

Lydney C of E poetry progression

Please use the National Literacy trust document for further ideas and help when planning.



Year group	Listen, discuss and respond	Possible outcomes types of poetry to explore
Reception and year 1	- Listen and discuss a wide range of poems - Link to own experiences - Join in with predictable phrases - Appreciate rhymes and poems and recite some by heart - Discuss word meanings - Discuss significance of title and events - Participate in discussions	<u>Performing</u> Performing rhymes and poems, including from other cultures Performing poems with repeated phrases Create and include actions <u>Creating</u> Group performance poetry with repeated patterns or lines List poems/ Free verse: based on experiences/objects/ places/feelings/curriculum links/senses etc. Adding words/phrases/captions to images Generate rhyming words/phrases Use a scaffolding frame for creating poems All the above could be created as a shared/group write Consider having a poem/rhyme each week to learn/enjoy.
Year 2	Listen to, discuss and express views about a wide range of contemporary and classic poetry - Recognise simple recurring literary language in poetry - Discuss and clarifying the meanings of words, linking new meanings to known vocabulary - Discuss their favourite words and phrases Continue to build up a repertoire of poems	<u>Performing</u> Contemporary and classic poetry Lyrics (contractions) Poems with repeated patterns and patterned structure Question and answer poems Simple raps <u>Creating</u>

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	learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear - Participate in discussion about 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	Simple structured grammar poem (adjective, noun, verb etc.). This could be used to explore tenses: past, present, incl. progressive Poems that include commands List poems Question and answer poems Calligram words/phrases Free verse: based on experiences/objects/ places/feelings/curriculum links/senses etc. Explore effective/innovative language choices Jokes/riddles/nonsense sentences/puns/humourous words and phrases/tongue twisters (jokes could link to work on homophones) Alliterative sentences Innovated patterned structures Analysing Poem review: likes/dislikes/puzzles/patterns Consider publication and presentation
Year 3/4	Listen to and discuss a wide range of fiction, poetry - Read books (poems) that are structured in different - Identify themes and conventions in a wide range of poems - 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	<u>Performing</u> Perform a range of poems exploring intonation, tone, volume and actions. Consider the impact of the above on the listener Perform narrative poems. Explore different voices for narrator and characters. Perform free verse poems <u>Creating</u> Narrative poems Free verse poems

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	- Recognise some different forms of poetry (for example, free verse, narrative poetry) - - Participate in discussion about poems that are read to them and those they can read for themselves, taking turns and listening to what others say.	List poems Conversation poems Haiku kennings Calligrams <u>Special effects</u>: similes, metaphors, personification etc. Song lyrics (apostrophes) <u>Analysing</u> Read/discuss a range of poems and discuss - Types of poems they are and how you know. - Structure of the poem - Purpose of the poem Themes/interesting words phrases
Year 5 and 6	Continue to read and discuss an increasingly wide range of poetry - Read books (poems) that are structured in different ways and for a range of purposes - Increase familiarity with a wide range of poems from our literary heritage, and poems from other cultures and traditions - Recommend poems that they have read to their peers, giving reasons for their choices - Identify and discuss themes and conventions in and across a wide range of poetry) - Make comparisons within and across poems - Learn a wider range of poetry by heart - Prepare poems to read aloud/perform, showing understanding through	<u>Performing</u> Perform and read aloud a wide range of poems. Consider intonation, tone and volume to show meaning to the audience Perform own composition using appropriate intonation, volume, and movement so that meaning is clear. <u>Creating</u> Structured grammar poem Use figurative language: similes, metaphors, personification etc. Free verse based on themes/issues etc. Ballads

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	intonation/tone/volume so that the meaning is clear to an audience - Participate in discussions about poems that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously -	Cinquain Comic verse Concrete poems Exploring and using unusual/surprising word combinations Kennings Modal verb poems Consider layout and presentation <u>Analysing</u> Poetry reviews Poetry analysis Recommendations The above could include: Connections/devices used/structure/themes and conventions/memorable part/effect on reader/messages from the poem giving reasons Summarise the poem
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