

# Writing

VISION:	AIM:	RIGHTS RESPECTING SCHOOLS (RRS)	Behaviour charter
<b>At Tillingbourne we want children to:</b> <ol style="list-style-type: none"> <li>1. Love Learning</li> <li>2. Find their strengths and talents</li> <li>3. Achieve more than they thought possible</li> </ol>	<b>Children are successful at Tillingbourne School because they are:</b> <ul style="list-style-type: none"> <li>• Aspirational</li> <li>• Responsible</li> <li>• Resilient</li> <li>• Curious</li> <li>• Confident</li> <li>• Caring</li> </ul>	<b>FOCUS RIGHTS</b> <ol style="list-style-type: none"> <li>1. The right to learn</li> <li>2. The right to be heard</li> <li>3. The right to be me</li> </ol>	<b>All children must be:</b> <p>Ready</p> <p>Respectful</p> <p>Safe</p>

	EYFS and KS1	Year 3	Year 4	Year 5	Year 6
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## Oracy

	EYFS and KS1	Year 3	Year 4	Year 5	Year 6
<b>Sharing written work</b>	Read aloud their writing clearly enough to be heard by their peers and teachers.	Reads aloud their own writing, to a group, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Read aloud their own writing, to a group or the whole class, using carefully chosen and appropriate intonation and controlling the tone and volume so that the meaning is clear.	Read aloud or perform their own writing, to a group or the whole class confidently, using carefully chosen and appropriate intonation and controlling the tone and volume so that the meaning is clear and conveyed with purpose.

## Text and composition

	EYFS and KS1	Year 3	Year 4	Year 5	Year 6
<b>Authorial Intent (Audience/Purpose/Genre/context)</b>	Write simple, coherent narratives about personal experiences and those of others (real or fictional) write about real events, recording these simply and clearly.	Write for real purposes and audiences	Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.	Write for a range of purposes and audiences, selecting language that shows some awareness of the reader.	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)

<p><b>Composition</b></p>		<p>Begins to use paragraphs to group related material</p> <p>Begins to use headings and sub-headings to organise non-narrative texts</p> <p><b>In narrative, create simple settings, characters descriptions and plot.</b></p>	<p><b>Use paragraphs to organise ideas around a theme</b></p> <p><b>Use some simple organisational devices to aid presentation. E.g. headings, subheadings, bullet points etc</b></p> <p><b>In narrative, create more detail with character and setting</b></p> <p>Make appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p>	<p><b>Sustain use of paragraphs to organise ideas</b></p> <p><b>Makes well-chosen and effective use of devices to build cohesion within a paragraph.</b> <i>[for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</i></p> <p><b>Use organisational and presentational devices to structure a text.</b></p> <p><b>In narratives, describing settings, characters integrating dialogue to convey character and advance the action</b></p> <p><b>In narratives, describing settings, characters integrating dialogue to convey character and advance the action</b></p>	<p><b>Sustain use of paragraphs to organise and develop ideas</b></p> <p><b>Use organisational and presentational devices to structure a text with clear purpose.</b></p> <p><b>In narratives, describe settings, characters and atmosphere</b></p> <p><b>integrate dialogue in narratives to convey character and advance the action and distinguish between the language of speech and writing and choose the appropriate register</b></p>
<p><b>Vocabulary</b></p>	<p>Write effectively and coherently drawing on their reading to inform their vocabulary choices</p>	<p><b>Write using a rich and varied vocabulary.</b></p>	<p><b>Write using a rich and varied vocabulary appropriate to purpose and form</b></p>	<p><b>Select appropriate vocabulary to change and enhance meaning.</b></p> <p>Recognise and use vocabulary and structures that are appropriate for formal/informal writing.</p>	<p><b>Select vocabulary that reflect what the writing requires</b> and exercise an assured and conscious control over levels of formality, through manipulating vocabulary to achieve this</p>
<p><b>Planning and drafting</b></p>	<p>Say out loud what they are going to write about</p> <p>Compose a sentence orally before writing it</p>	<p>Discuss and record ideas</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>	<p>Discuss and record ideas</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>	<p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p>	<p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p>
<p><b>Editing</b></p>	<p>Re-read and check writing makes sense.</p> <p>Make simple additions, revisions and proof-reading corrections to their own writing</p>	<p><b>Edit grammar, spelling and punctuation errors</b></p> <p>Begin to assess the effectiveness of their own and others' writing and suggest improvements.</p> <p>Suggest changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns</p>	<p><b>Edit grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, spelling and punctuation errors.</b></p> <p>Assess the effectiveness of their own and others' writing and suggest improvements.</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns</p>	<p>Assess the effectiveness of their own and others' writing propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>	<p>Assess the effectiveness of their own and others' writing propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>

