



St. Peter's C of E Primary School Poetry Progression Document

Year group	National curriculum/EYFS Framework	Examples of poems that may be covered	Reading poetry	Writing poetry	Performing poetry
R	<p><u>Communication and language:</u> By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, <b>rhymes and poems</b>, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.</p> <p>Literacy- enjoy rhymes, poems and songs together.</p> <p><u>ELG: Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>- <u>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others</u>, and - when appropriate - try to move in time with music.</li> </ul> <p><u>ELG: Speaking</u></p> <ul style="list-style-type: none"> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, <b>rhymes and poems when appropriate</b>;</li> </ul>	<ul style="list-style-type: none"> <li>-Range of nursery rhymes for children to join in reciting.</li> <li>-Rhyme within children's books- eg- The Gruffalo</li> <li>-Action rhymes for children to copy actions.</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to poems being read and talk about likes and dislikes- including puzzles, words and patterns.</li> </ul>	<ul style="list-style-type: none"> <li>-Enjoy making up funny sentences.</li> <li>-Look carefully at experiences and choose words to describe.</li> <li>-Make word collections or use simple repeating patterns.</li> </ul>	<ul style="list-style-type: none"> <li>-Join in with class rhymes and poems</li> <li>-Copy actions</li> </ul>



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<p>Yr1</p>	<p>-By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction</p> <p>-Learning to appreciate rhymes and poems, and to recite some by heart</p> <p>-Recognising and joining in with predictable phrases</p>	<ul style="list-style-type: none"> <li>• Acrostic Poems</li> <li>• Poem with predictable phrases- Oh Dear! Michael Rosen</li> <li>• Guided reading: Alliterative poems Alphabet poem- Michael Rosen Pineapple Vyanne Samuel</li> </ul>	<p>-Notice the poem's pattern</p> <p>-Talk about favourite parts of the poem</p> <p>-Discuss what the poem is about</p>	<p>-List words and phrases or use a repeating pattern or line.</p> <p>-Use senses to describe and observe details of first-hand experiences.</p>	<p>-Recite a poem in unison, keeping rhythm and following time.</p> <p>-Imitate and invent actions.</p>
<p>Yr2</p>	<p>-Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>-recognising simple recurring literary language.</p> <p>-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</p> <p>-Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> <p>-Writing poetry</p>	<ul style="list-style-type: none"> <li>• Performance poem- Gran, can you rap- Jack Ousby</li> <li>• Rhyming poem to innovate- The Sound Collector - Roger McGough.</li> <li>• Guided reading- Shape poems from The Works or</li> </ul>	<p>-Comment on which words have most effect, noticing <u>alliteration</u>.</p> <p>-Discuss simple poetry patterns.</p> <p>-Talking about own views, the subject matter and possible meanings.</p>	<p>-Experiment with alliteration.</p> <p>-Make adventurous word choices to describe.</p> <p>-Create a pattern or shape on the page.</p> <p>-Use repeating phrases or lines as models.</p>	<p>-Perform individually or together, speak clearly and audibly.</p> <p>-Use actions and sound effects to add to the poem's meaning.</p>



