



Perryfields Infant School

Our English Curriculum



Objectives to teach in every term in Reception

In addition to previous learning, pupils should learn how to...

| Spoken Language | Reading | Writing | Transcription |
|---|---|--|---|
| <p>Speaking, Listening and Discussion Take turns in a pair Listen to other pupils during activities Listen attentively in a range of situations.</p> <p>Drama Represent their own ideas, thoughts and feelings through role play Act out familiar or invented stories</p> | <p>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</p> <p>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</p> | <p>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</p> <p>Grammar and Punctuation Leave spaces between words</p> <p>EWI (Early Writing Instruction) Visual/Dictated sentences which embed how a simple sentence is constructed</p> | <p>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</p> <p>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</p> |

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

+ Objectives to teach in the Autumn Term of Reception

In addition to previous learning, pupils should learn how to...

| Spoken Language | Reading | Writing | Transcription |
|--|--|---|--|
| <p>Speaking, Listening and Discussion Communicate effectively showing awareness of listeners' needs</p> | <p>Becoming a Reader Handle books carefully</p> <p>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)</p> | <p>Planning, Composing and Evaluating Write words and captions</p> | <p>Spelling Spell their own forename</p> <p>Handwriting and Presentation Develop strong gross and fine motor control</p> |

+ Objectives to teach in the Spring Term of Reception

In addition to previous learning, pupils should learn how to...

| Spoken Language | Reading | Writing | Transcription |
|---|--|---|--|
| <p>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</p> | <p>Becoming a Reader Choose a favourite book</p> <p>Word Reading Respond quickly with the correct sound for graphemes (using phonemes taught so far)</p> <p>Introduce Phase 3 Letters and Sounds</p> | <p>Planning, Composing and Evaluating Introduce EWI (Early Writing Instruction) Begin to use a capital letter and full stop in their own writing</p> | <p>Handwriting and Presentation Develop strong gross and fine motor control Use a pencil with control</p> |

+ Objectives to teach in the Summer Term of Reception

In addition to previous learning, pupils should learn how to...

| Spoken Language | Reading | Writing | Transcription |
|---|--|--|--|
| <p>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.</p> | <p>Becoming a Reader Talk about a favourite book</p> <p>Word Reading Respond quickly with the correct sound for graphemes (for all 40+ phonemes)</p> | <p>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</p> | <p>Spelling Begin to spell own surname</p> <p>Handwriting and Presentation Use a pencil with control</p> |

Objectives to teach in every term in Year 1

In addition to previous learning, pupils should learn how to...

| Reading | Reading | Writing | Transcription |
|---|---|--|--|
| <p>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</p> <p>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)</p> | <p>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</p> | <p>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</p> | <p>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</p> <p>Handwriting and Presentation Form lower case letters in the correct direction, starting and finishing in the right place</p> |

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| <p>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</p> <p>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</p> <p>Sound out many unfamiliar words accurately in a phonically regular text</p> | <p>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</p> <p>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</p> | <p>EWI (Early Writing Instruction – continued from FS)</p> <p>Grammar and Punctuation Use correct grammatical terminology when discussing their writing Use full stops and capitals throughout a piece of writing</p> | |
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+ 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 |
|--|--|---|---|
| <p>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</p> <p>Drama Respond to other characters in role</p> | <p>Becoming a Reader Retell a story using prompts Join in with stories being read aloud</p> <p>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</p> | <p>Planning, Composing and Evaluating Plan a 4 sentence story Write a sequence of sentences</p> <p>Grammar and Punctuation Leave spaces between words (WTS KS1) Join words with 'and' within sentences</p> <p>EWI Read, speak and write a given sentence with capital letter and full stop</p> | <p>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</p> |

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| | <p>Reading Comprehension Recognise and understand the terms title, author, illustrator and illustration</p> | | <p>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</p> |
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+ 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 |
|---|--|--|---|
| <p>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</p> <p>Drama Pretend to be a character, show feelings through words and action</p> | <p>Becoming a Reader Retell a story in the correct order Join in with stories being read aloud</p> <p>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</p> <p>Fluency Begin to read with expression</p> <p>Reading Comprehension Understand that text, illustration and other features combine to give meaning</p> | <p>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</p> <p>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'</p> <p>EWI Read, speak and write two simple sentences with capital letters and full stop</p> | <p>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</p> <p>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.</p> |

