



# Progression in Poetry

## Teaching Sequence

<p><b>1.</b> <b>Read</b></p> <p>Time reading aloud and exploring a range of poems that follow the same themes/format/ structure.</p>	<p><b>2.</b> <b>Discuss</b></p> <p>Time discussing the subject matter and themes; the language use and patterns; the structure and organisation of the poems.</p>	<p><b>3.</b> <b>Review</b></p> <p>Write or verbalise poetry reviews, evaluations and allow children to comment on whether they liked/disliked a poem and why (Year 2 onwards).</p>	<p><b>4.</b> <b>Create</b></p> <p>Children draft, edit and publish their poems using the layout and language features of the poetry type you are exploring.</p>	<p><b>5.</b> <b>Perform</b></p> <p>Give opportunities to perform, individually, in groups or as a whole class at least 3 times are year. Children perform their own poems and those from the learn by heart list.</p>
--	---	--	---	---



Progression in Poetry  
Nursery

Curriculum Links	Poems to learn by heart and perform
<p align="center"><b>Communication and Language</b></p> <p align="center">Sing a large repertoire of songs.</p> <p align="center">Know many rhymes, be able to talk about familiar books, and be able to tell a long story</p> <p align="center"><b>Literacy</b></p> <p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</p>	<p><b>Baa Baa Black sheep</b></p> <p><b>Down in the Jungle</b></p> <p><b>Incey Wincey Spider</b></p> <p><b>Row, Row, Row your boat</b></p> <p><b>Twinkle, Twinkle Little Star</b></p> <p><b>The Wheels on the Bus</b></p> <p><b>Wind the Bobbin up</b></p> <p><b>Old McDonald Had a Farm</b></p> <p><b>Hickory Dickory Dock</b></p> <p><b>The Grand Old Duke of York</b></p>

Type of Poetry and Features	Writing Suggestions
<p align="center"><b>Picture Books</b></p> <p>Children will be immersed in structured rhyming poetry throughout the year, including well-known 'narrative poems' (story books) such as Julia Donaldson books.</p> <p>Discussion and oral work linked to rhyme and spotting words that rhyme.</p>	<p>Use Tales Toolkit to retell stories and adapt stories that use rhyme e.g. <i>The Gruffalo</i></p>
<p align="center"><b>Themed Objects and Words</b></p> <p>Building vocabulary with familiar objects and labels on a theme e.g. colour yellow, beginning with the same letter/sound</p>	<p align="center"><b>Mark Making</b></p> <p align="center">Drawing pictures linked to a theme</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p align="center">Write some or all of their name</p> <p align="center">Write some letters accurately</p>