  Respond quickly with the correct sound for graphemes (using phonemes taught so far) | **Planning, Composing and Evaluating**  Write words and captions | **Spelling**  Spell their own forename  **Handwriting and Presentation**  Develop strong gross and fine motor control |
| **+ Objectives to teach in the Spring Term of Reception** | | | |
| In addition to previous learning, pupils should learn how to... | | | |
| **Spoken Language** | **Reading** | **Writing** | **Transcription** |
| **Speaking, Listening and Discussion**  Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.  Give their attention to what others say and respond appropriately, while engaged in another activity.  Contribute ideas to class discussions | **Becoming a Reader**  Choose a favourite book  **Word Reading**  Respond quickly with the correct sound for graphemes (using phonemes taught so far)  Introduce Phase 3 Letters and Sounds | **Planning, Composing and Evaluating**  Introduce EWI (Early Writing Instruction)  Begin to use a capital letter and full stop in their own writing | **Handwriting and Presentation**  Develop strong gross and fine motor control  Use a pencil with control |
| **+ Objectives to teach in the Summer Term of Reception** | | | |
| In addition to previous learning, pupils should learn how to... | | | |
| **Spoken Language** | **Reading** | **Writing** | **Transcription** |
| **Speaking, Listening and Discussion**  Develop narratives or explanations by connecting ideas or events  Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. | **Becoming a Reader**  Talk about a favourite book  **Word Reading**  Respond quickly with the correct sound for graphemes (for all 40+ phonemes) | **Planning, Composing and Evaluating**  Write a short sequence of sentences, sometimes for a real purpose and audience  Demarcate some sentences with capital letters and full stops | **Spelling**  Begin to spell own surname  **Handwriting and Presentation**  Use a pencil with control |

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| **Objectives to teach in every term in Year 1** | | | |
| In addition to previous learning, pupils should learn how to... | | | |
| **Reading** | **Reading** | **Writing** | **Transcription** |
| **Becoming a Reader**  Enjoy stories (including fairy and traditional stories), poems and rhymes  Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently  Offer an opinion on what is read to them and listen to the opinions of others  **Word Reading**  Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes  Remember and read high frequency phonically decodable words  Read many year 1 common exception words (National Curriculum English Appendix 1)  Apply phonic knowledge across the curriculum  Read aloud accurately books that match their phonic knowledge  Read aloud accurately books which require them to use phonics and other reading strategies  **Fluency**  Re-read books to build fluency and confidence  In phonically regular texts, read aloud many words quickly and accurately without overt sounding and blending    Sound out many unfamiliar words accurately in a phonically regular text | **Reading Comprehension**  Apply vocabulary they know in one context to another  Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known  Use imagination to re-enact stories in a variety of ways  Develop understanding by linking reading to prior knowledge and/or background information  Ask questions to engage with a text  Ask questions in a discussion of a text with peers and adults  Check that the text makes sense as they read and re-read if necessary  Retrieve information from a familiar book that is read to them in discussion with the teacher  Make simple inferences from a familiar book that is read to them  Make simple inferences about characters from what they say and do  Predict the next part of a story  Recall the main events in a story  Discuss the title and talk about the events in a story  Identify the main characters and say what they are like  Answer questions about the text in discussion with the teacher  **Becoming a Researcher**  Pose questions before reading non-fiction to find answers  Navigate a simple non-fiction text  Record information gleaned from simple non-fiction texts | **Planning, Composing and Evaluating**  Use ideas from their reading in their writing  Say out loud what they are going to write  Use the sentence by sentence process of think, say, write, check  Use the key narrative and non-narrative writing skills of telling, informing, recounting and instructing  Improve their writing style by adding new techniques to their repertoire  Improve their writing by using some new vocabulary  Re-read what they have written to themselves, in order to check that it makes sense  **EWI (Early Writing Instruction –continued from FS)**  **Grammar and Punctuation**  Use correct grammatical terminology when discussing their writing  Use full stops and capitals throughout a piece of writing | **Spelling**  Phase 4 and 5 of Letters and Sounds  Spell words using the GPCs taught so far (including English appendix 1 (Y1) of National Curriculum)  Segment words into individual phonemes to aid spelling  Spell year 1 common exception words that cannot be easily decoded at this stage (‘tricky’ words)  Write simple dictated sentences using spelling knowledge taught so far  Apply spellings and spelling conventions taught in their own work  **Handwriting and Presentation**  Form lower case letters in the correct direction, starting and finishing in the right place |
