

Poetry Progression

This document sets out the objectives in the national curriculum that could be relevant to poetry in each year group. Suggested outcomes are not musts for each year group, but just ideas for outcomes.



Listen, discuss, respond	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>HIGHLIGHTED STATEMENTS ARE REQUIREMENTS OF EYFS EARLY LEARNING GOALS AND THE NATIONAL CURRICULUM</p>	<p>I know how to listen attentively so that I can respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>I know how to make comments about what I have heard and ask questions so that I can clarify my understanding.</p> <p>I know how to participate in small group, class and one-to-one discussions, offering my own ideas, so that I can use recently introduced vocabulary.</p> <p>I know how to offer explanations for why things might happen, so that I can make use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>I know how to express my ideas and feelings about my experiences so that I use full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from my teacher.</p>	<p>I know how to listen to wide range of poems so that I can join in with predictable phrases.</p> <p>I know how to discuss a wide range of poems so that I can make links to my own experiences.</p> <p>I know how to listen to rhymes and poems so that I can recite some by heart.</p> <p>I know how to listen to rhymes and poems so that I can discuss word meanings.</p> <p>I know how to listen to rhymes and poems so that I can discuss significance of title and events.</p> <p>I know how to listen to rhymes and poems so that I can participate in discussions.</p>	<p>I know how to listen to a wide range of contemporary and classic poetry so that I can discuss and express views about different poems.</p> <p>I know how to recognise simple recurring literary language in poetry.</p> <p>I know how to discuss and clarifying the meanings of words so that I can link new meanings to known vocabulary.</p> <p>I know how to discuss my favourite words and phrases so that I can tell others my opinions and reasons.</p> <p>I know how to listen to poems so that I continue to build up a repertoire of poems learnt by heart.</p> <p>I know how to recite some poems, with appropriate intonation so that I can make the meaning clear.</p> <p>I know how to participate in discussion about books, poems and other works that are read to me and those that I can read for myself, taking turns and listening to what others say.</p>	<p>I know how to listen to listen to and discuss a range of fiction, poetry.</p> <p>I know how to read poems that are structured in different ways.</p> <p>I know how to identify themes and conventions in a wide range of poems.</p> <p>I know how to prepare poems to read aloud and to perform, so that I show understanding through intonation, tone, volume and action.</p> <p>I know how to discuss words and phrases that capture the reader's interest and imagination.</p> <p>I know how to recognise some different forms of poetry (for example, free verse, narrative poetry)</p> <p>I know how to participate in discussion about both poems that are read to me and those I can read for myself, taking turns and listening to what others say.</p>	<p>I know how to listen to listen to and discuss a range of fiction, poetry.</p> <p>I know how to read poems that are structured in different ways.</p> <p>I know how to identify themes and conventions in a wide range of poems.</p> <p>I know how to prepare poems to read aloud and to perform, so that I show understanding through intonation, tone, volume and action.</p> <p>I know how to discuss words and phrases that capture the reader's interest and imagination.</p> <p>I know how to recognise some different forms of poetry (for example, free verse, narrative poetry)</p> <p>I know how to participate in discussion about both poems that are read to me and those I can read for myself, taking turns and listening to what others say.</p>	<p>I know how to read and discuss an increasingly wide range of poetry so that I learn a wider range of poetry by heart</p> <p>I know how to read poems that are structured in different ways and for a range of purposes.</p> <p>I know how to read poems from our literary heritage and poems from other cultures and traditions so that I understand and appreciate different cultures and values.</p> <p>I know how to give reasons for my choices of favourite poems that I have read so that I recommend poems to my peers.</p> <p>I know how to identify and discuss themes and conventions in and across a wide range of poetry so that I can make comparisons within and across poems.</p> <p>I know how to read and discuss an increasingly wide range of poetry.</p> <p>I know how to prepare poems to read aloud/perform so that my understanding is shown through intonation/tone/volumes so that the meaning is clear to an audience.</p> <p>I know how to participate in discussions about poems that are read to me and those I can</p>	<p>I know how to read and discuss an increasingly wide range of poetry so that I learn a wider range of poetry by heart</p> <p>I know how to read poems that are structured in different ways and for a range of purposes.</p> <p>I know how to read poems from our literary heritage and poems from other cultures and traditions so that I understand and appreciate different cultures and values.</p> <p>I know how to give reasons for my choices of favourite poems that I have read so that I recommend poems to my peers.</p> <p>I know how to identify and discuss themes and conventions in and across a wide range of poetry so that I can make comparisons within and across poems.</p> <p>I know how to read and discuss an increasingly wide range of poetry.</p> <p>I know how to prepare poems to read aloud/perform so that my understanding is shown through intonation/tone/volumes so that the meaning is clear to an audience.</p> <p>I know how to participate in discussions about poems that are read to me and those I can</p>

