

Poetry Progression

PROSE =
words in their best order; —
POETRY =
the *best* words in the best order.

Year 1

Text Structure	Sentence	Useful vocabulary	Word classes	Punctuation
Poetry types may include: List poems Acrostic poems Calligrams/shape poems Traditional nursery rhymes and songs	Sequence ideas Use of adjectives	Verse Line Repetition Rhyme Syllables	<u>Noun</u> What a noun is. Regular plural nouns with 'er' <u>Verbs</u> Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' <u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Conjunctions</u> Join words and sentences using and/ then. <u>Tense</u> Simple past tense 'ed'	Use spaces to separate words Use capital letters for names, places Use of full stops, question marks, exclamation marks (to copy the style of poem used)

Pupils are taught to:

- learn to appreciate rhymes and poems, and to recite some by heart
- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart



Year 2

Text Structure	Sentence	Useful vocabulary	Word classes	Punctuation
Poetry types may include: Nonsense Acrostic Calligrams/shape Traditional nursery rhymes and songs	Sequence of ideas Imitating a poem's structure Use of adverbs Use of expanded noun phrases for detail	Verse Line Rhyme Rhythm Syllables Repetition Alliteration	<u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. <u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. <u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Conjunctions</u> Subordination – when, if, that, because Coordination – or, and, but. <u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> 'ly' added to adjective to form adverb.	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists.
Pupils are taught to: - 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 books, 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 - explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. - read aloud what they have written with appropriate intonation to make the meaning clear				



Year 3

Text Structure	Sentence	Useful vocabulary	Word classes	Punctuation
Poetry types may include: Narrative poems Calligrams/shape poems Haiku Kennings	Sequence of ideas Imitating a poem's structure Use of adverbs Use of expanded noun phrases for detail	Verse Line Rhyme Rhythm Repetition Syllables Alliteration Theme Onomatopoeia	<u>Noun</u> Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. <u>Verbs</u> Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. <u>Adjectives</u> Add 'er' and 'est' to adjectives where no change is needed to root word. <u>Conjunctions</u> Subordination – when, if, that, because Coordination – or, and, but. <u>Tense</u> Correct and consistent use of past and present tense. <u>Adverbs</u> 'ly' added to adjective to form adverb.	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists.
Pupils are taught to: - listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - prepare poems and play scripts 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 Reading, re-reading, and rehearsing poems for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words				



Year 4

Text Structure	Sentence	Useful vocabulary	Word classes	Punctuation
Poetry types may include: Narrative Calligrams/shape poems Haiku Kennings Classic	Sequence of ideas Imitating a poem's structure Viewpoint is well controlled and precise Modifiers are used to intensify or qualify Line and verse length varied according to purpose Fronted adverbials used to clarify writer's position Figurative language used Complex noun phrases used to add detail Prepositional phrases used cleverly	Verse Line Rhyme Rhythm Repetition Alliteration Theme Onomatopoeia	<u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Standard English forms for verbs. <u>Adjectives</u> Choose appropriate adjectives. <u>Conjunctions</u> Use a wide range of conjunctions.	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Colons Semi-colons Brackets Dashes

Pupils are taught to:

- listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- prepare poems and play scripts 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]

Reading, re-reading, and rehearsing poems for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words



Year 5

Text Structure	Sentence	Useful vocabulary	Word classes	Punctuation
Poetry types may include: Narrative Poems with the same theme, written in different styles Poems with unusual language structures	Sequence of ideas Imitating a poem's structure Use of adverbs Use of expanded noun phrases with well-chosen adjectives, nouns and prepositional phrases Precise choice of verbs, adjectives, adverbs and conjunctions Control of tenses	Verse Line Stanza Structure Rhyme Rhythm Repetition Alliteration Theme Onomatopoeia Personification Simile Metaphor Figurative language Imagery Couplet Refrain	<u>Nouns</u> Locate and identify expanded noun phrases. <u>Verbs</u> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. <u>Adjectives</u> Choose appropriate adjectives <u>Conjunctions</u> Use a wide range of conjunctions. <u>Tense</u> Change tense according to features of the genre. <u>Adverbs</u> Know what an adverbial phrase is. <u>Fronted adverbials</u> Comma after fronted adverbials. Adverbials of time, place and number.	Consolidate all previous learning: Y4 - Apostrophe to mark singular and plural possession. Y4 - Commas after fronted adverbials. Brackets Dashes Colons Semi colons

Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension.

Pupils are taught to:

- learn a wider range of poetry by heart
- prepare poems 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
- understand the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect
- propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning



Year 6

Text Structure	Sentence	Useful vocabulary	Word classes	Punctuation
Poems with a range of language forms, themes and structures	Sequence of ideas	Verse	<u>Noun</u> Expanded noun phrases to convey complicated information concisely.	Consolidate all previous learning:
Classic and contemporary poems	Imitating a poem's structure	Line	<u>Verbs</u> Use modal verbs.	Y4 - Apostrophe to mark singular and plural possession.
	Use of adverbs	Stanza	Prefixes for verbs; dis, de, mis, over, ise, ify.	Y4 - Commas after fronted adverbials.
	Use of expanded noun phrases with well-chosen adjectives, nouns and prepositional phrases	Structure	Convert adjectives in verbs using suffixes; ate, ise, ify.	Brackets
	Precise choice of verbs, adjectives, adverbs and conjunctions	Rhyme	<u>Adjectives</u> Choose appropriate adjectives	Dashes
	Control of tenses	Rhythm	<u>Conjunctions</u> Use a wide range of conjunctions.	Colons
		Repetition	<u>Tense</u> Change tense according to features of the genre.	Semi colons
		Alliteration	<u>Adverbs</u> Link ideas across a text using cohesive devices such as adverbials.	
		Theme		
		Onomatopoeia		
		Personification		
	Simile			
	Metaphor			
	Figurative language			
	Imagery			
	Couplet			
	Refrain			

Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension.

Pupils are taught to:

- learn a wider range of poetry by heart
- prepare poems 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
- understand the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect
- propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