| **+ Objectives to teach in the Autumn Term of Year 1** | | | |
| In addition to previous learning, pupils should learn how to... | | | |
| **Spoken Language** | **Reading** | **Writing** | **Transcription** |
| **Speaking, Listening and Discussion**  Tell a story or describe an incident clearly  Listen and respond appropriately to adults and peers, in a range of situations  Take turns in a group  **Drama**  Respond to other characters in role | **Becoming a Reader**  Retell a story using prompts  Join in with stories being read aloud  **Word Reading**  Respond quickly with the correct sound for graphemes (using phonemes taught so far)  Listen to what they are reading to hear if it makes sense  Read to the end of a sentence to help work out an unknown word  **Reading Comprehension**  Recognise and understand the terms title, author, illustrator and illustration | **Planning, Composing and Evaluating**  Plan a 4 sentence story  Write a sequence of sentences  **Grammar and Punctuation**  Leave spaces between words (WTS KS1)  Join words with ‘and’ within sentences  **EWI**  Read, speak and write a given sentence with capital letter and full stop | **Spelling**  Consolidation of Phase 3 Letters and Sounds digraphs and trigraphs  Teach Phase 4 and begin Phase 5 Letters and Sounds –new phonemes and graphemes/alternative pronunciations for graphemes  Spell simple words with adjacent consonants  Spell words ending in -nk  Name the letters of the alphabet in order  Use letter names to talk about different grapheme choices  **Handwriting and Presentation**  Sit correctly at a table, holding a pencil comfortably and correctly  Consolidate letter formation of lower case letters within context of graphemes taught  Form upper case letters correctly  Form digits correctly |
| **+ Objectives to teach in the Spring Term of Year 1** | | | |
| In addition to previous learning, pupils should learn how to... | | | |
| **Spoken Language** | **Reading** | **Writing** | **Transcription** |
| **Speaking, Listening and Discussion**  Retell a story or incident in which events are clearly ordered  Listen and follow instructions accurately, asking for help or clarification if necessary  Listen to other pupils during group work  **Drama**  Pretend to be a character, show  feelings through words and action | **Becoming a Reader**  Retell a story in the correct order  Join in with stories being read aloud  **Word Reading**  Respond quickly with the correct sound for graphemes (using phonemes taught so far)  Read words containing taught GPCs and ending in –s, -es and ing  Read words of more than one syllable  Re-read when they have not understood  Use the punctuation to get meaning from the text  Use the context as an aid to decoding unknown words  **Fluency**  Begin to read with expression  **Reading Comprehension**  Understand that text, illustration and other features combine to give meaning | **Planning, Composing and Evaluating**  Plan a simple story (beyond 4 sentences)  Write a sequence of sentences to form a short narrative or non-narrative text (WTS KS1) sometimes for a real purpose and audience  Talk about their writing  **Grammar and Punctuation**  Leave spaces between words  Join sentences with ‘and’  Recognise and know the purpose of nouns  Form singular and plural nouns (link with spelling)  Use capital letters for people, places, days of the week and ‘I’  **EWI**  Read, speak and write two simple sentences with capital letters and full stop | **Spelling**  Complete Phonics Phase 5 – split digraphs a-e, e-e, i-e, o-e and u-e  Use letter names to talk about different grapheme choices  Spell plural nouns with –s and –es  Use –s and –es to spell third person singular verbs  Spell words with the –ing suffix (where no change is needed to the root word)  Divide words into syllables to aid spelling  Spell common words ending in -ve  **Handwriting and Presentation**  Ensure letters sit in the appropriate place on lines and are appropriate size relative to one another.  Ensure upper case letters are the appropriate size and do not have upstrokes. |
| **+ Objectives to teach in the Summer Term of Year 1** | | | |
| In addition to previous learning, pupils should learn how to... | | | |
| **Spoken Language** | **Reading** | **Writing** | **Transcription** |