Poetry Progression

This document sets out the objectives in the national curriculum that could be relevant to poetry in each year group. Suggested outcomes are not musts for each year group, but just ideas for outcomes.



Understanding	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						read for myself, so that I build on my own ideas and those of others and challenge views courteously.	
	<p>I know how to use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play so that I understand new words.</p>	<p>I know how to draw on background knowledge and vocabulary so that I can show my understanding of a poem.</p> <p>I know how to correct inaccurate reading so that I can check a poem makes sense.</p> <p>I know how to use what has been read so far so that I can infer and make predictions on the basis of what is said and done.</p> <p>I know how to unpick a poem so that I can explain my understanding.</p>	<p>I know how to draw on what I already know or on background information and vocabulary so that I can show my understanding of a poem.</p> <p>I know how to correct my inaccurate reading (self-correct) so that I check that the poem makes sense to me.</p> <p>I know how to use what has been read so far so that I can infer and make predictions on the basis of what is said and done.</p> <p>I know how to answer and ask questions so that I can explain my understanding.</p> <p>I know how to identify the main subject of a poem so that I explain and discuss my understanding of it, both those that I listen to and those that I read for myself.</p>	<p>I know how to listen to a wide range of fiction, poetry, play, non-fiction and reference books or text books so that I can discuss them with others.</p> <p>I know how to check that the poem makes sense to me so that I can discuss my understanding and explain the meaning of words in context.</p> <p>I know how to ask questions so that I can improve my understanding of a poem.</p> <p>I know how to use a poem so that I draw inferences and justify inferences with evidence.</p> <p>I know how to identify main ideas drawn from more than one line or verse so that I can summarise these and show my understanding.</p> <p>I know how to identify how language, structure, and presentation contribute to meaning so that I can explain my understanding of a poem.</p> <p>I know how to read a wide range of poems so that I can retell these orally.</p> <p>I know how to use a dictionary so that I can check</p>	<p>I know how to listen to a wide range of fiction, poetry, play, non-fiction and reference books or text books so that I can discuss them with others.</p> <p>I know how to check that the poem makes sense to me so that I can discuss my understanding and explain the meaning of words in context.</p> <p>I know how to ask questions so that I can improve my understanding of a poem.</p> <p>I know how to use a poem so that I can draw inferences and justify inferences with evidence.</p> <p>I know how to identify main ideas drawn from more than one line or verse so that I can summarise these and show my understanding.</p> <p>I know how to identify how language, structure, and presentation contribute to meaning so that I can explain my understanding of a poem.</p> <p>I know how to read a wide range of poems so that I can retell these orally.</p> <p>I know how to use a dictionary so that I can check</p>	<p>I know how to read a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks so that I broaden my vocabulary and knowledge.</p> <p>I know how to check that a poem makes sense to me, so that I can discuss my understanding and explain the meaning of words in context.</p> <p>I know how to ask questions so that I can improve my understanding of a poem.</p> <p>I know how to use a poem so that I can draw inferences and justify inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</p> <p>I know how to identify key details that support the main ideas drawn from more than one line or verse so that I can summarise these and show my understanding.</p> <p>I know how to use a poem so that I identify how language, structure and presentation contribute to meaning.</p> <p>I know how to discuss and evaluate how poets use language, including figurative language, so that I can consider the impact on the reader.</p>	<p>I know how to read a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks so that I broaden my vocabulary and knowledge.</p> <p>I know how to check that a poem makes sense to me, so that I can discuss my understanding and explain the meaning of words in context.</p> <p>I know how to ask questions so that I can improve my understanding of a poem.</p> <p>I know how to use a poem so that I can draw inferences and justify inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</p> <p>I know how to identify key details that support the main ideas drawn from more than one line or verse so that I can summarise these and show my understanding.</p> <p>I know how to use a poem so that I identify how language, structure and presentation contribute to meaning.</p> <p>I know how to discuss and evaluate how poets use language, including figurative language, so that I can consider the impact on the reader.</p>

