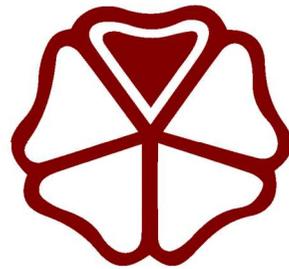


Sacred Heart RC Nursery & Primary School



Everyone is Sacred

Progression in Poetry

EYFS poetry and rhyme statements

Three and Four Year olds/ Children in Reception

Sing a large repertoire of songs. Know many rhymes.

Consider which core books, songs and rhymes you want children to become familiar with and grow to love.

Enjoy songs and rhymes, tuning in and paying attention.

Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.

Say some of the words in songs and rhymes.

Copy finger movements and other gestures.

Sing songs and say rhymes independently, for example, singing whilst playing.

Previous Development Matter Statements

22-36 m

Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.

Has some favourite stories, rhymes, songs, poems or jingles.

30-50m

To enjoy rhyming and rhythmic activities.

To show an awareness of rhyme and alliteration.

To recognize rhythm in spoken words.

40-60m

To continue a rhyming string.

To understand humour,

e.g. nonsense rhymes, jokes.

To follow a story without pictures or props.

Nursery

Establish weekly: **'Nursery Rhyme Time'**

Daily nursery rhymes: choral, round robins. (See literature Overview and progression for lists of nursery rhymes/ action and circle songs)

Building on initial Sounds

Hearing and responding to rhyme

Reception

Shape Poetry

Shape poetry
Link to theme.

What do you notice about the words on the page?
How is this different to how we read a book?

Opportunity to develop and widen vocabulary in relation to objects

Building on:
To use vocabulary focused on objects and people that are of particular importance to them.

To build up vocabulary that reflects the breadth of their experiences

Focus on rhyme

'Rhyme Time'

Children to listen, learn Nursery Rhymes and Songs

Poems should be lead by children's interest and include a focus on rhythm and rhyme.

Children should develop an awareness of rhyme and be able to talk about rhyming words.

Year 1

Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems at a level beyond that at which they can read independently.

Learn to appreciate rhymes and poems, and to recite some by heart.

Reading Poetry

Discuss own response and what the poem is about; talk about favourite words or parts of a poem; notice the poems pattern particularly rhyme.

Performing Poetry

Perform in unison, following the rhythm and keeping time; imitate and invent actions linked to onomatopoeia.

Creating Poetry

Observe details of first hand experiences using the senses and describe; list words and phrases or use a repeating pattern or line.

Throughout year one, children should be given **weekly** opportunities to listen to themes of poetry from the 'The Works poetry spine'.

Listen to poetry surrounding the themes of: **Adventures with Pirates, Ghosts and Aliens and Fairies Princesses and Aliens (See The Works KS1)**

Children particularly should be given the opportunity to listen and identify rhyme. Building on listening and identifying rhyme from the EYFS.

Children need to learn at least three poems to perform throughout the year.

<p>Riddles WRITING OUTCOME</p>	<p>Riddles</p>	<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. The last line usually directly addresses the reader and uses a question, e.g. 'What is it?' or 'Can you guess what I could be?' The mood of the poem is light-hearted.</p>	<p>Opportunity to develop description: nouns and adjectives</p>	<p>Continued opportunity to increase children's receptive and expressive vocabulary.</p>
<p>Onomatopoeia Listen and perform adding in sound effects ONOMATOPOEIA</p>	<p>The Ghost in the castle by Charles Thomson Mrs Sprockett's Strange Machine by Michaela Morgan Crackle! Spit! Marie Thom Rickety Train Ride by Tony Mitton</p>	<p>Listen to poems with a focus on onomatopoeia. Children to identify words that convey a sound and link this to performance. Revisit rhyme and discuss what words rhyme within the poems.</p>	<p>Introduce onomatopoeia Performance: in unison, keeping rhythm, invent actions. Revisit rhyme</p>	<p>Continuation from the EYFS 'Rhyme Time'. Children should be used to performing rhyme and rhythm.</p>
<p>Acrostic Link to theme</p>	<p>Acrostic poetry</p>	<p>The first or last letter in each line spell out a word. Most commonly, it is the first letter that spells out the word. The acrostic links to a given theme, e.g. winter. Lines usually end with commas.</p>	<p>Initial sounds Develop understanding of nouns and adjectives</p>	<p>Link to shape poems in Reception, how poetry can look different and include different features. Again, making comparison to what we see in a book.</p>

		Children can create them using lists of words or lines.		
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Year 2

Pupils should be taught to recognising simple recurring literary language in stories and poetry.

Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

Participate in discussion about poems a explain and discuss their understanding of poems.

Reading Poetry

Talk about own views, the subject matter and possible meanings; comment on which words have most effect, noticing alliteration, assonance and onomatopoeia; discuss simple poetry patterns

Performing Poetry

Perform individually or together; speak clearly and audibly. use actions and sound effects to add to the poems meaning.

Creating Poetry

Experiment with alliteration to create images; make adventurous word choices to describe closely observed experiences; use simple patterns to create poetry form.

Children need to learn at least three poems to perform throughout the year.

<p>Haiku Linked to theme WRITING OUTCOME</p>	<p>Haikus- Link to theme. Haikus (or ‘Hokku’)</p> <p>E.g.</p> <p>The sky is so blue. (5) The sun is so warm up high.(7) love the summer. (5)</p>	<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: Line 1: 5 syllables; Line 2: 7 syllables; Line 3: 5 syllables. (14 in total). ☐ Each line starts with a capital letter.</p>	<p>Revisit syllable. Describe closely observed experience.</p>	<p>Building on understanding of syllables from year one spelling and phonics.</p>
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Theme: Senses assonance	The Sound Collector Roger McGough Book of poems inspired by the five senses by Roger McGough	Exploring the theme of senses. Free verse poetry- different to limericks and Haikus that have a specific structure.	Introduce assonance Revisit onomatopoeia	Revisit onomatopoeia from year 1
Theme: Natural World Alliteration Performing	Sea Seasons Moira Andrews Nature's Numbers Beach Orchestra Fil Bufalo	Alliteration used to enhance imagery and sound. Repeated stanza structure. Adventurous word choice for animal description Onomatopoeia to enhance imagery.	Introduce alliteration Further examples of alliteration Revisit onomatopoeia	

Year 3

listening to and discussing a wide range of poetry, and plays.

Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Discussing words and phrases that capture the reader's interest and imagination .

Recognising some different forms of poetry [for example, free verse, narrative poetry]

Reading poetry

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.

Performing Poetry (including plays)

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

Creating Poetry

Invent new similes and experiment with word play to create humour; use powerful nouns, adjectives and verbs; experiment with alliteration and similies; write free verse; borrow or create a repeating pattern

Children need to learn at least three poems to perform throughout the year.

<p>Poetry Form Link to theme</p> <p>Limerick</p>	<p>Clerihew E.g.</p> <p>Mr Smith wears a wig, But for his head it's rather big. In windy weather he was careless. Now Mr Smith's head is hairless</p> <p>Limerick - link to theme E.g.</p> <p>There was an old man with a beard, Who said, 'It is just as I feared, Two owls and a hen A lark and a wren Have all built their nests in my beard!</p>	<p>- 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.</p> <p>The poem is five lines in length and follows the rhyme scheme AABBA. The line structure is as follows: 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. The last line should be rather unusual or far- fetched.</p>	<p>Build on rhyme AABB</p> <p>Build on rhyme AABBA syllable</p>	<p>Build on understanding of syllables in year 2 from Haikus.</p> <p>Children should have a solid foundation of rhyme from EYFS and year 1.</p>
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		Each line starts with a capital letter. Lines often end with a comma. The mood of this type of poem is comic, and it can even be nonsense.		
Theme: Animals Similie	The Magnificent Bull Dinke Tribe (Traditional poem from Africa) Cat Began by Andrew Matthews	Poem from another culture Imagery through simile Inference through vocabulary (that it is from another culture) Free verse Repetition- repeated stanza structure. Imagery through analogy. Free verse	Introduce Simile Identify and recap alliteration Link to simile from magnificent bull	Compare free verse to rhyming poems. Building on use of alliteration in year two for sound.
PLAYS	Through Talk for Writing			
	Adaptation of Aesop's Fables			
Year 4				
listening to and discussing a wide range of poetry and plays.				
Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.				
Discussing words and phrases that capture the reader's interest and imagination				
Recognising some different forms of poetry [for example, free verse, narrative poetry]				
Reading poetry				

Describe poems impact and explain own interpretation by referring to the poem; comment on the use of similes, onomatopoeia; alliteration/ assonance and expressive language to create images, sound effects and atmosphere.

Develop understanding of personification to capture reader's interest imagination and create images.

Discuss the poems form and suggest the effect on the reader.