| **Speaking, Listening and Discussion**  Read aloud clearly and use some intonation for effect  Listen with sustained concentration  Explain their thoughts to a group  **Drama**  Take turns speaking their part in acting out familiar | **Word Reading**  Respond quickly with the correct sound for graphemes (for all 40+ phonemes)  Read words of more than one syllable  Read words containing taught GPCs and ending in –ed, -er and est  Read words with contractions and understand how apostrophes work in these words  Look for words within words to aid decoding  Break down large words into syllables to aid decoding  **Fluency**  Recite some poems and rhymes by heart  **Reading Comprehension**  Understand that text, illustration and other features combine to give meaning | **Planning, Composing and Evaluating**  Plan a simple story (beyond 4 sentences)  Write a sequence of sentences to form a short narrative or non-narrative text sometimes for a real purpose and audience  Talk about their writing  Read aloud their writing clearly (link with Spoken Language)  **Grammar and Punctuation**  Join sentences with ‘and’  Change the meaning of words by adding un- (link with spelling)  Form new nouns by compounding e.g. whiteboard (link with spelling)  Recognise and know the purpose of verbs  Use question marks  Understand the uses of exclamation marks  Use exclamation marks | **Spelling**  Consolidate Phase 5 Letters and Sounds  Spell the days of the week  Spell words with the –ed suffix (where no change is needed to the root word)  Spell words with the –er suffix (where no change is needed to the root word)  Spell words with the –est suffix (where no change is needed to the root word)  Spell simple words with the un- prefix  Divide words into syllables to aid spelling  Spell common compound words  **Handwriting and Presentation**  Begin to join digraphs (in conjunction with phonics and spelling). |

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| **Objectives to teach in every term in Year 2** | | | |
| In addition to previous learning, pupils should learn how to... | | | |
| **Reading** | **Reading** | **Writing** | **Transcription** |
| **Becoming a Reader**  Enjoy books and reading  Listen to and discuss a wide range of poems (contemporary and classic), stories and non-fiction that are read to them and those that they can read for themselves  Offer opinions and preferences about books, backed up by reasons  Discuss favourite authors  Discuss their favourite words and phrases  **Word Reading**  Blend GPCs to read accurately  Recognise alternative sounds for graphemes  Apply phonic knowledge across the curriculum  Read most words containing common suffixes (link to spelling)  Read most common exception words (National Curriculum Appendix 1)  Orchestrate a range of reading strategies to decode successfully  Self-correct when reading aloud  **Fluency**  Read most words accurately without overt sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words  Sound out most unfamiliar words accurately, without undue hesitation  Read Year 2 texts with expression and appropriate volume  Read Year 2 texts with good phrasing  Read Year 2 texts smoothly with few breaks  Read Year 2 texts at conversational pace | **Reading Comprehension**  Use the surrounding text to aid them in understanding unknown vocabulary  Infer meanings from the vocabulary used  Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known  Develop an active attitude towards imagining by responding to what they have read or listened to e.g. through talk, drama, drawing  Check that the text makes sense as they read and correct inaccurate reading  Build comprehension by retrieving basic information from a text  Order the events in a text  Make inferences about characters, settings and events  Make a plausible prediction about what might happen on the basis of what has been read so far  Retrieve information from the text to answer questions  **Becoming a Researcher**  Use indexes, contents pages, headings and captions to navigate non-fiction texts  Navigate simple alphabetically ordered texts  Use screen based and book conventions to find information efficiently and safely | **Planning, Composing and Evaluating**  Plan a narrative text  Plan non-narrative text types  Include new vocabulary in planning  Use underlying structures from reading (picture books or short stories) to aid planning  Use planning to give structure to the their writing  Embed the sentence by sentence process of think, say, write, check  Write about personal experiences and real events  Write a coherent story for an (often real) audience  Write non-narrative text types for a clear purpose and a specific (often real) audience  Write a poem based on a given structure  Write effectively and coherently for different purposes drawing on their reading to inform the vocabulary and grammar of their writing  Use the key narrative writing skills of telling and description  Use the key non-narrative writing skills of informing, recounting, instructing and persuading  Ensure that there is a clear structure to their writing  Use adventurous vocabulary  Re-read writing for sense  Improve their writing style by adding new techniques to their repertoire  Improve their writing by using