Poetry Progression

This document sets out the objectives in the national curriculum that could be relevant to poetry in each year group. Suggested outcomes are not musts for each year group, but just ideas for outcomes.



				<p>the meaning of words that I have read.</p> <p>I know how to read and talk about a poem so that I can identify the theme within a range of different types of poems.</p> <p>I know that there are different types of poems so that I can recognise some different forms of poetry e.g., narrative, free verse.</p> <p>I know how to identify vocabulary so that I can discuss words/phrases that capture the reader's interest and imagination.</p> <p>I know how to discuss my understanding and explaining the meaning of particular words so that I check that a poem makes sense to me.</p> <p>I know how to ask questions so that I deepen my understanding of a poem.</p> <p>I know how to draw inference such as inferring character's feelings and thoughts based on their actions within a poem so that I deepen my understanding of it.</p> <p>I know how to draw upon things implied or stated within a poem so that I can make predictions.</p>	<p>the meaning of words that I have read.</p> <p>I know how to read and talk about a poem so that I can identify the theme within a range of different types of poems.</p>	<p>so that I can consider the impact on the reader.</p> <p>I know how to focus on the topic/them of a poem, using notes where necessary so that I can explain and discuss my understanding of what I have read, through formal presentations and debates as well as orally.</p> <p>I know how to focus on the topic/them of a poem, using notes where necessary so that I can provide reasoned justifications for my views.</p> <p>I know how to make comparisons within and across poems.</p> <p>I know how to compare poems written in different periods.</p> <p>I know how to give reasons with details so that I can recommend poetry books/poems to my peers, explaining my own preferences for poems.</p> <p>I know a wider range of poems by heart.</p> <p>I know how to prepare poems and play scripts to read aloud so that I perform using dramatic effects.</p> <p>I know to ask questions so that I improve my understanding of poetry.</p>	<p>I know how to focus on the topic/them of a poem, using notes where necessary so that I can explain and discuss my understanding of what I have read, through formal presentations and debates as well as orally.</p> <p>I know how to focus on the topic/them of a poem, using notes where necessary so that I can provide reasoned justifications for my views.</p> <p>I know how to make comparisons within and across poems.</p> <p>I know how to compare poems written in different periods.</p> <p>I know how to give reasons with details so that I can recommend poetry books/poems to my peers, explaining my own preferences for poems.</p> <p>I know a wider range of poems by heart.</p> <p>I know how to prepare poems and play scripts to read aloud so that I perform using dramatic effects.</p> <p>I know to ask questions so that I improve my understanding of poetry.</p>
--	--	--	--	--	--	---	--

Poetry Progression

This document sets out the objectives in the national curriculum that could be relevant to poetry in each year group. Suggested outcomes are not musts for each year group, but just ideas for outcomes.