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		What is he? Liz Brownlee The Shape of a poem- Chris Odgen Aaah!!! At Last it's Spring- James Carter Family Tree- Damian Harvey Word Whirls- John Foster			
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Yr3	<p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"><li>• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li><li>• Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li><li>• Recognising some different forms of poetry [for example, free verse, narrative poetry]</li></ul>	<ul style="list-style-type: none"><li>• Performance poem- Life Doesn't Frighten Me- Maya Angelou</li><li>• Reading and writing- Haikus.</li><li>• Guided reading- The Beauty My Eyes Can See A range of story, nature, acrostic, haikus</li></ul>	<p>-Describe the effect a poem has and its interpretations.</p> <p>-Discuss the choice of words and their impact. Notice how the poet creates sound effects by using alliteration, rhyme or rhythm.</p> <p>-Explain the pattern of different forms</p>	<p>-Invent new <u>similes</u> and experiment with word play.</p> <p>-Use powerful nouns, adjectives and verbs. Experiment with <u>alliteration</u>.</p> <p>-Create a repeating pattern.</p>	<p>-Perform individually or chorally, vary volume and experiment with expression and pauses for effect.</p> <p>-Use actions, voices, sound effects and musical patterns to add to a performance.</p>
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<p>Yr4</p>	<p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• Recognising some different forms of poetry [for example, free verse, narrative poetry]</li> <li>• They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and <u>increasingly independently by the end of year 4.</u></li> </ul>	<ul style="list-style-type: none"> <li>• Performance poem- The Night Before Christmas- Clement Clarke Moore</li> <li>• Christmas poems- variety of genres</li> <li>• Metaphor poem- The Sun- Wes Magee</li> <li>• Guided reading- From a Railway Carriage- Robert Louis Stevenson</li> <li>• Rhyming Poem- The Night Mail- WH Auden</li> <li>• A range of Limericks From The Works and other sources.</li> </ul>	<ul style="list-style-type: none"> <li>-Describe the poem's impact and explain own interpretation.</li> <li>-Comment on use of similes and expressive language to create sound effects and atmosphere.</li> <li>-Discuss the poem's form and suggest the effect on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>-Use language to exaggerate or pretend.</li> <li>-Use similes to build images.</li> <li>-Use a repeating pattern and experiment with simple forms.</li> </ul>	<ul style="list-style-type: none"> <li>-Vary volume, pace and use appropriate expression when performing.</li> <li>-Use actions, sound effects, musical patterns and images to enhance a poem's meaning.</li> </ul>
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Y5	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <ul style="list-style-type: none"> <li>* Learning a wider range of poetry by heart</li> <li>* Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul> <p>Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, imagery and effect.</p>	<ul style="list-style-type: none"> <li>• Narrative/classic poems: The Listeners- Walter De La Mare</li> <li>• Performance poems- The Visitor-Ian Serrailier</li> <li>• Guided reading-personification poems from The Works Winter- Olivia Kooker Snow and Snow- Ted Hughes It's Spring- John Foster Jack Frost- C.E Pike</li> </ul>	<p>-Interpret poems, explaining meanings.</p> <p>-Explore imagery such as metaphors and personification</p> <p>-Discuss a poet's viewpoint and justify own response or interpretation.</p>	<p>-Use repeating patterns, attempt different forms, including rhyme.</p> <p>-Use carefully observed details and images to bring subject matter alive.</p>	<p>-Vary pitch, pace, volume, expression and use pauses to create impact.</p> <p>-Use actions, sound effects, musical patterns, images and begin to use drama.</p>
Y6	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <ul style="list-style-type: none"> <li>* Learning a wider range of poetry by heart</li> <li>* Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul> <p>Pupils should be taught the technical and other terms needed for discussing what they hear and read, such</p>	<p>Narrative/classic poems: The Highwayman- Alfred Noyse</p> <p>Performance poems</p> <ul style="list-style-type: none"> <li>• The Jumbles- Edward Lear OR</li> </ul>	<p>-Explain the effect of figurative language, including personification and metaphors</p>	<p>-Invent repeating patterns, attempt different forms, including rhyme.</p> <p>-Use simple metaphors and personification</p>	<p>-Vary pitch, pace, volume, expression and use pauses to create impact.</p> <p>-Use actions, sound effects, musical patterns,</p>



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	<p>as metaphor, simile, analogy, imagery, style and effect.</p>	<ul style="list-style-type: none"><li>• What I Love About School- Roger McGough</li><li>• Cinquain poems- From The Works Snow- Adelaide Crapsey Winter- Adelaide Crapsey Blackbird- John Foster At the Gate- John Foster</li></ul>	<p>-Explain themes in poems (eg, love, grief).</p> <p>-Comment on poems' structures and how these influence meaning.</p>	<p>to create or adapt poems.</p> <p>-Use language imaginatively to create surreal, surprising, amusing or inventive poetry</p>	<p>images and dramatic interpretation.</p>
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