new vocabulary  Ensure that there is a clear structure in their writing  Evaluate their writing with others and by themselves  Use expression when reading aloud their writing  **Grammar and Punctuation**  Use correct grammatical terminology when discussing their writing  Use words that are appropriate to the type of writing e.g. story language, imperative verbs in instructions  Draw on their reading to inform the grammar and vocabulary of their writing | **Spelling**  Segment words into individual phonemes to aid correct spelling  Choose the correct grapheme where there are several options  Use the frequency and usual position of graphemes to make a spelling choice  Spell y2 common exception words correctly (National Curriculum Appendix 1)  Investigate spelling patterns and conventions  Write simple dictated sentences using spelling and punctuation knowledge taught so far  Apply spellings and spelling conventions taught in their own work  **Handwriting and Presentation**  Write legibly |
| **+ Objectives to teach in the Autumn Term of Year 2** | | | |
| In addition to previous learning, pupils should learn how to... | | | |
| **Spoken Language** | **Reading** | **Writing** | **Transcription** |
| **Speaking, Listening and Discussion**  Add detail to their talk to keep the listener interested  Follow up listening with relevant questions  Keep on topic during discussion  **Drama**  Make up plays from stories and other stimuli | **Becoming a Reader**  Retell a story using words and phrases from the text  **Word Reading**  Read words of two or more syllables  Sound out unfamiliar words and use other reading strategies when reading aloud  **Fluency**  Re-read books to build fluency and confidence  **Reading Comprehension**  Develop understanding by linking reading to prior knowledge and/or background information  Ask questions to themselves as they are reading  Create understanding by reading and combining different textual elements e.g. text, pictures, diagrams, labels and captions  Recognise and discuss features of different texts  Recognise recurring story language | **Grammar and Punctuation**  Recognise and write statements  Recognise and write questions  Recognise and write exclamations  Recognise and write commands  Join sentences with ‘or’ and ‘but’ (EXS  Use precise and appropriate verbs when writing  Understand that an apostrophe is used for omission  Use apostrophes for simple contracted forms | **Spelling**  Consolidate Phase 5 Letters and Sounds  Spell words ending with the ‘i’ sound spelt y e.g. fry  Spell words where -es is added to a word ending in y e.g. flies  Spell words with the ‘s’ sound spelt c before e, i and y e.g. city  Spell words beginning with the ‘r’ sound spelt wr e.g. wrote  Spell words ending with the ‘ee’ sound spelt ey e.g. monkey  Spell words with the ‘u’ sound spelt o e.g. Monday  Spell words with the suffix –ly e.g. badly  Spell contracted words using the apostrophe e.g. can’t  Spell frequently confused common homophones e.g. here and hear  **Handwriting and Presentation**  Form lower case letters of the correct size relative to one another  Write upper case letters and digits of the correct size, orientation and relationship to other letters and digits |
| **+ Objectives to teach in the Spring Term of Year 2** | | | |
| In addition to previous learning, pupils should learn how to... | | | |
| **Spoken Language** | **Reading** | **Writing** | **Transcription** |
| **Speaking, Listening and Discussion**  Use emphasis, story language and interesting vocabulary when telling stories  Comment constructively after listening  Reach agreement in a group  **Drama**  Show a character through movement | **Becoming a Reader**  Retell a story from memory, including all the main parts  **Word Reading**  Read words of two or more syllables  Sound out unfamiliar words and use other reading strategies when reading aloud  **Fluency**  Decrease reliance on ‘sounding out’ in common words  **Reading Comprehension**  Develop understanding by linking reading to prior knowledge and/or background information  Ask questions to themselves as they are reading  Use vocabulary knowledge, including synonyms, to aid comprehension  Use vocabulary knowledge, including synonyms, to aid inference  Explain what has happened so far in what they have read  Recognise and discuss the sequence of events in fiction and how items are related in non-fiction  Recognise recurring language in stories and poetry | **Planning, Composing and Evaluating**  Develop an idea over several sentences  Add detail to writing when it is necessary  Build writing stamina through writing longer pieces  Check writing for consistent use of tense  Edit their work by making simple additions and revisions  Proof read their work for spelling, grammar and punctuation errors  **Grammar and Punctuation**  Use ‘when’, ‘if’, ‘that’ and ‘because’ to extend sentences  Avoid using ‘and’, ‘but’ or ‘so’ after a full stop  Write and use expanded noun phrases  Recognise and know the purpose of adjectives  