End of the year	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Poetry on reading knowledge progression document	Learn and perform some songs, rhymes and short poems (to Thurgoland Luncheon Club members)	Appreciate some rhymes and poems; recite some by heart.	Recite a repertoire of poems learnt by heart, using appropriate intonation. Recognise simple recurring literary language in stories and poetry.	<p>I know how to identify the key idea of verses so that I can discuss them.</p> <p>I know that language, structure and presentation contribute to meaning.</p> <p>Recognise some different forms of poetry, such as shape poems, free verse or narrative; explain their differences.</p> <p>Prepare poems and play scripts to read aloud and perform. Show appropriate intonation and volume when reciting or reading aloud.</p>	Prepare poems and play scripts to read aloud and perform. Demonstrate understanding by using appropriate intonation.	Read and recite age-appropriate poetry which has been learned by heart	Demonstrate that they have learned a wide range of poetry by heart.
Performing	<p>I know the importance of listening to, discussing and poetry so that I talk about people, places, events.</p> <p>I know how to share a poetry book and talk about it so that I use high quality talk and extend my vocabulary.</p> <p>I know how to select a poetry book to share at home and/or at school with staff and/or peers so that I enjoy different types of books.</p> <p>I know how to listen to and join in with refrains from</p>	<p>I know how to listen to poems so that I develop pleasure in reading poetry and am motivated to read.</p> <p>I know how to listen to and discuss a wide range of poems at a level beyond my independent reading ability so that I broaden my vocabulary and understanding.</p> <p>I know some rhymes and poems so that I can recite some by heart.</p>	<p>I know how to listen to contemporary and classic poetry; lyrics; poems with repeated patterns and patterned structure; question and answer poems and simple raps, so that I can recite a poem to perform to others.</p>	<p>I know I can participate in discussion about poems that I have read independently and books that have been read to me whilst listening to and responding to the opinions of my peers.</p> <p>I know how to perform a range of poems exploring intonation, tone, volume and actions so that I can consider the impact of the above on the listener.</p> <p>I know how to perform narrative poems so that I can explore different voices for narrator and characters.</p>	<p>I know I can participate in discussion about poems that I have read independently and books that have been read to me whilst listening to and responding to the opinions of my peers.</p> <p>I know how to perform a range of poems exploring intonation, tone, volume and actions so that I can consider the impact of the above on the listener.</p> <p>I know how to perform narrative poems so that I can explore different voices for narrator and characters.</p>	<p>I know I enjoy listening to, reading and discussing an increasingly wide range of fiction, poetry, plays and non-fiction.</p> <p>I regularly listen to poems read aloud by the teacher from an increasing range of poets.</p> <p>I know how to perform and read aloud a wide range of poems with consideration to intonation, tone and volume so that I show meaning to the audience.</p> <p>I know how perform my own composition using appropriate intonation, volume, and</p>	<p>I know I enjoy listening to, reading and discussing an increasingly wide range of fiction, poetry, plays and non-fiction.</p> <p>I regularly listen to poems read aloud by the teacher from an increasing range of poets.</p> <p>I know how to perform and read aloud a wide range of poems with consideration to intonation, tone and volume so that I show meaning to the audience.</p> <p>I know how perform my own composition using appropriate intonation, volume, and movement so that meaning is clear.</p>

Poetry Progression

This document sets out the objectives in the national curriculum that could be relevant to poetry in each year group. Suggested outcomes are not musts for each year group, but just ideas for outcomes.



