

West Witney Primary School and Nursery Curriculum Information



English- Writing
Early Years, Key Stage 1 and Key Stage 2

Curriculum Information

Intent

At West Witney Primary School and Nursery, the English curriculum has been designed so that our learners gain a coherent knowledge and understanding of the English language, to develop high standards of language and literacy and a real passion and enthusiasm for reading, writing and the spoken word. Using the National Curriculum as a basis, the English programme of study has been mapped with focus, appropriateness, coherence and sequentially. There is a clear progression of substantive knowledge, Tier 3 vocabulary and links between genres of reading and writing, to ensure all pupils achieve well. New knowledge and skills build on what has been taught before, setting the foundation for future learning. Enriching experiences are planned to ignite the children's passion for English and help them gain episodic and semantic knowledge. A strong command of the spoken and written word is secured, developing the children's love of literature through widespread reading for enjoyment and purpose. The effectiveness of English teaching determines the success of the whole curriculum.

Implementation (See English Policy for Further Explanation)

English teaching focuses on enabling children to think and behave as confident communicators and engaged, fluent readers. At West Witney, we use 'Whole Class Shared Reading' to develop the habit of reading widely and often, for both pleasure and information. In addition to our rigorous delivery of the DfE-validated, synthetic phonics scheme 'Time for Phonics', our Whole Class Shared Reading sessions mean our children can read easily, fluently and with good understanding. Through exposure to high-quality texts and access to well-stocked, diverse, exciting class libraries, our children can appreciate our rich and varied literary heritage.

The children acquire a wide vocabulary, not solely through our English curriculum, but across the curriculum. Tier 3 (subject specific) vocabulary is mapped across subjects; however, Tier 2 words (high frequency for mature language users and found across a variety of content areas), is mapped across year groups and delivered in variety of ways, most prominently through 'Word Aware'. Vocabulary is explicitly taught. There are many opportunities for vocabulary development as part of the school's approach to teaching writing, "Writing

Journeys".

The writing journey model is broken into phases. The children are immersed or 'hooked' into a genre of writing, so they fully understand the purpose of the writing and are enthused by it. Knowledge about the style of writing and the literary devices is acquired to then be applied in the modelled and independent writing phases. To stimulate pride and reflective learning, the children produce a finished piece of 'polished' writing to be enjoyed and read. Although the children are taught grammar discretely, it is always taught in context, when particular devices are needed for a text type. Children at West Witney are nurtured to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. The West Witney English curriculum promotes discussion in order to learn; the children should be able to elaborate and explain clearly their understanding and ideas. As communicators of the written and spoken word, we aim for our children to be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate. We recognise that in all classes, children have a wide range of capabilities in English, and we seek to provide suitable learning opportunities for all children, by layering the depth of learning and challenge. Emphasis is placed on the development of disciplinary knowledge alongside substantive knowledge.

Impact

The evidence/ demonstration that the curriculum has been planned and delivered effectively (mainly seen through assessments, books, pupil voice)
The impact of the English curriculum at West Witney Primary School is the demonstration that the curriculum has been planned and delivered well. This can be seen through:

- Clear evidence that our children have shown progress and attainment in line with the National Curriculum.
- Our children demonstrate enthusiasm for the subject and can talk with confidence about their learning.
- Our children demonstrate an understanding of a range of vocabulary that can be applied, confidently.

- As communicators, our children can use their skills to present their ideas clearly and coherently in a wide range of purposes to different audiences, including orally and in their writing.
- As readers, our children can access a variety of texts, fluently, showing a clear understanding of the content. They can read aloud displaying expression and intonation.
- They 'know more' so they can make links between their knowledge from different strands of English.

children and the 'products' seen as a result of their learning. Through both formative and summative assessment in English, modifications can be made to whole -class teaching, ensuring an adaptive approach, and targeted group and individual interventions.

