



Progression in Poetry

	Reading Poetry	Vocabulary, grammar and punctuation	Performing Poetry	Creating Poetry
N	<ul style="list-style-type: none"> Shows awareness of rhyme and alliteration. 		<ul style="list-style-type: none"> Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. 	<ul style="list-style-type: none"> Enjoys rhyming and rhythmic activities. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups.
R	<ul style="list-style-type: none"> listen to poems being read and talk about likes and dislikes – including ideas or puzzles, words, and patterns 	<ul style="list-style-type: none"> extend vocabulary, especially by grouping and naming, explaining the meaning and sounds of new words 	<ul style="list-style-type: none"> joins in with class rhymes and poems, copy actions Continues a rhyming string. 	<ul style="list-style-type: none"> enjoys making up funny sentences and playing with words; look carefully at experiences and choose words to describe; make word collections or use simple repeating patterns writes rhyming pairs of words
Y1	<ul style="list-style-type: none"> Discuss own response and what the poem is about; talk about favourite words or parts of a poem; notice the poem's pattern be aware of a significant poet and be able to join in with some of their poems 	<ul style="list-style-type: none"> use description e.g. adjectives and adverbs Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root 	<ul style="list-style-type: none"> perform in unison, following the rhythm and keeping time imitate and invent actions read aloud clearly enough to be heard by peers and teachers 	<ul style="list-style-type: none"> invent impossible ideas, e.g. magical wishes; observe details of first hand experiences using the senses and describe; list words and phrases



Progression in Poetry

		words (e.g. <i>helping, helped, helper</i>)		
Y2	<ul style="list-style-type: none"> talk about own views, the subject matter and possible meanings; comment on which words have most effect, noticing alliteration discuss simple poetry patterns be aware of more than one significant poet and recite one or more of their poems (or sections of their poems) 	<ul style="list-style-type: none"> formation of nouns using suffixes such as –ness, – er and by compounding [for example, whiteboard, superman] formation of adjectives using suffixes such as – ful, –less use of the suffixes –er, – est in adjectives expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] 	<ul style="list-style-type: none"> perform individually or together use actions and sound effects to add to the poem’s meaning read aloud with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> 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
Y3	<ul style="list-style-type: none"> describe the effect a poem has and suggest possible interpretations; discuss the choice of words and their impact, noticing how the poet creates ‘sound effects’ by using alliteration, rhythm or rhyme and creates pictures using similes; explain the pattern of different simple forms be aware of two or more significant poets, recite one or more of their poems (or sections of their poems) and begin to express a preference 	<ul style="list-style-type: none"> formation of nouns using a range of prefixes [for example super–, anti–, auto–] word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] 	<ul style="list-style-type: none"> perform individually or chorally; vary and controlling volume, experimenting with expression and use pauses for effect use actions, voices, sound effects and musical patterns to add to a performance 	<ul style="list-style-type: none"> invent new similes and experiment with word play; use powerful nouns, adjectives and verbs; experiment with alliteration; create own free verse poetry write own examples of kennings, tankas, haikus
Y4	<ul style="list-style-type: none"> describe poem’s impact and explain own interpretation by referring to the poem; 	<ul style="list-style-type: none"> noun phrases expanded by the addition of modifying adjectives, nouns and 	<ul style="list-style-type: none"> vary and control volume and tone, pace and use 	<ul style="list-style-type: none"> use language playfully to exaggerate or pretend;



Progression in Poetry

	<ul style="list-style-type: none"> comment on the use of similes and expressive language to create images, sound effects and atmosphere; discuss the poem's form and suggest the effect on the reader be aware of a range of significant poets (both contemporary and classic), recite one or more of their poems (or sections of their poems) and begin to express a preference 	<p>preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <ul style="list-style-type: none"> appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition 	<p>appropriate expression when performing</p> <ul style="list-style-type: none"> use actions, sound effects, musical patterns and images to enhance a poem's meaning 	<ul style="list-style-type: none"> use similes to build images and identify clichés in own writing; create own free verse poetry write own examples of riddles based on models provided
Y5	<ul style="list-style-type: none"> discuss poet's possible viewpoint, explain and justify own response and interpretation; explain the use of unusual or surprising language choices and effects, such as onomatopoeia and metaphor; comment on how this influences meaning; explore imagery including metaphor and personification; compare different forms and describe impact be aware of a range of significant poets (both contemporary and classic), recite one or more of their poems (or sections of their poems) and begin to express a preference, justifying own views 	<ul style="list-style-type: none"> Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] 	<ul style="list-style-type: none"> vary pitch, pace, volume, expression and use pauses to create impact; use movement, sound effects, musical patterns, images and dramatic interpretation when performing both their own poetry, and that of others 	<ul style="list-style-type: none"> invent nonsense words and situations and experiment with unexpected word combinations; use carefully observed details and apt images to bring subject matter alive; avoid cliché in own writing; create own free verse poetry write raps/spoken word poetry on topics relevant to the children's interests/ motivations (possibly link with work on persuasion e.g. writing protests – see persuasion progression paper)
Y6	<ul style="list-style-type: none"> interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes explain the impact of figurative and expressive language, including metaphor; comment on poems' structures and how these influence meaning 	<ul style="list-style-type: none"> how words are related by meaning as synonyms and antonyms [for example, big, large, little]. 	<ul style="list-style-type: none"> vary pitch, pace volume, rhythm and expression in relation to the poem's meaning and form use movement, sound effects, musical patterns, images and dramatic interpretation, 	<ul style="list-style-type: none"> use language imaginatively to create surreal, surprising, amusing and inventive poetry; use simple metaphors and personification to create poems based on



Progression in Poetry

	<ul style="list-style-type: none">• be aware of a wide range of significant poets (both contemporary and classic, including Shakespeare), recite one or more of their poems (or sections of their poems) and begin to express a preference, justifying own view points		varying presentations by using ICT when performing both their own poetry, and that of others	real or imagined experience; <ul style="list-style-type: none">• select pattern or form to match meaning and own voice• create own free verse poetry
--	--	--	--	---