	<p>different stories, poems so that I can recite them by heart.</p> <p>I know how to learn some songs, rhymes and short poems so that I can recite and perform them to Thurgoland Luncheon Club members.</p>			<p>I know how to perform free verse poems.</p>	<p>I know how to perform free verse poems.</p>	<p>movement so that meaning is clear.</p>	
Creating		<p>I know some rhymes and poems so that I can create and include actions.</p>	<p>I know a simple structured grammar poem (adjective, noun, verb etc.). so that I can explore tenses: past, present. incl. progressive.</p> <p>I know poems that include commands exist.</p> <p>I know list poems exist.</p> <p>I know question and answer poems exist.</p> <p>I know calligram words/phrases.</p> <p>I know free verse: based on experiences/objects/ places/feelings/curriculum links/senses etc.</p> <p>I know jokes/riddles/nonsense sentences/puns/humorous words and phrases/tongue twisters (jokes could link to work on homophones).</p> <p>I know alliterative sentences.</p>	<p>I know a variety of poem formats exist (narrative poems; Free verse poems; List poems Conversation poems; Haiku; Kennings; Calligrams; Special effects: similes, metaphors, personification etc. Song lyrics) so that I can create a poem myself and/or with others.</p>	<p>I know a variety of poem formats exist (narrative poems; Free verse poems; List poems Conversation poems; Haiku; Kennings; Calligrams; Special effects: similes, metaphors, personification etc. Song lyrics) so that I can create a poem myself and/or with others.</p>	<p>I know a variety of poem formats exist (Blackout poems; Structured grammar poem; Use figurative language: similes, metaphors, personification etc. Free verse based on themes/issues etc. Ballads; Cinquain; Comic verse; Concrete poems) so that I can create a poem myself and/or with others.</p> <p>I know how to explore poems so that I can identify unusual/surprising word combinations such as Kennings Model verb poems (if only)</p> <p>I know to consider layout and presentation when creating poetry.</p>	<p>I know a variety of poem formats exist (Blackout poems; Structured grammar poem; Use figurative language: similes, metaphors, personification etc. Free verse based on themes/issues etc. Ballads; Cinquain; Comic verse; Concrete poems) so that I can create a poem myself and/or with others.</p> <p>I know how to explore poems so that I can identify unusual/surprising word combinations such as Kennings Model verb poems (if only)</p> <p>I know to consider layout and presentation when creating poetry.</p>

Poetry Progression

This document sets out the objectives in the national curriculum that could be relevant to poetry in each year group. Suggested outcomes are not musts for each year group, but just ideas for outcomes.



<p>Analysing</p>			<p>I know how to listen to poetry so that I can discuss likes/dislikes/puzzles/patterns.</p>	<p>I know how to read a range of poems so that I can discuss the types of poems they are and how you know.</p> <p>- Structure of the poem - I know how to read poetry so that I can discuss the purpose of a poem.</p> <p>Poems could be sorted into different forms. Are they easy to sort or are some ambiguous?</p> <p>Summarise poems Poetry analysis/review: Themes/interesting words phrases/type of poem/response/questions you have.</p>	<p>I know how to read a range of poems so that I can discuss the types of poems they are and how you know.</p> <p>- Structure of the poem - I know how to read poetry so that I can discuss the purpose of a poem.</p> <p>Poems could be sorted into different forms. Are they easy to sort or are some ambiguous?</p> <p>Summarise poems Poetry analysis/review: Themes/interesting words phrases/type of poem/response/questions you have.</p>	<p>I know how to review and analyse poetry.</p> <p>The above could include: Connections/devices used/structure/themes and conventions/memorable part/effect on reader/messages from the poem giving reasons.</p> <p>I know how to summarise poems.</p>	<p>I know how to review and analyse poetry.</p> <p>The above could include: Connections/devices used/structure/themes and conventions/memorable part/effect on reader/messages from the poem giving reasons.</p> <p>I know how to summarise poems.</p>
<p>Aspirational Targets</p>	<p>To talk enthusiastically about a poem of their choice and engage other children to listen and ask questions.</p> <p>To listen carefully and answer questions and develop other children's understanding of a poetry book.</p>	<p>To be able to learn and recite a piece of poetry and perform it for their peers with confidence.</p> <p>To be able to talk confidently about their choice of poem and poet.</p> <p>To be able to perform rhymes and poems, including from other cultures.</p> <p>To be able to perform poems with repeated phrases.</p>	<p>To use subject – specific vocabulary confidently across the curriculum with accuracy.</p>	<p>To read a wide variety of poetry and use expression and intonation appropriately.</p> <p>To enjoy participating in group/ individual presentations to present my views and opinions about a particular poem.</p>	<p>To demonstrate my empathy and in-depth understanding of a character through role play and drama.</p>	<p>To speak confidently about my favourite poets and give reasons for my preferences.</p> <p>To present my views on poets and poems confidently and naturally through various means (PowerPoint, iMovie)</p>	<p>To make suggestions to my peers about suitable poems that I have read.</p> <p>To listen to and respect the opinions of others whilst giving counter arguments in an appropriate manner.</p>