Recording

English (primarily writing-focussed learning) at West Witney is recorded in English books. However, in some instances, forms of learning may happen where recording in books is not possible or appropriate. For example, speaking and listening activities, including debates, would not be recorded. Teacher, peer and self-assessment will be used to tick the learning objectives to record whether they have been achieved. Teachers will use their professional judgement to make this decision. During Whole Class Shared Reading sessions, at least once-a-week, the children record a written outcome. This will link to the different domains of reading. In KS2, this learning is recorded in an individual reading journal. IN KS1, a class floor book is used to record learning. Children will be given the opportunity to build their understanding and experiences through a variety of tasks that will allow them to develop their English knowledge and skills.

Assessment

The culmination of each 'Writing Journey' is that children produce/publish a written outcome, which will be completed independently. Based on a number of pieces, ranging in purpose, teachers make a summative assessment as to whether the child is working towards the age-related expectation, at age related expectation or working at greater depth. This is done three times a year. Formative assessment is an on-going process on a lesson-to-lesson basis. To develop their awareness of their knowledge and learning, children will have the opportunity to self and peer assess against learning objectives. Summative assessments in reading are completed three times a year, again, ascertaining whether children are working towards the age-related expectation, at age related expectation or working at greater depth. Across the English curriculum, many other formative assessment strategies are used, including conversations with the

The English Journey at West Witney Primary School

Reception

Term 1

Term 2

Term 3

Term 4

Term 5

Term 6

Year 1

Term 1

Term 2

Term 3

Term 4

Term 5

Term 6

Settings

Instructions

Characterisation

Non-chronological Report

Performance/Recitation

Non-Chronological Report

Senses

Recount-Diary

Non-Chronological Report

Setting and Dialogue

Instructions

Fact File

Recount

Characterisation

Non-Chronological Report

TBC

Year 2

Term 1

Term 2

Term 3

Term 4

Term 5

Term 6

Non-Chronological Report

Structure and Rhyme

Setting Description

Recount

Non-Chronological Report

Recitation and Performance

Debate

Suspense

Non-Chronological Report

Biography

Dialogue

Exploring Language

Characterisation

Persuasive

Description

Instructions

Year 3

Term 1

Term 2

Term 3

Term 4

Term 5

Term 6

Setting Description

Non-Chronological Report

1stvs3rd Person Narrative

Explanation Text

Senses Performance

Dialogue

Instructions

Openings and Endings

Persuasive Advert

Characterisation

Recount

Narrative Poem

Suspense

Balanced Argument

Year 4

Term 1

Term 2

Term 3

Term 4

Term 5

Term 6

Description Myths

Instructions

Performance Piece

Non-chronological Report

Suspense

Characterisation

Set Structure-Kennings

Persuasive Letters

Dialogue Use

Recount

Narrative, imagery, g.g. language

Balanced Argument

Openings and Endings

Year 5

Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
<u>Non-Chronological Report</u>	<u>Instructions</u>	<u>Dialogue Settings</u>	<u>Fig. lang</u> <u>Emotive Language</u>	<u>Newspaper Report</u>	<u>Suspense</u>	<u>Balanced Argument</u>	<u>Characterisation</u>	<u>1st/2nd/3rd Person Narratives</u>	<u>Persuasive Advert</u>	<u>Persuasive Letter</u>	<u>Imagery</u> <u>Flashbacks</u> <u>Short Sentences</u>

Year 6											
Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
<u>Non-Chronological Report</u>	<u>Examining Structure Classics</u>	<u>Character Description</u>	<u>Suspense</u>	<u>Persuasive Speech</u>	<u>Recount-Biographical</u>	<u>Dialogue use Flashbacks</u>	<u>Emotive Language</u>	<u>Newspaper Report</u>	<u>Balanced Argument</u>	<u>Plot Structure</u>	<u>A Range of COs</u>

Key Strands Running Through the Curriculum:

Where there are meaningful links between units studied, across years and key stages, teachers will draw upon prior learning. Progression documents have been created for each text type, including six types of narrative (which forms the basis of writing to ‘Entertain’). These documents are not contained within this curriculum document. The content of our writing journeys is primarily linked to the whole-class text that is being studied and enjoyed by the class, but also, different areas of the curriculum. This includes, local geographical issues, historical recounts, scientific explanations etc.

