



Progression in Poetry

This document sets out the objectives in the national curriculum that could be relevant to poetry in each year group. Where appropriate they have been adapted (*noted in italics*). Suggested outcomes have been given in the right-hand column. These are not musts for each year group, but just ideas for outcomes and could be used to support our school with long-term planning in poetry.

	Reading	Writing		Vocabulary, grammar and punctuation	Possible outcomes
	Listen, discuss, respond	Understanding	Composition		
YEAR 1	<ul style="list-style-type: none"> - Listen and discuss a wide range of poems - Link to own experiences - Join in with predictable phrases - Appreciate rhymes and poems and recite some by heart - Discuss word meanings - Discuss significance of title and events - Participate in discussions 	<ul style="list-style-type: none"> - Draw on background knowledge and vocabulary provided - Check text makes sense, correcting inaccurate reading - Infer and predict on the basis of what is said and done and has been ready so far - Explain understanding 	<p>Write sentences by:</p> <ul style="list-style-type: none"> - saying out loud what they are going to write about - composing a sentence orally before writing it - sequencing sentences to form short narratives - re-reading what they have written to check that it makes sense <p><i>Discuss what they have written with the teacher or other pupils</i></p> <p><i>Read aloud their writing clearly enough to be heard by their peers and the teacher.</i></p> <p><i>The national curriculum talks about composing sentences and sequences of sentences. Children could compose lines of poems and sequences of lines</i></p>	<ul style="list-style-type: none"> - Leaving spaces - Joining words and clauses using and - Capital letters for names of people, places, days 	<p>Performing</p> <p>Performing rhymes and poems, including from other cultures</p> <p>Performing poems with repeated phrases</p> <p>Create and include actions</p> <p>Creating</p> <p>Group performance poetry with repeated patterns or lines</p> <p>List poems</p> <p>Free verse: based on experiences/objects/ places/feelings/curriculum links/senses etc.</p> <p>Adding words/phrases/captions to images</p> <p>Generate rhyming words/phrases</p> <p>Use a scaffolding frame for creating poems</p> <p>All the above could be created as a shared/group write</p> <p><i>Consider having a poem/rhyme each week to learn/enjoy</i></p>

	Reading	Writing			
	Listen, discuss, respond	Understanding	Composition	Vocabulary, grammar and punctuation	Possible outcomes
YEAR 2	<ul style="list-style-type: none"> - Listen to, discuss and express views about a wide range of contemporary and classic poetry - Recognise simple recurring literary language in poetry - Discuss and clarifying the meanings of words, linking new meanings to known vocabulary - Discuss their favourite words and phrases - Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear - Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> - Draw on what they already know or on background information and vocabulary provided by the teacher - Check that the text makes sense to them as they read and correct inaccurate reading - Make inferences on the basis of what is being said and done - Answer and ask questions - Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> - writing poetry <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary - encapsulating what they want to say, sentence by sentence <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> - evaluating their writing with the teacher and other pupils - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] - read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> - Explore exclamation marks, question marks, commas for lists, apostrophes (contraction and possessive) - Sentences with different forms: statement, question, exclamation, command - Expanded noun phrases to describe and specify [for example, the blue butterfly] - The present and past tenses correctly and consistently including the progressive form - subordination (using when, if, that, or because) and co-ordination (using or, and, or but) 	<p>Performing</p> <p>Contemporary and classic poetry</p> <p>Lyrics (contractions)</p> <p>Poems with repeated patterns and patterned structure</p> <p>Question and answer poems</p> <p>Simple raps</p> <p>Creating</p> <p>Simple structured grammar poem (adjective, noun, verb etc.). This could be used to explore tenses: past, present, incl. progressive</p> <p>Poems that include commands</p> <p>List poems</p> <p>Question and answer poems</p> <p>Calligram words/phrases</p> <p>Free verse: based on experiences/objects/ places/feelings/curriculum links/senses etc. Explore effective/innovative language choices</p> <p>Jokes/riddles/nonsense sentences/puns/humorous words and phrases/tongue twisters (jokes could link to work on homophones)</p> <p>Alliterative sentences</p> <p>Innovated patterned structures</p> <p>Analysing</p> <p>Poem review: likes/dislikes/puzzles/patterns</p> <p>Consider publication and presentation</p>

