English Curriculum
Progression in Poetry

The key forms of poetry for children:

- collage or list poem
- free verse
- shape poems (free verse in a shape)
- short patterned poems, for example, haiku, cinquain, kennings
- borrow or invent own pattern, for example, pairs of lines
- simple rhyming form, for example, rap
- narrative poem telling a story

Language Features:
Different poetic forms use different language features. It is important that children do not just recognise language features, such as simile, but also discuss the impact, their response and interpretation. As writers, they should develop a repertoire of stylistic techniques that they can use to create different effects. The progression in poetry identifies different devices such as the use of powerful verbs, alliteration, simile and metaphor. It is important to see this as cumulative so that early techniques are revisited and become part of an increasing, automatic and confident use of language in a child's individual voice.

Key features of poetry include:
- sound effects – repetition, alliteration, onomatopoeia, rhythm, rhyme;
- visual effects – simile (like/as), personification, metaphor;
- selection of powerful nouns, adjectives and verbs;
- surprising word combinations;
- use of repetition and repeated patterns for effect

Knowledge for the writer
Depending on what is being written:
- observe experiences carefully, drawing on your senses
- brainstorm words and ideas
- notice details that illuminate
- use a few words that evoke more than is described
- select powerful words that are linked to the senses, for example *click, crack, greasy, jagged*
- create sound effects and images by using alliteration, similes and metaphors sparingly
- invent new word combinations to surprise the reader, showing something in a new light
- use free verse or a form to capture your ideas
- use the shape upon the page to emphasise words and meaning

- hold the subject in your mind as you write
- draw upon observation, memory and imagination
- try writing very quickly in a focused manner
- use word play for extra impact
- keep re-reading as you write to capture flow and rhythm
- read aloud to hear how it sounds and see how it looks
- be careful when revising so that each word is fresh and each word counts
- revise by adding in and on, trimming, changing words, re-ordering, using stylistic effects, avoiding cliché and over-writing, checking for rhythm and flow

Year	Reading Poetry • *subject matter and theme;* • *language use; style* • *pattern*	Performing Poetry • *use of voice;* • *presentation*	Creating Poetry • *original playfulness with language and ideas;* • *detailed recreation of closely observed experience;* • *using different patterns*
R	• listen to poems being read and talk about likes and dislikes – including ideas or puzzles, words, and patterns	• join in with class rhymes and poems, • copy actions	• enjoy making up funny sentences and playing with words; • look carefully at experiences and choose words to describe; • make word collections or use simple repeating patterns
Year 1	• discuss own response and what the poem is about; • talk about favourite words or parts of a poem; • notice the poem's pattern	• perform in unison, following the rhythm and keeping time • imitate and invent actions	• invent impossible ideas, e.g. magical wishes; • observe details of first hand experiences using the senses and describe; • list words and phrases or use a repeating pattern or line.
Year 2	• talk about own views, the subject matter and possible meanings; • comment on which words have most effect, noticing alliteration; • discuss simple poetry patterns	• perform individually or together; speak clearly and audibly. • use actions and sound effects to add to the poem's meaning	• experiment with alliteration to create humorous and surprising combinations; • make adventurous word choices to describe closely observed experiences; • create a pattern or shape on the page; use simple repeating phrases or lines as models

Year 3	• 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	• 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	• invent new similes and experiment with word play; • use powerful nouns, adjectives and verbs; experiment with alliteration; • write free verse; borrow or create a repeating pattern
Year 4	• describe poem's impact and explain own interpretation by referring to the poem; • comment on the use of similes and expressive language to create images, sound effects and atmosphere; • discuss the poem's form and suggest the effect on the reader	• vary volume, pace and use appropriate expression when performing • use actions, sound effects, musical patterns and images to enhance a poem's meaning	• use language playfully to exaggerate or pretend; • use similes to build images and identify clichés in own writing; • write free verse; use a repeating pattern; experiment with simple forms

Year 5	• discuss poet's possible viewpoint, explain and justify own response and interpretation; • explain the use of unusual or surprising language choices and effects, such as onomatopoeia and metaphor; comment on how this influences meaning; • explore imagery including metaphor and personification; • compare different forms and describe impact	• vary pitch, pace, volume, expression and use pauses to create impact; • use actions, sound effects, musical patterns, images and dramatic interpretation	• invent nonsense words and situations and experiment with unexpected word combinations; • use carefully observed details and apt images to bring subject matter alive; avoid cliché in own writing; • write free verse; use or invent repeating patterns; attempt different forms, including rhyme for humour
Year 6	• interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes • explain the impact of figurative and expressive language, including metaphor; • comment on poems' structures and how these influence meaning	• vary pitch, pace volume, rhythm and expression in relation to the poem's meaning and form • use actions, sound effects, musical patterns, images and dramatic interpretation, varying presentations by using ICT	• use language imaginatively to create surreal, surprising, amusing 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