Persuade	Inform	Entertain	Poetry	Discuss
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Persuade
This includes: Letters of persuasion, persuasive articles and adverts that vary in formality.
Inform
This includes: Instruction writing, non-chronological reports, recounts, explanation texts,
Entertain
This includes a focus on six narrative styles and features: Openings and endings; suspense; dialogue; characterisation; description (settings); 1 st /2 nd /3 rd person narrative. Additionally, cohesive devices is taught as a focus in both narrative and non-fiction units.
Poetry
Poetry themes build across year groups. The common theme is that children’s exposure to classic poetry is mapped and consistent. Particular poetic styles are introduced in particular year groups. For example, Kennings in Year 4 and Limericks in Year 2. Much emphasis is placed upon recitation and performance poetry throughout the years, extenuated by the school’s ‘Poetry Smash’. As part of our whole-curriculum focus on depth of learning, much analysis of poetry happens, examining different styles, forms, structures, themes and poetic intent.
Discuss
Developing oracy is a strong focus of the school’s English curriculum. When writing discursive texts, children engage in spoken debates first to organise and clarify their arguments.

Year 1 Long Term Writing Overview

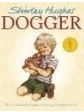
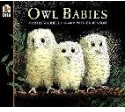
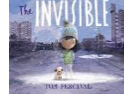
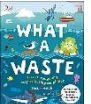
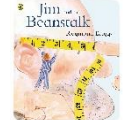
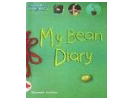
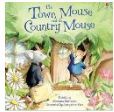
Persuade

Inform

Entertain

Poetry

Discuss

Autumn 1 Toys	Autumn 2 Dinosaurs	Spring 1 Houses and Homes	Spring 2 The Lighthouse Keeper	Summer 1 Farms	Summer 2 The UK
Writing Journey 1	Writing Journey 1	Writing Journey 1	Writing Journey 1	Writing Journey 1	Writing Journey 1
 Dogger (Picture Book) By Shirley Hughes  Toys in space (Picture Book) By Mini Grey  That rabbit belongs to Emily Brown (Picture Book) By Cressida Cowell  Pinocchio (Picture Book) Main Outcome 1: (I) (Passive Voice)	 Katie and the Dinosaurs (Picture Book) by James Mayhew  The girl and the dinosaur (Picture Book) By Hollie Hughes  Fossil Huntress (Information Text) By Andi Diehn Main Outcome 1: Non-Chronological Report (I) (Passive Voice)	 Owl Babies (Picture Book) By Martin Waddell  Invisible (Picture Book) By Tom Percival  Lubna and pebble (Picture Book) By Wendy meddour Main Outcome 1: Non-Chronological Report (I) (Passive Voice)	 The odd fish (Picture Book) By Naomi Jones  Somebody swallowed Stanley (Picture Book) By Sarah Roberts  What a Waste (Information Text)  Rachel Carson – Women in science and technology (Information Text) Main Outcome 1: Non-Chronological Report (I) (Passive Voice)	 Jack and the beanstalk (Picture Book)  Jim and the Beanstalk (Picture Book) By Raymond Briggs  My Bean Diary Beanstalk (Information Text) Main Outcome 1: Non-Chronological Report (I) (Passive Voice)	 The town mouse and the country mouse (Picture Book) Main Outcome 1: Non-Chronological Report (I) (Passive Voice)
Writing Journey 2	Writing Journey 2	Writing Journey 2	Writing Journey 2	Writing Journey 2	Writing Journey 2
Narrative (E) – Settings Instructions (I)	Narrative (E) – Characterisation (Classic - Three Billy Goats Gruff) Non-chronological report (I) Poetry (E) – recitation/performance	Poetry (E) – Senses/writing their own verse Diary – recount (I) (Samuel Pepys)	Narrative (E) – Setting and dialogue Instructions (I)	Fact file (I) Recount (I) Narrative (E) - Characterisation	TBC