	Reading	Writing			
	Listen, discuss, respond	Understanding	Composition	Vocabulary, grammar and punctuation	Possible outcomes
YEAR 3/4	<ul style="list-style-type: none"> - Listen to and discuss a wide range of fiction, poetry - Read books (poems) that are structured in different ways and reading for a range of purposes - Identify themes and conventions in a wide range of books (<i>poems</i>) - Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action - Discuss words and phrases that capture the reader's interest and imagination - Recognise some different forms of poetry (for example, free verse, narrative poetry) - Participate in discussion about both books (<i>poems</i>) that are read to them and those they can read for themselves, taking turns and listening to what others say. 	<ul style="list-style-type: none"> - Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - Ask questions to improve their understanding of a text - Draw inferences and justifying inferences with evidence - Identify main ideas drawn from more than one paragraph (<i>verse</i>) and summarising these - Identify how language, structure, and presentation contribute to meaning 	<p>Plan writing by:</p> <ul style="list-style-type: none"> - discussing writing (<i>forms of poems</i>) similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence (<i>line</i>) structures - organising paragraphs (<i>verses</i>) around a theme <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency <p>Read aloud their own writing (<i>poem</i>), to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<ul style="list-style-type: none"> - Use a wider range of conjunctions, including when, if, because, although - Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (<i>or repetition for effect</i>) - Conjunctions, adverbs and prepositions to express time and cause - Indicate possession by using the possessive apostrophe with plural nouns - Paragraphs (<i>verses</i>) as a way to group related material - Expanded noun phrases 	<p>Performing</p> <p>Perform a range of poems exploring intonation, tone, volume and actions. Consider the impact of the above on the listener</p> <p>Perform narrative poems. Explore different voices for narrator and characters. Perform free verse poems</p> <p>Creating</p> <p>Narrative poems Free verse poems List poems Conversation poems Haiku Kennings Calligrams Special effects: similes, metaphors, personification etc. Song lyrics (<i>apostrophes</i>)</p> <p>Analysing</p> <p>Read/discuss a range of poems and discuss</p> <ul style="list-style-type: none"> - Types of poems they are and how you know. - Structure of the poem - Purpose of the poem <p>Poems could be sorted into different forms. Are they easy to sort or are some ambiguous? Summarise poems Poetry analysis/review: Themes/interesting words phrases/type of poem/response/questions you have</p>

	Reading	Writing			
	Listen, discuss, respond	Understanding	Composition	Vocabulary, grammar and punctuation	Possible outcomes
YEAR 5/6	<ul style="list-style-type: none"> - Continue to read and discuss an increasingly wide range of poetry - Read books (<i>poems</i>) that are structured in different ways and for a range of purposes - Increase familiarity with a wide range of books, (<i>poems</i>) from our literary heritage, and books (<i>poems</i>) from other cultures and traditions - Recommend books (<i>poems</i>) that they have read to their peers, giving reasons for their choices - Identify and discuss themes and conventions in and across a wide range of writing (<i>poetry</i>) - Make comparisons within and across books (<i>poems</i>) - Learn a wider range of poetry by heart - Prepare poems to read aloud/perform, showing understanding through intonation/tone/volume so that the meaning is clear to an audience - Participate in discussions about books (<i>poems</i>) that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously 	<ul style="list-style-type: none"> - Check that the book (<i>poem</i>) makes sense to them, discussing their understanding and exploring the meaning of words in context - Ask questions to improve understanding - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - Identify how language, structure and presentation contribute to meaning - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary - Provide reasoned justifications for views. 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary <p>Draft and write by:</p> <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning <p>Proof-read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Indicate grammatical and other features (<i>as appropriate</i>) by:</p> <ul style="list-style-type: none"> - using commas to clarify meaning or avoid ambiguity in writing - using hyphens to avoid ambiguity - using brackets, dashes or commas to indicate parenthesis - using semi-colons, colons or dashes to mark boundaries between independent clauses - using a colon to introduce a list <p>Layout devices</p>	<p>Performing</p> <p>Perform and read aloud a wide range of poems.</p> <p>Consider intonation, tone and volume to show meaning to the audience</p> <p>Perform own composition using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Creating</p> <p>Blackout poems</p> <p>Structured grammar poem</p> <p>Use figurative language: similes, metaphors, personification etc.</p> <p>Free verse based on themes/issues etc.</p> <p>Ballads</p> <p>Cinquain</p> <p>Comic verse</p> <p>Concrete poems</p> <p>Exploring and using unusual/surprising word combinations</p> <p> kennings</p> <p>Model verb poems (if only)</p> <p>Consider layout and presentation</p> <p>Analysing</p> <p>Poetry reviews</p> <p>Poetry analysis</p> <p>Recommendations</p> <p>The above could include: Connections/devices used/structure/themes and conventions/memorable part/effect on reader/messages from the poem giving reasons</p> <p>Summarise poems</p>

