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.

	Reading		Writing		
	Listen, discuss, respond	Understanding	Composition	Vocabulary, grammar and punctuation	Possible outcomes
Year 1	- 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	- 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	Write sentences by: - 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 Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher. *The national curriculum talks about composing sentences and sequences of sentences. Children could compose lines of poems and sequences of lines*	- Leaving spaces - Joining words and clauses using and - Capital letters for names of people, places, days of week and the I	**Performing** Performing rhymes and poems, including from other cultures Performing poems with repeated phrases Create and include actions **Creating** Group performance poetry with repeated patterns or lines List poems Free verse: based on experiences/objects/ places/feelings/curriculum links/senses etc. Adding words/phrases/captions to images Generate rhyming words/phrases Use a scaffolding frame for creating poems All the above could be created as a shared/group write *Consider having a poem/rhyme each week to learn/enjoy*

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Year 2	- 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	- 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.	Develop positive attitudes towards and stamina for writing by: - writing poetry Consider what they are going to write before beginning by: - 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 Make simple additions, revisions and corrections to their own writing by: - 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.	- 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)	**<u>Performing</u>** Contemporary and classic poetry Lyrics (contractions) Poems with repeated patterns and patterned structure Question and answer poems Simple raps **<u>Creating</u>** Simple structured grammar poem (adjective, noun, verb etc.). This could be used to explore tenses: past, present, incl. progressive Poems that include commands List poems Question and answer poems Calligram words/phrases Free verse: based on experiences/objects/ places/feelings/curriculum links/senses etc. Explore effective/innovative language choices Jokes/riddles/nonsense sentences/puns/humourous words and phrases/tongue twisters (jokes could link to work on homophones) Alliterative sentences Innovated patterned structures **<u>Analysing</u>** Poem review: likes/dislikes/puzzles/patterns Consider publication and presentation

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Year 3/4	- 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 *(poems)* - 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 *(poems)* that are read to them and those they can read for themselves, taking turns and listening to what others say.	- 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 *(verse)* and summarising these - Identify how language, structure, and presentation contribute to meaning	Plan writing by: - discussing writing *(forms of poems)* 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 Draft and write by: - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence *(line)* structures - organising paragraphs *(verses)* around a theme Evaluate and edit by: - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency Read aloud their own writing *(poem),* to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	- Use a wider range of conjunctions, including when, if, because, although - Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition *(or repetition for effect)* - Conjunctions, adverbs and prepositions to express time and cause - Indicate possession by using the possessive apostrophe with plural nouns - Paragraphs *(verses)* as a way to group related material - Expanded noun phrases	**<u>Performing</u>** Perform a range of poems exploring intonation, tone, volume and actions. Consider the impact of the above on the listener Perform narrative poems. Explore different voices for narrator and characters. Perform free verse poems **<u>Creating</u>** Narrative poems Free verse poems List poems Conversation poems Haiku Kennings Calligrams Special effects: similes, metaphors, personification etc. Song lyrics *(apostrophes)* **<u>Analysing</u>** Read/discuss a range of poems and discuss - Types of poems they are and how you know. - Structure of the poem - Purpose of the poem 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

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Year 5/6	- Continue to read and discuss an increasingly wide range of poetry - Read books *(poems)* that are structured in different ways and for a range of purposes - Increase familiarity with a wide range of books, *(poems)* from our literary heritage, and books *(poems)* from other cultures and traditions - Recommend books *(poems)* 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 *(poetry)* - Make comparisons within and across books *(poems)* - 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 *(poems)* that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously	- Check that the book (*poem)* 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.	Plan their writing by: - 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 Draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Evaluate and edit by: - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Use expanded noun phrases to convey complicated information concisely Use modal verbs or adverbs to indicate degrees of possibility Indicate grammatical and other features *(as appropriate)* by: - 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 Layout devices	**<u>Performing</u>** Perform and read aloud a wide range of poems. Consider intonation, tone and volume to show meaning to the audience Perform own composition using appropriate intonation, volume, and movement so that meaning is clear. **<u>Creating</u>** Blackout poems Structured grammar poem Use figurative language: similes, metaphors, personification etc. Free verse based on themes/issues etc. Ballads Cinquain Comic verse Concrete poems Exploring and using unusual/surprising word combinations Kennings Model verb poems (if only) Consider layout and presentation **<u>Analysing</u>** Poetry reviews Poetry analysis Recommendations The above could include: Connections/devices used/structure/themes and conventions/memorable part/effect on reader/messages from the poem giving reasons Summarise poems

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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	*This is when words that start with the same sound are used repeatedly in a phrase or sentence*
Assonance	*This is the repetition of a vowel sound within nearby words*
Blackout poem	*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.*
Ballad	*A poem or song that narrates a story in short stanzas. It may use rhythm and rhyme*
Calligram	*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.*
Cinquain	*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*
Comic Verse	*There are no fixed rules for rhyme and rhythm. Comic verse often involves a play on words and focuses on amusing the reader*
Concrete poem	*A poem that is written in the shape of the words on the page match the subject of the poem*
Conversation poems	*A poem that creates the appearance of a conversation that has been inserted into the structure of a poem.*
Couplet	*Two lines of a poem that have the same rhythm and rhyme*
Free verse	*Free verse poems do not follow particular forms and are without rhythm and rhyme. Some examples could be monologue, list poems, narrative*
Haiku	*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*
Kennings	*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*
Limerick	*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*
List poem	*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.*
Metaphor	*This is when something is described as being the same as an unrelated object. They are often used to create effects and images.*
Narrative	*A narrative poem tells a story. It may be free verse or involve rhythm and rhyme.*

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Onomatopoeia	*This is a word that describes it sound*
Personification	*This is when objects, animals and plants are given human qualities to help paint a picture in the reader's mind*
Quatrain	*A stanza with four lines where usually alternate lines rhyme*
Question and answer	*This is structured as a dialogue between two people and often follows the structure of a question followed by an answer.*
Rap	*This is a musical vocal delivery involve rhythm and rhyme*
Riddle	*This is generally presented as a puzzle to be solved. They may often have clues to a unknown object or person.*
Simile	*When something is compared to another thing using 'as' or 'like' to paint a picture in reader's mind*
Structured grammar poem	*A poem that follows a specific grammar structure. Children can then use this structure to create their own poem*
Tongue twister	*Short poems or lines that are hard to say because they use a lot of similar sounds*