

Poetry Progression Overview

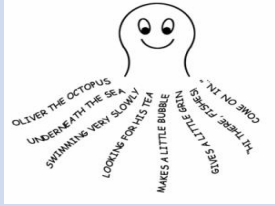
Curriculum Objectives

Nursery	<ul style="list-style-type: none"> • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Uses intonation, rhythm and phrasing to make the meaning clear to others • Enjoys rhyming and rhythmic activities • Shows awareness of rhyme and alliteration • Recognises rhythm in spoken words • Listens to and joins in with stories and poems, one-to-one and also in small groups
Reception	<ul style="list-style-type: none"> • Links statements and sticks to a main theme or intention • Children express themselves effectively, showing awareness of listeners' needs • Continues a rhyming string
Year 1	<ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems and learning to appreciate rhymes and poems, and to recite some by heart • participate in discussion about what is read to them, taking turns and listening to what others say
Year 2	<ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry • recognise simple recurring literary language in poetry • discuss their favourite words and phrases • continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • explain and discuss their understanding of poems, both those that they listen to and those that they read for themselves • develop positive attitudes towards and stamina for writing by writing poetry
Lower Key Stage 2	<ul style="list-style-type: none"> • develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of poetry • prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action • discuss words and phrases that capture the reader's interest and imagination • recognise some different forms of poetry [for example, free verse, narrative poetry] • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Upper Key Stage 2	<ul style="list-style-type: none"> • maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of poetry • learn a wider range of poetry by heart • prepare 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 • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

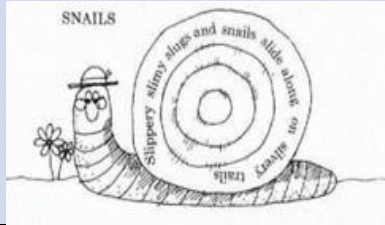
Poetry: Year Group Overview

Year Group	Poetry Type and Number of Days ()	Poems to Learn
Nursery	<ul style="list-style-type: none"> Exposure to all by adult reading 	
Reception	<ul style="list-style-type: none"> Exposure to all by adult reading Shape 	<ul style="list-style-type: none"> Number Poems There was a crooked man and Blue Wellies Yellow Wellies Spike Milligan Silly rhymes Wriggle and Roar – any from collection Mrs Pirate- Nick Sharratt Commotion in the Ocean (2 verses) OR Rumble in the Jungle
1	<ul style="list-style-type: none"> Acrostic Shape/Calligrams Riddle Free verse 	<ul style="list-style-type: none"> 30 days hath September ANON Tongue Twisters from Poems Aloud by Joseph Coelho The Quarrel by Eleanor Farejon Spaghetti Spaghetti – John Prelutsky On the Ning, Nang, Nong - S Milligan Song of the Train – David McCord
2	<ul style="list-style-type: none"> Diamonte Haiku Free verse 	<ul style="list-style-type: none"> Penguins on Ice – Celia Warren Cats - Eleanor Farjeon The Morning Rush – John Foster In the Park and In the Park 2 by Eloise Greenfield King of the Dinosaurs by Aoife Mannix Where do all the Teachers Go? - Peter Dixon
3	<ul style="list-style-type: none"> Clerihew Limerick Free verse – Russian Doll 	<ul style="list-style-type: none"> My Dad's Amazing - Ian Souter I Don't Want to Go to School - Colin McNaughton Slowly - James Reeves Thinker's Rap - Eloise Greenfield The Sound Collector - Roger McGough The Duelling Duo - Joseph Coelho
4	<ul style="list-style-type: none"> Kenning Free verse 	<ul style="list-style-type: none"> Emergensea - John Hegley The Ocean's Blanket - Carol Ann Duffy Gran Can you Rap - Jack Ousby Jelly Jake and Butter Bill - Leroy F. Jackson The Witches Spell – Macbeth Walking with my Iguana - Brian Moses
5	<ul style="list-style-type: none"> Narrative Free verse 	<ul style="list-style-type: none"> Bed in Summer – Robert Louis Stevenson From a Railway Carriage - Robert Louis Stevenson The River – Valerie Bloom Whatif by Shel Silverstein Matilda (who told such dreadful lies) by Hillaire Belloc Shoulders by Naomi Shihab Nye
6	<ul style="list-style-type: none"> Narrative Free verse 	<ul style="list-style-type: none"> The City of My Birth by Karl Nova Mainly About Aliens by Ruth Awolola The Parent and Child Quadrille – Michaela Morgan Aleppo Cat – Philip Gross I Asked the River by Valerie Bloom Goal by Steven Camden I am a Writer by Joseph Coelho On Paper by Jacqueline Woodson