				proofread for spelling and punctuation errors	proofread for spelling and punctuation errors
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# Grammar and Punctuation

<b>Grammar</b>	<p>Begins to use expanded noun phrases to describe and specify.</p> <p>Uses co-ordination (or/and/but) to join two main clauses.</p> <p>Begins to use subordination (when/if/that/because) to join clauses</p> <p>Recognise and use sentences with different forms: statement, question, exclamation and command</p> <p>Uses the present and past tenses mostly correctly and consistently</p>	<p>Uses expanded noun phrases to describe and specify when describing settings and characters in narratives</p> <p>Uses sentences with more than one clause by using a wider range of coordinating conjunctions (For, and, nor, yet so) and subordinating (when/if/that/because)</p> <p>Begins to use of subordinating conjunctions to express time and cause, including: if, when, because, although e.g. although it was raining, because it fell on the floor (cause),while we were asleep, after the tests ended (time)</p> <p>Begins to use of adverbs to express time, place and cause [for example, then, next, soon, therefore] e.g. then it was all over, soon he will disappear (time), he ran away, it shot out, (place), therefore he could not stay (cause)</p> <p>Begins to use of prepositions to express time, place and cause [(for example, before, after, during, in, because of) . e.g. before midnight, after tea (time), under the tree, down the street (place) because of the rain (cause)</p> <p>Uses present and past tense correctly</p> <p>Begins to use of the present perfect subject has/have +verb (ed) instead of the simple past subject+ verb (ed). [for example, He has played tennis, he played tennis]</p>	<p>Uses a variety of expanded noun phrases to describe and specify by:</p> <ul style="list-style-type: none"> <li>• addition of modifying adjectives e.g. the extreme weather, some strange business</li> <li>• addition of modifying nouns e.g. the adult women, a grammar strength</li> <li>• addition of preposition phrases e.g. the women outside the school, the extreme weather on the island</li> </ul> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions.</p> <p>Uses subordinating conjunctions to express time and cause, [including: if, when, because, although e.g. although it was raining, because it fell on the floor (cause),while we were asleep, after the tests ended (time)]</p> <p>Use a variety of fronted adverbials effectively (Time, frequency, place, manner, degree)</p> <p>Uses of adverbs to express time, place and cause [for example, then, next, soon, therefore. e.g. then it was all over, soon he will disappear (time), he ran away, it shot out, (place), therefore he could not stay (cause)</p> <p>Uses of prepositions to express time, place and cause [for example, before, after, during, in, because of. e.g. before midnight, after tea (time), under the tree, down the street (place) because of the rain (cause)</p> <p>Make accurate use of present and past tense including simple, progressive and perfect forms (secure from Year 2 and 3).</p> <p>Can correctly use Standard English forms for verb inflections instead of local spoken forms</p>	<p>Uses relative clauses beginning with a relative pronoun (who, which, where, when, whose, that)</p> <p>Uses subordinate clauses, including relative clauses, sometimes varying their position within the sentence</p> <p>Use different verb forms correctly and consistently</p> <p>Indicating degrees of possibility using</p> <ul style="list-style-type: none"> <li>• modal verbs [for example, might, should, will, must]</li> <li>• adverbs [for example, perhaps, surely]</li> </ul> <p>Use correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>	<p>Select grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</p> <p>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</p> <p>Use verb tenses consistently and correctly throughout their writing</p>
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			<i>(for example, we were instead of we was, or I did instead of I done).</i>		
<b>Grammar terminology</b>	letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark, noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma	adverb, preposition conjunction, fronted adverbial phrase, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semicolon, bullet points
<b>Punctuation</b>	<p>Demarcate sentences in their writing with capital letters and full stops</p> <p>Use question marks correctly when required</p> <p>Use exclamation marks correctly when required</p> <p>Begins to use commas to separate items in a list.</p> <p>Use capital letters for proper nouns and the personal pronoun 'I'</p> <p>Begins to use apostrophes to mark where letters are missing in contraction</p>	<p>Begins to use inverted commas to punctuate direct speech</p> <p>Begins to use other punctuation to indicate direct speech</p> <p>Uses commas in a list correctly</p> <p>Use capital letters, full stops, question and exclamation correctly</p>	<p>Uses inverted commas.</p> <p>Uses other punctuation to indicate direct speech</p> <p>Begins to use commas to punctuate fronted adverbials.</p>	<p>Punctuates dialogue correctly</p> <p>Use commas to clarify meaning or avoid ambiguity</p> <p>Use commas to punctuate fronted adverbials</p> <p>Begins to use brackets, dashes or commas to indicate parenthesis</p>	<p>Use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)</p> <p>Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</p>