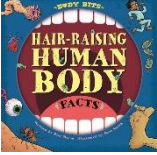
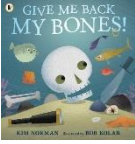
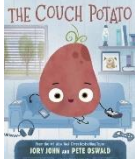
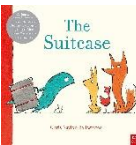
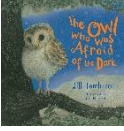
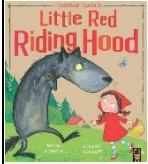
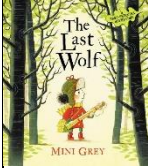
Year 2 Long Term Writing Overview

Persuade

Inform

Entertain

Discuss

Autumn 1 The human body	Autumn 2 Polar Regions	Spring 1 Castles	Spring 2 Space	Summer 1 Into the Woods	Summer 2 All Around the World
Writing Journey 1	Writing Journey 1	Writing Journey 1	Writing Journey 1	Writing Journey 1	Writing Journey 1
 Hair-Raising Human Body (Information Text) By Paul Mason  Give me Back my Bones! (Narrative-Rhyming) By Kim Norman  The Couch Potato (Picture Book) By Jory John & Pete Oswald Main Outcome 1: Non-chronological Report (I) (Labels and Captions) : (conjunctions)	 Lost and Found (Picture Book) By Oliver Jeffers  The Snowman (Picture Book) By Raymond Briggs  The Snowman (Picture Book) By Michael Morpurgo *Comparison to the above version Main Outcome 1: Narrative(E) (Descriptions) (Setting Description)	 The suitcase (Picture Book) By Chris Naylor-Ballesteros Main Outcome 1: (P) (Passive Voice)	 Dogs in space (Picture Book) By Vix Southgate  Owl who was afraid of the dark (Picture Book) By Jill Tomlison Main Outcome 1: Narrative (I)	 Little Red Riding Hood (Picture Book-Classic) By The Brothers Grimm  The Last Wolf (Picture Book) By Mini Grey Main Outcome 1: Narrative (I) (Shifts in formality)	(Picture Book) Main Outcome 1: Narrative (D) (Descriptions of?)
Writing Journey 2	Writing Journey 2	Writing Journey 2	Writing Journey 2	Writing Journey 2	Writing Journey 2
Non-chronological reports Poetry – The sound collector (Roger McGough) Focus on writing a verse, following the poem structure and including rhyme.	Diary Writing – Recount of a famous explorer Non – chorological report – fact file about Penguins Narrative – setting description	Poetry – The dragon who ate our school (Nick Toczek) Focus on Recitation/performance. Empress Matilda – recount and debate Narrative – suspense (openings)	Non-chronological reports about planets Biography – Mae Jemison Narrative – dialogue (Toys in space)	*Poetry – Analyzing different poetry – comparison. Exploring language Narrative - characterisation? Good to compare characters	TBC – Persuasive writing Instructions

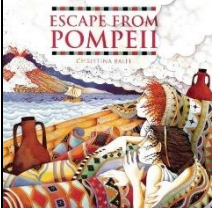
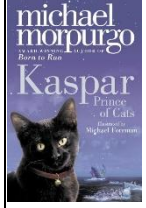
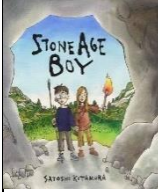
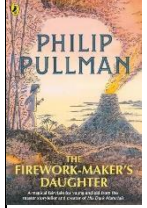
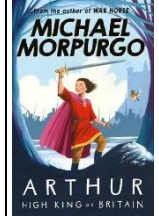
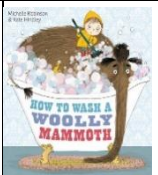
Year 3 Long Term Writing Overview