Reception Overview

Poetry Type	Features	Example
Shape	<p>The poem usually describes an object.</p> <p>The poem is presented in the shape of the object which it is describing.</p> <p>The layout may either be with the words inside a shape or around the outline of the shape.</p> <p>Can be adult supported.</p>	

Year 1 Overview

Poetry Type	Features	Example
Acrostic	<p>The first of last letter in each line spell out a word. Most commonly, it is the first letter that spells out the word.</p> <p>The acrostic links to a given theme, e.g. winter.</p> <p>Lines usually end with commas.</p> <p>Ideas could be extended through using couplets.</p>	<p>Spring is here. The sun is shining and the grass is green. Pretty flowers. Red, yellow and pink like a rainbow. Running lambs. White and fluffy and jumping up high. In the fields. Green grass and fluffy clouds in the sky. New animals born. Baaing lambs and cheeping chicks. Go out to play. Run and jump in the spring sunshine.</p>
Shape/Calligrams	<p>The poem usually describes an object.</p> <p>The poem is presented in the shape of the object which it is describing.</p> <p>The layout may either be with the words inside a shape or around the outline of the shape.</p>	
Riddle	<p>The poem describes a noun (usually an object), but does not name it, i.e. it may describe a tiger as striped and furry.</p> <p>Ideas could be extended through use of adjectives to describe each part of the object, or through prepositions.</p>	<p>I hop, I leap You can find me in the garden In ponds, in lakes And under logs I leap, I croak Witches are my friend I'm a green and warty frog,</p>
Free verse	<p>In Year 1, the poetic devices we can use in free verse are:</p> <ul style="list-style-type: none"> ● Couplets ● Repetition 	<p>The truth about my cat</p> <p>My cat lies in the sunny garden. He snoozes and snores. My cat runs in the long green grass. He jumps and sprints. My cat climbs up the tall trees. He scratches the branches. (Alliteration, couplets, adjectives)</p>

Year 2 Overview

Poetry Type	Features	Example
Diamonte	<p>The poem is presented in the shape of a diamond.</p> <p>The line structure is as follows:</p> <ul style="list-style-type: none"> Line 1: Beginning subject; Line 2: Two adjectives about line 1; Line 3: Three verbs or words ending '-ing' about line 1; Line 4: A short phrase about line 1, a short phrase about line 7; Line 5: Three verbs or words ending '-ing' about line 7; Line 6: Two adjectives about line 7; Line 7: End subject. <p>Precise verbs and adjectives are used in the relevant lines indicated above. Each line starts with a capital letter; commas are used between verbs and adjectives; no punctuation at the end of lines.</p>	<p style="text-align: center;"><i>Bike</i> <i>Shiny, quiet,</i> <i>Peddalling, spinning, weaving</i> <i>Whizzing round corners, zooming</i> <i>along roads</i> <i>Racing, roaring, speeding</i> <i>Fast, loud,</i> <i>Car</i></p>
Haiku	<p>The haiku originates from Japan.</p> <p>The mood of a haiku is generally serious, and can relate to many themes, including nature or love.</p> <p>The line structure is as follows:</p> <ul style="list-style-type: none"> Line 1: 5 syllables; Line 2: 7 syllables; Line 3: 5 syllables. (14 in total). <p>Each line starts with a capital letter.</p>	<p>The sky is so blue, The sky is so warm up high, I love the summer.</p>
Tetractys	<p>The poem is five lines in length.</p> <p>The line structure is as follows:</p> <ul style="list-style-type: none"> Line 1: 1 syllable; Line 2: 2 syllables; Line 3: 3 syllables; Line 4: 4 syllables; Line 5: 10 syllables. <p>There is no set rhyme scheme.</p> <p>Each line starts with a capital letter and only the last line ends with a full stop.</p>	<p>I Am seven And I go To ballet school I learn to dance and prance around the room.</p>
Free verse	<p>In Year 2, the poetic devices we can use in free verse are:</p> <ul style="list-style-type: none"> alliteration rhyme counting syllables repetition thinking and feeling details 	

