



Poetry Progression - English




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
Years 3 and 4	<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

	<ul style="list-style-type: none"> • 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.
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Year Group	Poetry Type	Examples
Nursery	Exposure to all through adult reading	
Reception	Shape 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 Rumble in the Jungle
1	Acrostic Shape/Calligrams Riddle Free verse	30 days hath September 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 https://www.bbc.co.uk/bitesize/articles/z84p97h
2	Diamonte Haiku Free verse	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 The Owl and the Pussy Cat – Edward Lear https://www.bbc.co.uk/teach/class-clips-video/articles/zfvkt39
3	Clerihew Limerick Free verse	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 https://www.bbc.co.uk/bitesize/articles/zw3yw6f
4	Kenning Free verse	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 https://www.bbc.co.uk/teach/class-clips-video/articles/zfvkt39
Year 3 and 4	Performance Poetry	Year 3 and 4 can use Bob Hartman's Rhyming Bible to include various types of poetry through R.E./Worship using verses for pairs or small groups

Year group	Definition	Examples
Reception		
Shape	The poem usually describes an object. The poem is presented in the shape of the object which it is describing. The layout may either be with the words inside a shape or around the outline of the shape. Can be adult supported.	
Number poems	Use RWI rhymes for letters and similar for numbers	
Year 1		
Acrostic	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. Ideas could be extended through using couplets.	https://www.bbc.co.uk/bitesize/articles/ztdvw6f
Riddle	The poem describes a noun (usually an object), but does not name it, i.e. it may describe a tiger as striped and furry. Ideas could be extended through use of adjectives to describe each part of the	What am I? I fly in the air by fluttering my wings. I am smaller than your hand. If you look carefully you will see that I am many different colours.

	object, or through prepositions.	For my food I drink delicious nectar from flowers. I have six legs and two antennae. At first I came out of an egg. I was a caterpillar and then a chrysalis. I am a . . .
Free Verse	The poetic devices to use in free verse in Year 1 are: Couplets Repetition	Ten happy schoolgirls in the jungle, found a vine Tried to swing across the canyon Then there were nine.
Year 2		
Diamonte	<p>The poem is presented in the shape of a diamond. 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>This is best taught at the end of the Summer term after the linked GPS unit on noun phrases</p>	<p>Kitten Fluffy, Small, Stretching, Playing, Pouncing Persians, Tabbies, Strays, Siamese, Prowling, Purring, Napping Sleek, Assured Cat</p>
Haiku	A Japanese poem of seventeen syllables, in three lines of five, seven, and five, traditionally evoking images of the natural world.	Tynsel Parkes is great We learn lots of knowledge here Monday to Friday
Free Verse	In Year 2, the poetic devices we can use in free verse are: Alliteration Rhyme Counting syllables Repetition	See list above and poetry books such as ‘Poems to Read Aloud’ for examples

	Thinking and feeling details	
Year 3		
Clerihew	A short comic or nonsensical verse, typically in two rhyming couplets with lines of unequal length and referring to a famous person. Link to History and Science	https://www.youtube.com/watch?v=ZRRUUhyB7KM
Limerick	A humorous five-line poem with a rhyme scheme aabba	There was an Old Man with a beard, Who said, 'It is just as I feared! Two Owls and a Hen, Four Larks and a Wren, Have all built their nests in my beard!
Free Verse	In Year 3, the poetic devices we can use in free verse are: Repetition Rhyme Simile Rhythm Personification	Use Bob Hartman's Rhyming Bible to extend
Year 4		
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.	Book-worm. Mind-reader. Tree-hugger. Show-stopper. Ankle-biter.
Free Verse	In Year 4, the poetic devices we can use in free verse are: Simile Rhythm Repetition Metaphor Onomatopoeia Personification	Use Bob Hartman's Rhyming Bible to extend