Persuade

Inform

Entertain

Discuss

Autumn 1 Stone Age-Iron Age		Autumn 2 Rivers (Physical)		Spring 1 Rome		Spring 2 Witney		Summer 1 Oxfordshire		Summer 2 Anglo Saxons	
Writing Journey 1		Writing Journey 1		Writing Journey 1		Writing Journey 1		Writing Journey 1		Writing Journey 1	
 Escape to Pompeii (Picture Book) By Christina Balit Main Outcome 1: Narrative (E) (Setting Description) (Expanded Noun Phrases, Fronted Adverbials- prepositional phrases)		 Kasper Prince of Cats (Novel) By Michael Morpurgo Main Outcome 1: Narrative (E) (1st vs 3rd Person Narrative) (Time Fronted Adverbials)		 Stone Age Boy (Picture Book) By Satoshi Kitamura Main Outcome 1: Narrative (E) (Dialogue use) *Need another main text, chosen for diversity		 Danny Champion of the World, Matilda, George's Marvellous Medicine (Novel) By Roald Dahl Main Outcome 1: Narrative (E) (Story Openings and Endings)		 The Firework-Maker's Daughter (Novel) By Philip Pullman Main Outcome 1: Narrative (E) (Characterisation Laila vs Laclan) *Other books to show characterization? X2?		 Arthur: High King of Britain (Novel) By Michael Morpurgo Main Outcome 1: Narrative (E) (Suspense-using Beowulf as the stimulus)	
Writing Journey 2		Writing Journey 2		Writing Journey 2		Writing Journey 2		Writing Journey 2		Writing Journey 2	
Main Outcome 2: Non-Chronological Report (I) Chedworth Roman Villa, information booklets. Imperative verbs Time adverbials (beyond first, second third)		Text: An Epic Journey to the Sea Main Outcome 2: Explanation (I) The Water Cycle		 How to Wash a Woolly Mammoth (Picture Book) By Michelle Robinson Main Outcome 2: Instructions (I) How to Wash a Cave Bear		Main Outcome 2: Persuasive Advert (P) A Tourism Brochure for Witney		Main Outcome 2: A Recount (I) Trip to Oxford Writing Journey 2 Writing Journey 3 Main Outcome 3: Poetry (Type- Narrative poems?) The Jabberwocky Hunting of the Snark		Main Outcome 2: Balanced Argument (D) (Need the focus of the argument)	

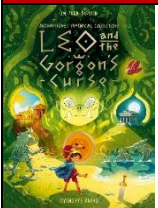
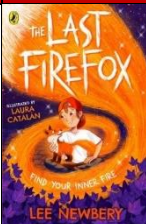
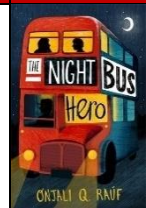
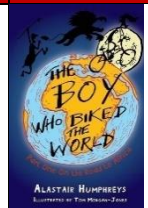
Year 4 Long Term Writing Overview