Performing Poetry

Vary volume, pace and use appropriate expression when performing use actions, sound effects, musical patterns and images to enhance a poem's meaning

Creating Poetry

use language playfully to exaggerate or pretend; use similes and simple personification to build images; write free verse; use a repeating pattern; experiment with simple forms.

use language playfully to exaggerate or pretend;

Children need to learn at least three poems to perform throughout the year.

Renga	Renga ('linked poem') The final leaf falls (5) The tree branches are so bare (7) Autumn has arrived (5) Remember Summer's warm kiss (7) So gentle, it will be missed. (7)	Renga poems are written by more than one poet. Poet A would write three lines following the structure below. Poet B would then write the last two lines of the verse following the given structure. This is repeated within a pair or small group until the poem is complete. The line structure is as follows: Line 1: 5 syllables; Line 2: 7 syllables; Line 3: 5 syllables; Line 4: 7 syllables; Line 5: 7 syllables. There is no set rhyme scheme.	Different writing conventions- writing in partnership.	Link to syllables in Limericks in year 3 and Haikus in Year 2.
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		The themes within a verse need to be consistent. Each line starts with a capital letter and the last line of each verse ends with a full stop.		
Narrative Poetry	Chocolate Cake by Michael Rosen	First exploration of narrative poetry Free verse performance Poetry	Introduction to features of narrative poetry Free Verse Poetry Performance Performance- pitch, pace, volume, images and dramatic interpretation. Dialogue within poetry	Link to experience of Spider and the Fly in linked lessons in Year 3.
Theme: weather, landscape and season personification	The Sea by James Reeves The Frozen Man by Kit Wright City Jungle Pie Corbett It's Spring by John Foster Jack Frost by C E Pike	All these poems personify the landscape, weather or seasons. Focus on descriptive language, use of adjectives. Poems differ but provide good examples of personification. Free verse	Introduce personification Recap alliteration/ assonance Recap Onomatopoeia Recap simile Identify free verse	Link to theme of natural world in year 2 and animals in year 3- how poetic devices can be used to enhance sights, sounds and feelings and poetry can convey themes in different ways.

Year 5

Learn a wide range of poetry by heart. *Children need to learn at least three poems to perform throughout the year.*

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.

Identifying and discussing themes and conventions in and across a wide range of writing.

Identifying how language, structure and presentation contribute to meaning.

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Reading Poetry

Discuss poets possible viewpoint, explain and justify own response and interpretation; explain the use of unusual or surprising language choices and effects, such as alliteration, similes, onomatopoeia and assonance and comment on how this influences meaning; explore imagery including metaphor and personification; compare different forms and describe impact. Identify and make links to themes.

Performing Poetry (including plays)

Vary pitch, pace, volume, expression and use pauses to create impact; use actions, sound effects, musical patterns, images and dramatic interpretation.

Creating Poetry

Invent nonsense words and situations and experiment with unexpected word combinations; use carefully observed details and apt images to bring subject matter alive; write free verse; use or invent repeating patterns; attempt different forms, including rhyme for humour.

Use simple metaphors and personification to create poems based on real or imagined experience; Use a range of devices such as alliteration, similes, onomatopoeia..

<p>Kenning metaphor</p>	<p>Kenning E.g.</p> <p>My Sister Dummy-sucker Teddy-thrower Anything-chewer</p> <p>Kiss-giver Slave-employer Dolly-hugger Calm-destroyer</p> <p>Milk-drinker Nappy-leaker Peace-breaker Scream-shrieker</p> <p>Unlike any other My sister.</p>	<p>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.</p> <p>Opportunity to be linked to theme.</p>	<p>Introduce to metaphor</p> <p>Revisit alliteration Unexpected word combinations Carefully observed detail. humour</p>	<p>Building upon alliteration from year 2s Sea Seasons by Moira Andrews.</p>
<p>Narrative Poetry metaphor</p>	<p>The Highwayman- Alfred Noyes</p>	<p>Narrative Poetry</p> <p>Due to length you may read whole poem but focus only on best examples of metaphor etc.</p> <p>Development of suspense/ tense atmosphere.</p> <p>Description: mystery/ dark, ghostly.</p>	<p>Introduce metaphor</p> <p>Recap alliteration, similes. Onomatopoeia.</p> <p>Performance- pitch, pace, volume, images and dramatic interpretation.</p> <p>Contrast to free verse poetry FARTHERR</p>	<p>Build on Narrative poetry from Year 4 Compare to chocolate cake and The Spider and the Fly from year 3.</p>
<p>Free Verse Poetry</p>	<p><u>FARTHERR by Graheme Baker Smith</u></p> <p>Picture Book</p>	<p>Free verse poetry</p>	<p>Structure, form, rhyme, rhythm, lines, stanzas.</p>	<p>Compare form/ theme with Chocolate cake in year 3.</p>

