

## POETRY SKILLS PROGRESSION

<b>POETRY</b> Read and analyse	<p>30 – 50 months 40 – 60 months <u>Early Learning Goals</u></p> <p>To listen to and join in with stories and poems, one-to-one and also in small groups.</p>	<p style="text-align: center;"><u>YEAR 1</u></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 style="text-align: center;"><u>YEAR 2</u></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 style="text-align: center;"><u>YEAR 3</u></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 style="text-align: center;"><u>YEAR 4</u></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 style="text-align: center;"><u>YEAR 5</u></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 style="text-align: center;"><u>YEAR 6</u></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 style="text-align: center;"><u>VOCABULARY</u></p>	<ul style="list-style-type: none"> <li>poet, poem, verse, rhyme</li> </ul>		<ul style="list-style-type: none"> <li>adjectives, verbs repetitive phrase</li> <li>onomatopoeia, alliteration, distinctive rhythms</li> <li>expression, tone, volume and use of voices</li> <li>rhythms, rhymes.</li> <li>figurative language</li> <li>verse, chorus, couplet, stanza, rhythm, rhyme, alliteration</li> <li>ballad, sonnet, rap, elegy, narrative</li> <li>personification.</li> <li>assonance</li> </ul>			

## POETRY SKILLS PROGRESSION

<b>POETRY</b> Performance	<p>30 – 50 months 40 – 60 months <u>Early Learning Goals</u></p> <p style="color: #FF8C00;">To join in with repeated refrains in rhymes and stories.</p> <p style="color: #FF8C00;">To use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p style="color: #FF8C00;">To develop preference for forms of expression.</p> <p style="color: #4682B4;">To play cooperatively as part of a group to develop and act out a narrative.</p> <p style="color: #3CB371;">To express themselves effectively, showing awareness of listeners' needs</p>	<p style="text-align: center;"><b><u>YEAR 1</u></b></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 style="text-align: center;"><b><u>YEAR 2</u></b></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 style="text-align: center;"><b><u>YEAR 3</u></b></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 style="text-align: center;"><b><u>YEAR 4</u></b></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 style="text-align: center;"><b><u>YEAR 5</u></b></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 style="text-align: center;"><b><u>YEAR 6</u></b></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 SKILLS PROGRESSION

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

## **POETRY SKILLS PROGRESSION**