Persuade

Inform

Entertain

Discuss

Autumn 1 It's All Greek to Me	Autumn 2 Adventures in the Rainforest	Spring 1 Vicious Vikings	Spring 2 Take One Classic	Summer 1 Coast-to-Coast	Summer 2 Home Sweet Home- Witney
Writing Journey 1	Writing Journey 1	Writing Journey 1	Writing Journey 1	Writing Journey 1	Writing Journey 1
 Leo and the Gorgon's Curse (Novel) By Joe Todd Stanton Main Outcome 1: Narrative-Myth (E) (Writing a version of their own-plot structure- Re-tell the Minotaur: Focus on setting description)	 The Last Firefox (Novel) By Lee Newbery Main Outcome 1: Non-Chronological Report (I): Rainforests -Organisational Devices: bullet points, sub-headings etc.	 Arthur and the Golden Rope (Novel) By Joe Todd Stanton Main Outcome 1: Narrative- Viking Sagas (Characterisation)	 The Night Bus Hero (Novel) By Onjali Q.Rauf Main Outcome 1: Persuasive Letters to MP (P) Theme of homelessness, linking to the text	 The Boy Who Biked the World Part 1 (Novel) By Alastair Humphreys Main Outcome 1: Recount (I) (Based on a journey)	 Works by Philip Pullman (Novels) By Philip Pullman Main Outcome 1: Balanced Argument (D): <i>"Should we Dig-up The Leys, in Witney?"</i>
Writing Journey 2	Writing Journey 2	Writing Journey 2	Writing Journey 2	Writing Journey 2	Writing Journey 2
Instructions (I) (Imperative verbs, time adverbials) Writing Journey 3 Poetry (E) Narrative; imagery (Figurative Language), Performance piece. The Visitor by Ian Serraillier	Narrative (E): Suspense around the text	Poetry (E) Poems with a set-structure *Performance piece. <i> kennings, Limmericks</i> -Typed on Laptops -Explore work of Edward Lear	Main Outcome 2: Narrative-Dialogue use (E)	Poetry (E) Narrative; imagery (Figurative Language), by Lord Tennyson	Narrative (E): Examining the <u>openings and endings</u> of Philip Pullman's stories

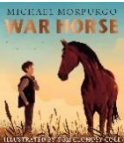
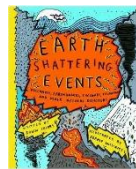
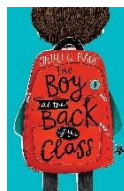
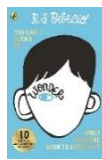
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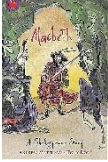
Persuade

Inform

Entertain

Discuss

Autumn 1 Ancient Egypt	Autumn 2 World War I	Spring 1 Lost Civilizations (Maya)	Spring 2 Natural Disasters	Summer 1 Exploring Trade	Summer 2 Oxford (River Thames)
Writing Journey 1	Writing Journey 1	Writing Journey 1	Writing Journey 1	Writing Journey 1	Writing Journey 1
 Secrets of a Sun King (Novel) By Emma Carroll <u>Main Outcome 1:</u> Non-chronological report on Ancient Egypt (I) Organising our paragraphs based on a theme Use of subheadings Cohesive devices – conjunction, adverbials Factual language	 War Horse (Picture book) By Michael Morpurgo  Flo of the Somme (poetry picture book) by Hilary Robinson and Martin Impey <u>Main Outcome 1:</u> Narrative retelling of the Christmas Truce (E) Dialogue Setting Description Figurative language	 A Kind of Spark (Novel) by Elle McNicoll <u>Main Outcome 1:</u> Newspaper Report (with trial victims memorials) (I) Dialogue – direct and indirect speech Formality of speech/dialect Cohesive devices	 Earthshattering Events!: The Science Behind Natural (information text) <u>Main Outcome 1:</u> Balanced Argument:(D) Why do people live in disaster zones/by volcanos Cohesive devices Formal language Technical language	 Boy at the Back of the Class (Novel) <u>Main Outcome 1:</u> Narrative – Narrative: how do authors use it? Diary entries (E) First person, emotive, foreshadowing, clues Focusing on openings and endings	 The Promise (Picture Book) By Nicola Davies <u>Main Outcome 1:</u> Persuasive letter (P) Modal verbs – formality Opinion, fact, bias Emotive language Writing Journey 2 Poetry (E) Figurative language – metaphors, emotive language and imagery Upon Westminster Bridge by William Wordsworth Children to write their own poem 'Upon Folly Bridge' (Oxford) – river use
Writing Journey 2	Writing Journey 2	Writing Journey 2	Writing Journey 2	Writing Journey 2	
Instructions (I) – How to mummify a body. Imperative verbs Time adverbials (beyond first, second third)	War Poetry (E)– write a poem about Joey similar to Flo of the Somme (narrative poem) Figurative language		 Wonder (Novel) by R.J. Palacio Characterisation (E) –	Persuasive writing (P): Advert for a new product - Language analysis informal/formal advert - Modal verbs	