	FREE VERSE POEM			Contrast with Limericks/ Renga/ poems with repeated structure, e.g. sea seasons from year 2.
Theme: Natural World- sea, moon, world etc metaphor	The Seas Hands George Szirtes	Beautiful imagery of the sea. Use of literary techniques/ figurative language for imagery and visualisation.	Introduce metaphor Recap personification	Link to theme of depiction of natural world in poetry Sea Seasons Moira Andrews (yr 2) and Magnificent Bull (yr 3).
	The Moon at Knowle Hill by Jackie Kay Poem from Red Cherry Red (Anthology of Poems)		Recap Personification Recap assonance	Link to assonance in Year 3 The Sound Collector
PLAY	The Tempest/ Macbeth William Shakespeare	Including performance of the witches chant- focus on rhythm and purpose of the rhythm	<i>vary pitch, pace, volume, expression and use pauses to create impact; use actions, sound effects, musical patterns, images and dramatic interpretation.</i> <i>Compare and contrast: story version to play; comedy to tragedy etc.</i> Archaic language	Link to knowledge of playscripts in Year 3- adaptations of Aesop's Fables

Year 6

Learn a wide range of poetry by heart. ***Children need to learn at least three poems to perform throughout the year.***

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.

Identifying and discussing themes and conventions in and across a wide range of writing

Identifying how language, structure and presentation contribute to meaning

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Reading poetry

Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes.

Explain the use of unusual or surprising language choices and effects, such as alliteration, similes, onomatopoeia and assonance and comment on how this influences meaning.

Explain the impact of figurative and expressive language, including metaphor and personification.

Comment on poems structures and how these influence meaning

Performing poetry

Vary pitch, pace volume, rhythm and expression in relation to the poems meaning and form.

Use actions, sound effects, musical patterns, images and dramatic interpretation.

Creating Poetry

use language imaginatively to create surreal, surprising, 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. Use a range of devices such as alliteration, similes, onomatopoeia..

Children need to learn at least three poems to perform throughout the year.

Octava Rima

Poetry Form
Link to
theme.

Octava Rima

E.g.
Quickly did the tiger begin his fast
run
Over hilly ground you see him fly
and leap
The passive prey laying grazing in
the sun
Suddenly its life that it wanted to
keep
Tiger pounces, quickly getting the
job done
The prey collapsing in a really big
heap
Tiger sleeps as night takes over
from the day
Will we ever see the hunter become
prey?

An Ottava Rima is an Italian
poem made up of eight
lines that rhyme. Each line
consists of eleven syllables.
An Ottava Rima poem is
made up of an octave with
the rhyme pattern
ab ab ab cc

Introduction to another poetic
form and structure.

Opportunity to incorporate
alliteration and simile within the
poem.

Development in rhyme from Limerick in
Year 3.

Development of use of syllables from
Renga from year 4.

Narrative Poetry	The Raven by Edgar Allen Poe	Mystery/ darkness/ intrigue/ suspense Narrative poetry.	Recap: Metaphor Alliteration Repetition Rhyme Shades of meaning; underlying themes.	Link to Narrative poetry from Year 5 The Highway Man. Could turn into a mystery narrative
Theme: Natural World	Bluebottle by Judith Nicholls Dark Sky Park by Philip Gross Linked poems for a selection: Dark Sky Park by Philip Gross Anthology of poems (planning on CLPE website)	Free verse. Return to natural world but poems progress in complexity due to the number of poetic conventions within them. Opportunity to explore Philip Gross' anthology.	Recap as all conventions present in poem: alliteration metaphor simile echoes of kennings Alliteration metaphor Assonance Imagery rhythm Repetition form	Link to theme of depiction of natural world in poetry Sea Seasons Moira Andrews (yr 2) and Magnificent Bull (yr 3).
Theme: War Performance only	Flanders Fields by John Mccrae	Poems with the theme of war- how poetry provides comfort and people that have encountered tragedy	Recap: Metaphor Alliteration Symbolism Steady meter and rhyme scheme	

	Dulce et Decorum est by Wilfred Owen	a way of expressing their grief.	Unbroken iambic tetrameter similes, metaphors, personification, rhyming, alliteration, hyperbole, onomatopoeia, direct speech and irony.	
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