Poetry Progression

This document sets out the objectives in the national curriculum that could be relevant to poetry in each year group. Suggested outcomes are not musts for each year group, but just ideas for outcomes.



		To be able to create group performance poetry with repeated patterns or lines.					
--	--	--	--	--	--	--	--

Purposes for poetry: to convey information, to entertain, to share a story, to amuse, to reflect, to pass on culture heritage, to pray with thanks, to celebrate, to praise, to persuade etc. The purpose for poetry should be discussed with pupils.

Poetic form and devices.	
Alliteration	This is when words that start with the same sound are used repeatedly in a phrase or sentence
Assonance	This is the repetition of a vowel sound within nearby words
Blackout Poem	This is when a poet takes a piece of text and crosses out much of the original text. The words left form a new poem
Ballard	A poem or song that narrates a story in short stanzas. It may use rhythm and rhyme
Calligram	This is a word, phrase or poem that is presented in a visual way. This may be by the shape of the letters, some words or the whole poem which links to the meaning/theme of the words/poems
Cinquain	A cinquain has a 5-line structure. It follows the pattern: Line 1: 2 syllables Line 2: 4 syllables Line 3: 6 syllables Line 4: 8 syllables Line 5: 2 syllables
Comic Verse	There are no fixed rules for rhyme and rhythm. Comic verse often involves a play on words and focuses on amusing the reader
Concrete poem	A poem that is written in the shape of the words on the page match the subject of the poem
Conversation poems	A poem that creates the appearance of a conversation that has been inserted into the structure of a poem
Couplet	Two lines of a poem that have the same rhythm and rhyme
Free Verse	Free verse poems do not follow particular forms and are without rhythm and rhyme. Some examples could be monologue, list poems, narrative
Haiku	This is a Japanese poem with the intention of evoking images. It follows the structure: Line 1: 5 syllables Line 2: 7 syllables Line 3: 5 syllables
Kennings	A kenning describes the qualities of something using two-word phrases in the place of a noun. Kenning poems uses two-word phrases on each line and may include metaphors
Limerick	A five-line comic verse where the 1st, 2nd and 5th line rhyme with each other and the 3rd and 4th line rhyme with each other
List poem	A list poem often has a list of words, phrases or sentences on a subject. They often have a starter word or sentence. E.g., For breakfast I will eat... Things that... Words and phrases are often repeated. It may or may not rhyme
Metaphor	This is when something is described as being the same as an unrelated object. They are often used to create effects and images
Narrative	A narrative poem tells a story. It may be free verse or involve rhythm and rhyme
Onomatopoeia	This is a word that describes its sound
Personification	This is when objects, animals and plants are given human qualities to help paint a picture in the reader's mind
Quatrain	A stanza with four lines where usually alternate lines rhyme
Question and answer	This is structured as a dialogue between two people and often follows the structure of a question followed by an answer
Rap	This is a musical vocal delivery involve rhythm and rhyme
Riddle	This is generally presented as a puzzle to be solved. They may often have clues to an unknown object or person.
Simile	When something is compared to another thing using 'as' or 'like' to paint a picture in reader's mind

Poetry Progression

This document sets out the objectives in the national curriculum that could be relevant to poetry in each year group. Suggested outcomes are not musts for each year group, but just ideas for outcomes.



Structure grammar poem	A poem that follows a specific grammar structure. Children can then use this structure to create their own poem
Tongue Twister	Short poems or lines that are hard to say because they use a lot of similar sounds