

POETRY SKILLS PROGRESSION

	<u>EYFS</u>	<u>YEAR 1</u>	<u>YEAR 2</u>	<u>YEAR 3</u>	<u>YEAR 4</u>	<u>YEAR 5</u>	<u>YEAR 6</u>
<p>POETRY Read and analyse</p>	<p>To listen to and join in with stories and poems, one-to-one and also in small groups.</p>	<p>Discuss what a poem is about</p> <p>Give a personal response to a poem</p> <p>Identify favourite words / favourite parts of a poem</p> <p>Notice the poem's pattern</p>	<p>To show an appreciation of some different styles of poetry by talking about own views, the subject matter and possible meaning of a range of poetry</p> <p>Comment on which words have the most effect, noting alliteration</p> <p>Notice and discuss simple poetry patterns</p>	<p>To start to recognise some different poetic forms</p> <p>Identify and explain the pattern of the different forms</p> <p>Describe the effect a poem has and suggest possible interpretations</p> <p>Discuss the choice of words and their impact, noticing how the poet creates 'sound effects' by using alliteration, rhythm or rhyme and create pictures using similes</p>	<p>To recognise and discuss some different forms of poetry, including effect on the reader</p> <p>Describe poem's impact and explain own interpretation by referring to aspects of the poem.</p> <p>Comment on the use of similes and expressive language to create images, sound effects and atmosphere</p>	<p>To recognise and discuss different forms of poetry, stating a preference</p> <p>Discuss poet's possible viewpoint, explain and justify own response and interpretation</p> <p>Compare different forms and describe impact</p> <p>Notice and explain the use of unusual or surprising language choices and effects, such as onomatopoeia, metaphor, personification. Comment on how this influences meaning.</p>	<p>To recognise and discuss the different forms of poetry, stating a justified preference.</p> <p>Comment on the different structures and how these can influence meaning.</p> <p>Interpret poems, explaining how the poet creates shades of meaning. Identify and explain underlying themes.</p> <p>Explain the impact of figurative and expressive language, including metaphor.</p>

<p>POETRY Vocabulary</p>	<p><u>EYFS</u></p>	<p><u>YEAR 1 & YEAR 2</u></p> <ul style="list-style-type: none"> poet, poem, verse, rhyme 	<p><u>YEARS 3-6</u></p> <ul style="list-style-type: none"> adjectives, verbs repetitive phrase onomatopoeia, alliteration, distinctive rhythms expression, tone, volume and use of voices rhythms, rhymes. figurative language verse, chorus, couplet, stanza, rhythm, rhyme, alliteration ballad, sonnet, rap, elegy, narrative personification. assonance
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POETRY Performance	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<p>To join in with repeated refrains in rhymes and stories.</p> <p>To use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>To develop preference for forms of expression.</p> <p>To play cooperatively as part of a group to develop and act out a narrative.</p> <p>To express themselves effectively, showing awareness of listeners' needs</p>	<p>To learn some simple poems by heart.</p> <p>To imitate and invent actions</p> <p>To perform in unison, following the rhythm and keeping time</p>	<p>To continue to build up a repertoire of poems learnt by heart</p> <p>To use actions and sound effects to add to the poem's meaning</p> <p>To perform individually and together, speaking clearly and audibly</p>	<p>To learn a piece of poetry by heart</p> <p>To prepare and perform poems and play scripts to read aloud and perform.</p> <p>To show some awareness of the audience when reading aloud by beginning to use appropriate intonation and volume.</p>	<p>To learn a wide range of poetry by heart</p> <p>To prepare and perform poems and play scripts using techniques such as actions, sound effects, musical patterns and images to enhance a poem's meaning</p> <p>To show an awareness of audience by varying volume, pace and using appropriate expression when performing</p>	<p>To learn a wide range of poetry by heart</p> <p>To use actions, sound effects, musical patterns, images and dramatic interpretation to engage an audience</p> <p>To engage an audience when reading out loud by varying pitch, pace, volume, expression and use of pauses to create an impact</p>	<p>To learn a wide range of poetry by heart</p> <p>To confidently perform poems and texts learnt by heart using a wide range of devices to engage the audience and for effect. (eg use of actions, sound effects, musical patterns, images and dramatic interpretations)</p> <p>To engage an audience through varying pitch, pace, volume, rhythm and expression in response to the poem's meaning and form.</p>

POETRY Writing	EYFS To look at rhymes within a poem To collect words that rhyme	YEAR 1 To observe details of first-hand experiences using the senses To list words and phrases or use a repeating pattern or line	YEAR 2 To experiment with alliteration to create humorous and surprising combinations Make adventurous word choices to describe closely observed experiences Create a pattern or shape on the page Use simple repeating phrases or lines as models	YEAR 3 To invent new similes and experiment with word play Use powerful nouns, adjectives and verbs Write free verse; borrow or create a repeating pattern	YEAR 4 To use language playfully to exaggerate or pretend Use similes to build images and identify clichés in own writing Write free verse. Use a repeating pattern. Experiment with simple forms.	YEAR 5 To invent nonsense words and situations and experiment with unexpected word combinations Use carefully observed details and apt images to bring subject matter alive. Avoid clichés in own writing Write free verse. Use or invent repeating patterns. Attempt different forms including rhyme for humour.	YEAR 6 To select pattern or form to match meaning and own voice Use simple metaphors and personification to create poems based on real and imagined experiences. Use language imaginatively to create surreal, surprising, amusing and inventive poetry
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POETRY Range	To learn and perform to an audience a number of nursery rhymes	SENSE POEMS	CALLIGRAMS / SHAPE POEMS	LIMERICKS CLERICHEWS	SIMILE POEMS	NONSENSE <i>Jabberwocky</i> By Lewis Carroll	SONNETS
		LIST POEMS	RIDDLES	ACROSTIC	KENNINGS	NARRATIVE <i>The Highwayman</i> By Alfred Noyes	REPEATING PATTERN
		REPEATING PATTERN	ALLITERATION	DIAMANTES	HAIKU A Haiku calendar	REPEATING PATTERN	FREE VERSE
			REPEATING PATTERN	REPEATING PATTERN	REPEATING PATTERN	REPEATING PATTERN	
				FREE VERSE	FREE VERSE	FREE VERSE	