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| Progression in Poetry |
| Year  |     | Reading Poetry:- *subject matter and theme;* *language use; style pattern*  | Performing Poetry:- * *use of voice;*
* *presentation*
 |    | Creating Poetry: - *original playfulness with language and ideas; detailed recreation of closely observed experience;*  |
|  |  |  |  |    | *using different patterns*  |
| R  |   | listen to poems being read and talk about likes and dislikes – including ideas or puzzles, words, and patterns  | * join in with class rhymes and poems,
* copy actions

  |      | enjoy 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  |
| Year 1      |     | discuss own response and what the poem is about; talk about favourite words or parts of a poem; notice the poem s pattern  | * perform in unison, following the rhythm and keeping time
* imitate and invent actions
 |     | invent impossible ideas, e.g. magical wishes; observe details of first hand experiences using the senses and describe; list words and phrases or use a repeating pattern or line.  |
| Year 2  |      | talk about own views, the subject matter and possible meanings; comment on which words have most effect, noticing alliteration; discuss simple poetry patterns  | * perform individually or together; speak clearly and audibly.
* use actions and sound

effects to add to the poem s meaning   |     | 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  |      | 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  |  * perform individually or chorally; vary 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; write free verse; borrow or create a repeating pattern  |
|  Year 4  |     | 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;  |  * vary volume, 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; write free verse; use a repeating pattern; experiment with simple forms  |
|  |    | discuss the poem s form and suggest the effect on the reader  |      |  |  |  |
|  Year 5  |        | 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  |      | vary pitch, pace, volume, expression and use pauses to create impact; use actions, sound effects, musical patterns, images and dramatic interpretation  |      | 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; write free verse; use or invent repeating patterns; attempt different forms, including rhyme for humour  |
|  Year 6  |      | 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  |      | vary pitch, pace volume, rhythm and expression in relation to the poem s meaning and form use actions, sound effects, musical patterns, images and dramatic interpretation, varying presentations by using ICT  |      | 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  |