## Spelling

<b>Phonic sounds</b>	<p><b>SFA Phoneme /Grapheme progression (see reading progression map for full progression of sounds from EYFS through Year 1 and 2)</b></p> <ul style="list-style-type: none"> <li>- EYFS Phase 2 and 3 sounds from letters and sounds progression</li> <li>- Year 1 Phase 5 sounds from letter and Sounds</li> <li>- Year 2 Phase 6 sounds.</li> </ul> <p>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others.</p>	Rehearsal of Phase 2-6 sounds through phonics based groupings.	Rehearsal of Phase 2-6 sounds through phonics based groupings.	Rehearsal of Phase 2-6 sounds through phonics based groupings.	Rehearsal of Phase 2-6 sounds through phonics based groupings.
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<p><b>Spelling rules</b></p>	<p>Use suffixes</p> <ul style="list-style-type: none"> <li>–er, –est in adjectives to compare without changing the root word</li> <li>–ly in Standard English to turn adjectives into adverbs</li> <li>–ness, –er to form nouns and by compounding (for example, whiteboard, superman)</li> <li>to spell most words correctly in their writing – for example: –ment, –ful, –less.</li> </ul> <p><b>Begins to use apostrophes to mark where letters are missing in contraction</b></p> <p>Begins to use apostrophes to mark singular possession in nouns</p> <p><b>Spell many common exception words</b></p>	<p>Uses a range of prefixes and suffixes</p> <p>Spell some words with ‘silent’ letters</p> <p><b>Begin to use the forms ‘a’ or ‘an’ correctly</b></p> <p><b>Spell KS1 common exception words correctly when used.</b></p> <p><b>Uses contractions correctly including the use of apostrophe</b></p> <p>Spell homophones when used</p> <p>Begins to place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]</p> <p><b>Can correctly spell some of the words from the Year 3 and 4 statutory spelling list.</b></p>	<p>Can spell previously taught words with prefixes and suffixes.</p> <p>Spell homophones.</p> <p>Begins to use apostrophes to mark plural possession (for example, the girl’s name, the girls’ names).</p> <p><b>Can correctly spell many of the words from the Year 3 and 4 statutory spelling list.</b></p>	<p>Can add verb prefixes [for example, dis–, de–, mis–, over– and re–] and has a growing understanding of the meaning of each prefix</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p><b>Use and spell correctly many words from the year 5 / year 6 spelling list.</b></p>	<p><b>Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</b></p>
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## Handwriting