	Emotive Rhyming Analyse In Flanders Fields, For the Game, Dulce et Decorum est	 Macbeth – A Shakespeare story (Novel) by Andrew Matthews and Tony Ross Suspense writing (E) – witches from Macbeth Short sentences for effect Pathetic fallacy Foreshadowing	profiles, description <i>3 paragraphs on characters from Harry Potter (using film clips)</i> <i>3 paragraphs about a character from Wonder (using book)</i> Dialogue Descriptive language	- Emotive/persuasive language
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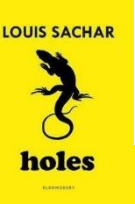
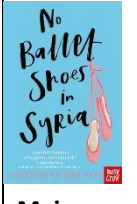
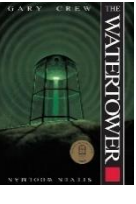
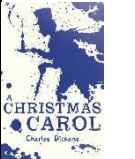
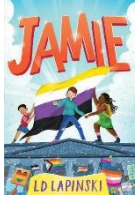
Year 6 Long Term Writing Overview

Persuade

Inform

Entertain

Discuss

<u>Autumn 1</u> Tudors		<u>Autumn 2</u> Victorian Era		<u>Spring 1</u> Our Planet		<u>Spring 2</u> Mountains		<u>Summer 1</u> World War II		<u>Summer 2</u> Human Geography: Fieldwork	
Writing Journey 1		Writing Journey 1		Writing Journey 1		Writing Journey 1		Writing Journey 1		Writing Journey 1	
 Holes (Novel) By Louis Sachar Main Outcome 1: Non-Chronological Report (I) (Subordinate Clauses Subject verb Agreement) (Paragraph and Sentence cohesion, sub-headings etc) COS: Character description		 Crater Lake (Novel) Jennifer Killick Main Outcome 1: Narrative (E) (Character Description- Link to Scrooge) SOA: Non-chronological		 What a Wonderful World (Information Text) By Leisa Stewart Sharpe Main Outcome 1: A Persuasive Speech (P) Environmental Issue (Modal verbs, subjunctive and parenthesis COS: Suspense writing Around a Stimulus		 No Ballet Shoes in Syria (Novel) By Catherine Bruton Main Outcome 1: Narrative (E) (Dialogue Use, Flashbacks) COS: Persuasive letter		 The Lion Above the Door (Novel) By Onjali Q. Rauf Main Outcome 1: Newspaper Report- The Blitz (I): (Formal Devices: Passive Voice; modal verbs; Subjunctive form; dialogue use)		 The Water Tower (Picture Book) By Gary Crew Main Outcome 1: Narrative (E) Plot Structure Dialogue to advance the action. COS: Discursive "Should we Continue to Build More Houses in Witney?"	
Writing Journey 2		Writing Journey 2		Writing Journey 2		Writing Journey 2		Writing Journey 2		Writing Journey 2	
Outcome 2: Poetry: Nature (E): -Examining Structure & Figurative language -Daffodils -Adelstrop -From a Railway Carriage -The Blacksmith -Jabberwocky COS: Setting description		 A Christmas Carol (Novel) By Charles Dickens Outcome 2: Narrative (E) (Creating Suspense & Paragraph Cohesion) COS: Instruction Writing (How to Steal Christmas)		Outcome 2: Biographies (I) Relative clauses and parenthesis- selecting vocabulary for the audience (read to Year 3)		Outcome 2: Poetry: Emotive Language(E): -Structural comparison -Which is the most emotive? <i>We Are Refugees:</i> Benjamin Zephaniah <i>Refugees</i> (Brian Bilston) Cinquains, Haikus COS: Dialogue (characterization and advance the action)		Outcome 2: Balanced Argument (D) "Should children have been evacuated, during the War?" (Formal tone, Conclusions)		 Jamie (Novel) By L.D. Lapinski COS: Alma COS: Advert for the school -Formal version for parents -Informal for chn -SOA: Dialogue SOA: Biograph	