Year 3 Overview

Poetry Type	Features	Example
Clerihew	A clerihew is four lines in length and includes rhyming couplets (AABB). The subject of the poem is typically a character who is named on one of the lines. The mood of this type of poem is comic.	Astronaut Neil Armstrong Wasn't on the moon for long. But in that time he left behind A giant footprint for mankind.
Limerick	The poem is five lines in length and follows the rhyme scheme AABBA. The line structure is as follows: <ul style="list-style-type: none"> ● Line 1: 7-10 syllables; ● Line 2: 7-10 syllables; ● Line 3: 5-7 syllables; ● Line 4: 5-7 syllables; ● Line 5: 7-10 syllables. The first line usually begins with 'There was a...' and ends with the name of a person or place.	There once was a boy called Joe Who dropped a big brick on his toe He asked, with a frown "Will the swelling go down?" And the doctor said, "Yes, I think so."
Free verse	In Year 3, the poetic devices we can use in free verse are: <ul style="list-style-type: none"> ● repetition ● rhyme ● simile ● rhythm 	<p>The truth about my imagination</p> <p>The truth is I imagine I can fly Like a bird floating through the sky Soaring up towards a cloud Overlooking an awe-struck crowd.</p> <p>The truth is I imagine I am invisible Like an unseen, undisturbed miracle Wandering freely wherever I go No one will ever see me show.</p>

Year 4 Overview

Poetry Type	Features	Example
Kenning	A 'kenning' is a two-word phrase which describes an object, often using a metaphor to do so. Kenning poems are a type of riddle which use kennings to describe something or someone. Each line consists of one kenning. There is no set number of lines in each verse. The kennings should be ordered within the poem with consideration of the impact on the reader.	Perfect predator Day dreamer Coat cleaner Rapid runner Mouse chaser Skilled climber
Free verse	In Year 4, the poetic devices we can use in free verse are: <ul style="list-style-type: none"> ● simile ● rhythm ● metaphor ● onomatopoeia 	

Year 5 Overview

Poetry Type	Features	Example
Narrative	<p>In Year 5, a narrative poem could include the following features:</p> <ul style="list-style-type: none"> rhyme structure archaic language hyperbole symbolism personification pathetic fallacy 	<p>Sometimes a troop of damsels glad, An abbot on an ambling pad, Sometimes a curly shepherd lad, Or long-hair'd page in crimson clad, Goes by to tower'd Camelot: And sometimes thro' the mirror blue The knights come riding two and two: She hath no loyal knight and true, The Lady of Shalott.</p>
Free verse	<p>In Year 5, the poetic devices we can use in free verse are:</p> <ul style="list-style-type: none"> simile metaphor personification structure of author focus mood and tone an awareness of vocabulary choice and poetry from difficult cultures and periods of time 	<p>The Truth</p> <p>Truth is a mountain which must be bravely climbed Truth is the wind which swirls around the snowy peaks Truth is in the trees which keep me company on my ascent</p> <p>But on the journey, truth couldn't be seen amongst the storm</p> <p>The mountain stood so vast and tall Looking down upon us all The wind cloaks herself in dark at night She whips and cries and gave a fright The trees capture innocent passers-by They used their limbs to clutch them tight in the cold and crisp night sky</p>

Year 6 Overview

Poetry Type	Features	Example
Narrative	<p>In Year 6, a narrative poem could include the following features:</p> <ul style="list-style-type: none"> rhyme structure archaic language hyperbole symbolism personification pathetic fallacy repetition <p>Year 6 is a consolidation of all poetic devices</p>	<p>Over the cobbles he clattered and clashed in the dark inn-yard, And he tapped with his whip on the shutters, but all was locked and barred; He whistled a tune to the window, and who should be waiting there? But the landlord's black-eyed daughter, Bess, the landlord's daughter, Plaiting a dark red love-knot into her long black hair.</p>
Free verse	<p>In Year 6, the poetic devices we can use in free verse are:</p> <ul style="list-style-type: none"> simile metaphor personification rhyme structure of author focus mood and tone enjambment an awareness of vocabulary choice and poetry from difficult cultures and periods of time 	

Note: The Q1E free verse poetry progression is based on an awareness of poetic devices and thematic complexity.