<p><b>Forms lower-case letters of the correct size relative to one another. (See SFA Phonics for letter formation in EYFS and Year 1)</b></p> <p><b>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</b></p> <p><b>Use spacing between words that reflects the size of the letters.</b></p>	<p><b>Begins to use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left not joined more accurately and increased legibility.</b></p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p><b>Use the diagonal and horizontal strokes that are needed to join letters legibly.</b></p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p><b>Use the diagonal and horizontal strokes that are needed to join letters legibly, fluently and with increasing speed.</b></p> <p>Write legibly, fluently and with increasing speed by:</p> <p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choose the writing implement that is best suited for a task</p>	<p><b>Maintain legibility in joined handwriting when writing at speed.</b></p> <p>Write legibly, fluently and with increasing speed by:</p> <p>Choose the writing implement that is best suited for a task</p>	<p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choose the writing implement that is best suited for a task</p>
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	<p>Formation of lower-case letters in groups. Print formation as detailed in SFA used:</p> <ul style="list-style-type: none"> <li>• Tunnel (n, m, h, b, p, u)</li> <li>• Straight line (i, l, t)</li> <li>• Curves to start (c, a, d, g, q, o, e, s)</li> <li>• Top exit (r, v, w)</li> <li>• Hooks, loops, lines (j, y, f, k)</li> <li>• Alternative straight lines (x, z)</li> </ul> <p>Formation of digits 0-9</p> <p>Teach formation of upper-case letters in groups:</p> <ul style="list-style-type: none"> <li>• Straight line (L, T, I, F, E, H)</li> <li>• Straight &amp; slant line (V, W, X, Y)</li> <li>• Straight &amp; slant line (A, N, M, K, Z)</li> <li>• Curly line (C, O, S)</li> <li>• Straight &amp; curly lines (D, P, B, R, J, G, Q, U)</li> </ul>	<p>Introduce the use of bubble paper to ensure consistent shape and sizing of letters. (Large/ Medium Bubbles)</p> <p>Revisit letter formation</p> <p>Tunnel Letter</p> <p>Straight line</p> <p>Curves to start</p> <p>Top exit</p> <p>Hooks, loops &amp; lines</p> <p>Alternative straight lines</p> <p>Teach Handwriting joins</p> <p>Bottom joiners</p> <p>Bottom joiners to c</p> <p>Bottom joiners to e</p> <p>Top e joins</p> <p>Top joiners</p>	<p>Use of bubble paper to ensure consistent shape and sizing of letters. (Medium/ Small Bubbles)</p> <p>Teach Handwriting joins</p> <p>Bottom joiners</p> <p>Bottom joiners to c</p> <p>Bottom joiners to e</p> <p>Top e joins</p> <p>Top joiners</p>	<p>Use of bubble paper to ensure consistent shape and sizing of letters. (small bubbles)</p> <p>Handwriting lessons ensure the following are achieved:</p> <ul style="list-style-type: none"> <li>• Letter formation is accurate</li> <li>• Joins are correct</li> <li>• Letters sat on line</li> <li>• Lower case letters a consistent size</li> <li>• Capital letters a consistent size</li> <li>• Ascenders a consistent size</li> <li>• Ascenders parallel</li> <li>• Descenders a consistent size</li> <li>• Descenders parallel</li> <li>• Spacing and words consistent</li> <li>• Writing is legible</li> </ul> <p>Increase speed, without losing accuracy</p> <p>Increase fluency</p> <p>Develop own style of fluent, joined and legible writing</p>	<p>Handwriting lessons ensure the following are achieved: (No Bubbles)</p> <ul style="list-style-type: none"> <li>• Letter formation is accurate</li> <li>• Joins are correct</li> <li>• Letters sat on line</li> <li>• Lower case letters a consistent size</li> <li>• Capital letters a consistent size</li> <li>• Ascenders a consistent size</li> <li>• Ascenders parallel</li> <li>• Descenders a consistent size</li> <li>• Descenders parallel</li> <li>• Spacing and words consistent</li> <li>• Writing is legible</li> </ul> <p>Increase speed, without losing accuracy</p> <p>Increase fluency</p> <p>Develop own style of fluent, joined and legible writing</p>
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## Text Type

