Progression in Poetry

	Reading Poetry	Vocabulary, grammar and punctuation	Performing Poetry	Creating Poetry
N	• Shows awareness of rhyme and alliteration.		• Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. • Create their own songs, or improvise a song around one they know.	• Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
R	• listen to poems being read and talk about likes and dislikes – including ideas or puzzles, words, and patterns Early Learning Goal Invent, adapt and recount narratives and stories with their peers and their teacher.	• extend vocabulary, especially by grouping and naming, explaining the meaning and sounds of new words	• Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play.	• Engage in story times. • Retell the story, once they have developed a deep familiarity with the text; some as

	• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.	•		exact repetition and some in their own words. • Learn rhymes, poems and songs.
Y1	• 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	• 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 words (e.g. *helping, helped, helper*)	• perform in unison, following the rhythm and keeping time • imitate and invent actions • read aloud clearly enough to be heard by peers and teachers	• invent impossible ideas, e.g. magical wishes; • observe details of first hand experiences using the senses and describe; • list words and phrases
Y2	• 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)	• 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	• 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	• 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

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		[for example, the blue butterfly, plain flour, the man in the moon]		phrases or lines as models
Y3	- 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	- 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]	- 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	- 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	- describe poem's impact and explain own interpretation by referring to the poem; - 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	- noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) - appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	- vary and control volume and tone, pace and use appropriate expression when performing - use actions, sound effects, musical patterns and images to enhance a poem's meaning	- use language playfully to exaggerate or pretend; - 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	- 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	Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]	- 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	- 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;

	of their poems (or sections of their poems) and begin to express a preference, justifying own views			• 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	• 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 • 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	• how words are related by meaning as synonyms and antonyms [for example, big, large, little].	• 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, varying presentations by using ICT when performing both their own poetry, and that of others	• use language imaginatively to create surreal, surprising, amusing and inventive poetry; • use simple metaphors and personification to create poems based on real or imagined experience; • select pattern or form to match meaning and own voice • create own free verse poetry