



Progression in Poetry

Teaching Sequence

1. Read	2. Discuss	3. Review	4. Create	5. Perform
Time reading aloud and exploring a range of poems that follow the same themes/format/ structure.	Time discussing the subject matter and themes; the language use and patterns; the structure and organisation of the poems.	Write or verbalise poetry reviews, evaluations and allow children to comment on whether they liked/disliked a poem and why (Year 2 onwards).	Children draft, edit and publish their poems using the layout and language features of the poetry type you are exploring.	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.



Progression in Poetry

Reception

Curriculum Links	Poems to learn by heart and perform
<p>Communication and Language for children in Reception.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound. Show your enjoyment of poems using your voice and manner to give emphasis to carefully chosen words and phrases. Model noticing how some words sound: "That poem was about a frog on a log; those words sound a bit the same at the end don't they? They rhyme." In poems and rhymes with very regular rhythm patterns, pause before the rhyming word to allow children to join in or predict the word coming next. Encourage children to have fun with rhyme, even if their suggestions don't make complete sense. Choose a few interesting longer words from the poem, rhyme or song and clap out their beat structure, helping children to join in with the correct number of 'claps'.</p>	<p>Jack and Jill The Farmers in his Den Humpty Dumpty Five Little Speckled Frogs There as a Princess long ago Pop Goes the Weasel! Sing a Song of Sixpence Hot Cross Buns I'm a Little Teapot Hey Diddle Diddle</p>

Type of Poetry and Features	Writing Suggestions
<p>Picture Books</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. Room on the Broom</p>
<p>Free verse - List Poem</p> <p>A list poem does exactly as described and collects content in a list form. List poems don't have any fixed rhyme or rhythmic pattern.</p>	<p>In Summer Term, children will experiment with writing lists in the form of a poem based on a familiar experience or setting. Templates can be given so that children finish the line in their poem.</p> <p>e.g. In winter I can see... My favourite</p>