Form adjectives using –ful, -er, -est and –less (link with spelling)  Understand that an apostrophe is used for possession  Use apostrophes for singular possession | **Spelling**  Spell words with the ‘j’ sound spelt j, g, ge and dge  Spell words with the ‘or’ sound spelt a before an l or a ll e.g. call  Spell words with the ‘or’ sound spelt ar after w e.g. warm  Spell words with the ‘o’ sound spelt a after w and qu e.g. watch  Spell words with the ‘ur’ sound spelt or after w e.g. word  Spell words with the suffixes -ful and –less  Spell words where suffixes (-ed, -ing. -er and -est) are added to words ending in consonant + y e.g. crying, cried  Spell two syllable words ending in –tion e.g. station  Use the possessive apostrophe with singular nouns e.g. Sid’s  **Handwriting and Presentation** Use diagonal and horizontal strokes to join letters together  Know which letters not to join  Type simple sentences accurately |
| **+ Objectives to teach in the Summer Term of Year 2** | | | |
| In addition to previous learning, pupils should learn how to... | | | |
| **Spoken Language** | **Reading** | **Writing** | **Transcription** |
| **Speaking, Listening and Discussion**  Use gesture to support talk  Be able to extract key points when listening to an adult  Ensure all group members have a turn  **Drama**  Learn and deliver some lines  Improve their plays by practising and adding simple theatrical effects e.g. props and sound effects | **Becoming a Reader**  Retell a stock of basic stories  **Fluency**  Learn some classic poems by heart  **Reading Comprehension**  Make links between the book they are reading and other books they have read  Ask ‘Why’ and ‘I wonder’ questions  Use vocabulary knowledge, including synonyms, to aid comprehension  Use vocabulary knowledge, including synonyms, to aid inference  Explain what has happened so far in what they have read  Discuss which words and phrases are effective | **Planning, Composing and Evaluating**  Add detail to writing when it is necessary  Make their writing lively and interesting for the reader  Link ideas to make writing flow e.g. last time, also, after, then, soon, at last, and another thing…  Build writing stamina through writing longer pieces  Check writing for consistent use of tense  Edit their work by making simple additions and revisions  Proof read their work for spelling, grammar and punctuation errors  **Grammar and Punctuation**  Avoid using ‘and’, ‘but’ or ‘so’ after a full stop  Form nouns by using suffixes such as –ness and –er.  Write consistently in ‘past’ or ‘present’ tense  Use the progressive form of verbs (-ing) to write about actions in progress e.g. He was think**ing**, she is danc**ing**  Recognise and know the purpose of -ly adverbs  Form and use adverbs by adding –ly to adjectives  Learn to use some features of written standard English  Use commas for lists | **Spelling**  Spell words ending in the ‘l’ sound and spelt -le e.g. table  Spell words ending in the ‘l’ sound and spelt -el e.g. camel  Spell words ending in the ‘l’ sound and spelt -al e.g. pedal  Spell words ending in the ‘l’ sound and spelt -il e.g. fossil  Spell words with the ‘n’ sound spelt kn or gn e.g. know and gnaw  Spell the ‘zh’ sound spelt s e.g. treasure  Spell words with the suffix -ment e.g. enjoyment  Spell words with the suffix -ness e.g. sadness  Spell words where suffixes (-ed, -ing. -er -y and -est) are added to words ending in consonant + e e.g. hiking, nicest  Spell words where suffixes (-ed, -ing. -er, -y and -est) are added to one syllable words ending in short vowel + single consonant e.g. dropping  Spell further common homophones e.g. there, their and they’re  **Handwriting and Presentation**  Use diagonal and horizontal strokes to join letters together  Ensure spacing between words is appropriately sized  Type simple sentences accurately |

**Guide to Text Types**

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| Year Group | Narrative | Non-fiction | Poetry  (taught in short units) |
| R | Text types should not be introduced in YR | | |
| 1 | Text types should only be introduced once pupils are confidently writing a sequence of sentences | | |
| * Four part solving a problem story 1 * Four part solving a problem story 2 * Longer solving a problem story 1 * Longer solving a problem story 2 * Simple traditional/ fairy tales 1 * Voyage and return story 1 | * Non-chronological reports 1 * Recounts 1 * Instructions 1 * Non-chronological reports 2 * Recounts 2 * Instructions 2 | No poetry units in Y1. Although teachers should still read and share poetry, children are not *expected* to write their own. |
| 2 | * Voyage and return story 2 * Simple traditional/ fairy tales 2 * Diary story * Introduction to plays * Losing story * Fear story | * Non-chronological reports 3 * Recounts 3 * Instructions 3 * Persuasion 1 * Non-chronological reports 4 * Recounts 4 * Instructions 4 | * Free verse * Poems based on the structure of the poem studied * Poems on a given theme * Nonsense poetry * Acrostics * Shape poems |