Progression in Poetry

Purposes for poetry: to convey information, to entertain, to share a story, to amuse, to reflect, to pass on culture heritage, to pray with thanks, to celebrate, to praise, to persuade etc. The purpose for poetry should be discussed with pupils.

Poetic forms and devices	
Alliteration	<i>This is when words that start with the same sound are used repeatedly in a phrase or sentence</i>
Assonance	<i>This is the repetition of a vowel sound within nearby words</i>
Blackout poem	<i>This is when a poet takes a piece of text and crosses out much of the original text. The words left form a new poem.</i>
Ballad	<i>A poem or song that narrates a story in short stanzas. It may use rhythm and rhyme</i>
Calligram	<i>This is a word, phrase or poem that is presented in a visual way. This may be by the shape of the letters, some words or the whole poem which links to the meaning/theme of the words/poems.</i>
Cinquain	<i>A cinquain has a 5 line structure. It follows the pattern: Line 1: 2 syllables Line 2: 4 syllables Line 3: 6 syllables Line 4: 8 syllables Line 5: 2 syllables</i>
Comic Verse	<i>There are no fixed rules for rhyme and rhythm. Comic verse often involves a play on words and focuses on amusing the reader</i>
Concrete poem	<i>A poem that is written in the shape of the words on the page match the subject of the poem</i>
Conversation poems	<i>A poem that creates the appearance of a conversation that has been inserted into the structure of a poem.</i>
Couplet	<i>Two lines of a poem that have the same rhythm and rhyme</i>
Free verse	<i>Free verse poems do not follow particular forms and are without rhythm and rhyme. Some examples could be monologue, list poems, narrative</i>
Haiku	<i>This is a Japanese poem with the intention of evoking images. It follows the structure Line 1: 5 syllables Line 2: 7 syllables Line 3: 5 syllables</i>
Kennings	<i>A kenning describes the qualities of something using two-word phrases in the place of a noun. Kenning poems uses two-word phrases on each line and may include metaphors</i>

Limerick	<i>A five line comic verse where the 1st, 2nd and 5th line rhyme with each other and the 3rd and 4th line rhyme with each other</i>
List poem	<i>A list poem often has a list of words, phrases or sentences on a subject. They often have a starter word or sentence. E.g. For breakfast I will eat... Things that... Words and phrases are often repeated. It may or may not rhyme.</i>
Metaphor	<i>This is when something is described as being the same as an unrelated object. They are often used to create effects and images</i>
Narrative	<i>A narrative poem tells a story. It may be free verse or involve rhythm and rhyme.</i>
Onomatopoeia	<i>This is a word that describes its sound</i>
Personification	<i>This is when objects, animals and plants are given human qualities to help paint a picture in the reader's mind</i>
Quatrain	<i>A stanza with four lines where usually alternate lines rhyme</i>
Question and answer	<i>This is structured as a dialogue between two people and often follows the structure of a question followed by an answer.</i>
Rap	<i>This is a musical vocal delivery involve rhythm and rhyme</i>
Riddle	<i>This is generally presented as a puzzle to be solved. They may often have clues to a unknown object or person.</i>
Simile	<i>When something is compared to another thing using 'as' or 'like' to paint a picture in reader's mind</i>
Structured grammar poem	<i>A poem that follows a specific grammar structure. Children can then use this structure to create their own poem</i>
Tongue twister	<i>Short poems or lines that are hard to say because they use a lot of similar sounds</i>