+ 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 |
|--|--|---|---|
| <p>Speaking, Listening and Discussion Read aloud clearly and use some intonation for effect Listen with sustained concentration Explain their thoughts to a group</p> <p>Drama Take turns speaking their part in acting out familiar</p> | <p>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</p> <p>Fluency Recite some poems and rhymes by heart</p> <p>Reading Comprehension Understand that text, illustration and other features combine to give meaning</p> | <p>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)</p> <p>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</p> | <p>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</p> <p>Handwriting and Presentation Begin to join digraphs (in conjunction with phonics and spelling).</p> |

Objectives to teach in every term in Year 2

In addition to previous learning, pupils should learn how to...

| Reading | Reading | Writing | Transcription |
|---|--|---|---|
| <p>Becoming a Reader Enjoy books and reading Listen to and discuss a wide range of poems (contemporary and classic),</p> | <p>Reading Comprehension Use the surrounding text to aid them in understanding unknown vocabulary Infer meanings from the vocabulary used</p> | <p>Planning, Composing and Evaluating Plan a narrative text Plan non-narrative text types Include new vocabulary in planning</p> | <p>Spelling Segment words into individual phonemes to aid correct spelling</p> |

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| <p>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</p> <p>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</p> <p>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</p> | <p>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</p> <p>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</p> | <p>Use underlying structures from reading (picture books or short stories) to aid planning Use planning to give structure to 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</p> <p>Grammar and Punctuation Use correct grammatical terminology when discussing their writing</p> | <p>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</p> <p>Handwriting and Presentation Write legibly</p> |
|--|--|--|---|

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| | | 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 | |
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+ 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 |
|--|---|---|---|
| <p>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</p> <p>Drama Make up plays from stories and other stimuli</p> | <p>Becoming a Reader Retell a story using words and phrases from the text</p> <p>Word Reading Read words of two or more syllables Sound out unfamiliar words and use other reading strategies when reading aloud</p> <p>Fluency Re-read books to build fluency and confidence</p> <p>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</p> | <p>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</p> | <p>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</p> <p>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</p> |

+ 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 |
|---|--|---|--|
| <p>Speaking, Listening and Discussion Use emphasis, story language and interesting vocabulary when telling stories Comment constructively after listening Reach agreement in a group</p> <p>Drama Show a character through movement</p> | <p>Becoming a Reader Retell a story from memory, including all the main parts</p> <p>Word Reading Read words of two or more syllables Sound out unfamiliar words and use other reading strategies when reading aloud</p> <p>Fluency Decrease reliance on 'sounding out' in common words</p> <p>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</p> | <p>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</p> <p>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</p> | <p>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</p> <p>Handwriting and Presentation Use diagonal and horizontal strokes to join letters together Know which letters not to join Type simple sentences accurately</p> |

+ 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 |
|---|--|--|---|
| <p>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</p> <p>Drama Learn and deliver some lines Improve their plays by practising and adding simple theatrical effects e.g. props and sound effects</p> | <p>Becoming a Reader Retell a stock of basic stories</p> <p>Fluency Learn some classic poems by heart</p> <p>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</p> | <p>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</p> <p>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 thinking, she is dancing 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</p> | <p>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</p> <p>Handwriting and Presentation Use diagonal and horizontal strokes to join letters together Ensure spacing between words is appropriately sized Type simple sentences accurately</p> |

Guide to Text Types

| 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 | | |
| | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 <i>expected</i> to write their own. |
| 2 | <ul style="list-style-type: none"> • Voyage and return story 2 • Simple traditional/ fairy tales 2 • Diary story • Introduction to plays • Losing story • Fear story | <ul style="list-style-type: none"> • Non-chronological reports 3 • Recounts 3 • Instructions 3 • Persuasion 1 • Non-chronological reports 4 • Recounts 4 • Instructions 4 | <ul style="list-style-type: none"> • Free verse • Poems based on the structure of the poem studied • Poems on a given theme • Nonsense poetry • Acrostics • Shape poems |