<b>Fiction</b>	Nursery Rhymes Fairy tales	<p><b>Portal Story- Narrative Structure</b></p> <ul style="list-style-type: none"> <li>- Stone Age Boy</li> </ul> <p><b>First person adventure narrative</b></p> <ul style="list-style-type: none"> <li>- The green Ship</li> </ul>	<p><b>Narrative – Traditional folk tale</b></p> <ul style="list-style-type: none"> <li>- Rainbow bird</li> </ul>	<p><b>Narrative - Myth</b></p> <ul style="list-style-type: none"> <li>- Theseus and the minotaur</li> </ul>	<p><b>Warning Story</b></p> <p><b>Flashback story</b> Piano</p> <p><b>Traditional Tale</b></p> <ul style="list-style-type: none"> <li>- Hobbit – dragons</li> </ul>
		<p><b>Descriptive settings – Fantasy/ Fairy tale</b></p> <ul style="list-style-type: none"> <li>- The Frog Prince continued</li> </ul>		<p><b>Descriptive settings</b></p> <ul style="list-style-type: none"> <li>- A River</li> </ul>	<p><b>Descriptive settings (action and dialogue)</b></p> <ul style="list-style-type: none"> <li>- Kensuke’s Kingdom</li> </ul>
		<p><b>Character Description</b></p> <ul style="list-style-type: none"> <li>- Oliver and the Seawigs</li> </ul>	<p><b>Character Description</b></p> <ul style="list-style-type: none"> <li>- Varjack Paw</li> </ul>	<p><b>Character Description (Myth)</b></p> <ul style="list-style-type: none"> <li>- Heracles</li> </ul>	<p><b>Character Description (Shakespeare)</b></p> <ul style="list-style-type: none"> <li>- Macbeth</li> </ul>
		<p><b>Build up/ Suspense</b></p> <ul style="list-style-type: none"> <li>- Dinosaur in Danger</li> </ul>	<p><b>Build up (Legend)</b></p> <ul style="list-style-type: none"> <li>- Arthur and the Golden Rope</li> </ul>		<p><b>Build up Problem</b></p> <ul style="list-style-type: none"> <li>- Nowhere Emporium</li> </ul>
		<p><b>Narrative action</b></p> <ul style="list-style-type: none"> <li>- Escape from Pompeii</li> </ul>	<p><b>Narrative action</b></p> <ul style="list-style-type: none"> <li>- Explorer</li> </ul>		<p><b>Narrative action</b></p> <ul style="list-style-type: none"> <li>- The Man who walked</li> </ul>
		<p><b>Alternative ending</b></p> <ul style="list-style-type: none"> <li>- Oliver and the Seawigs</li> </ul>		<p><b>Alternative ending</b></p> <ul style="list-style-type: none"> <li>- Floodlands</li> </ul>	

<b>Non Fiction</b>	Recount Diary Instructions Non Chronological reports	<b>Recount Diary-Action</b> - The Gorilla  <b>Recount Diary – Descriptive</b> - Tutankhamun	<b>Recount Diary</b> - The Boy at the Back of the Classroom	<b>Recount Diary – Descriptive</b> - Floodlands  <b>Recount Diary – Perspective</b> - Son of the Circus	<b>Recount Diary – Windrush</b> - Coming to England  <b>Recount Biography</b> - Shakespeare
		<b>Instructions</b> - Oliver and the Seawig			<b>Instructions</b> - Air Raid Shelters
		<b>Non Chronological report</b> - The wildlife centre	<b>Non Chronological report</b> - Dragonology	<b>Non Chronological report x2</b> - Planets - Rivers	<b>Non Chronological report x2</b> - Diwali - Pandora
		<b>Persuasive</b> - The bluest of blues	<b>Persuasive</b> - The Great Kapok Tree	<b>Persuasive</b> - Campaigns - Son of the Circus - Website	<b>Persuasive</b> - Letter to MP
		<b>Letter writing - Descriptive</b> - Buddy Letters	<b>Discursive Text (2 sided argument)</b> Varjack Paw	<b>Newspaper report</b> - Son of the Circus	<b>Scientific report</b> - Food Mould Investigation
<b>Poetry</b>	Narrative poetry  Rhyme	<b>Poetic Devices (alliteration)</b> - Magic Box  <b>Performance poetry</b> - The Sun is Laughing	<b>Poetic Devices</b> - The Sound Collector - If I Had Wings  <b>Performance poetry</b> - Werewolf club Rules	<b>Poetic devices (personification)</b> - The Dreadful Menace	<b>Poetic devices (Figurative language) x2</b> - WWII poetry -Black Saturday - Dragon poetry  <b>Poetic devices (Rhyme) - Macbeth witches</b>