Progression in Poetry

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| 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 |