



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

Year 1

Reading NC Links	Writing NC Links	Poems to learn by heart and perform
<ul style="list-style-type: none"> To listen to and discuss a wide range of poems at a level beyond what at which they can read independently. To learn to appreciate rhymes and poems commenting on rhymes, word choice, humour and favourite poems. Learn 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. 	<ul style="list-style-type: none"> write sentences by: <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read their writing aloud, clearly enough to be heard by their peers and the teacher 	<p>The Owl and the Pussy Cat by Edward Lear</p> <p>Tippy Tappy by Michael Rosen</p> <p>The Morning Rush by John Foster</p> <p>Caterpillar by Christina Rossetti</p>

Type of Poetry and Features	Writing Suggestions	Example Poems
<p>Free Verse - Alphabet 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. List poems usually have a list in the middle, plus a few lines at the beginning and a few lines at the end. You can think of the beginning and end of a list poem like the top and bottom slices of bread in a sandwich.</p>	<p>Collect/explore new words beginning with each letter. Write an Alphabet list poem. Practise letter formation for letters of the alphabet (including capital letters)</p>	<p><i>A to Z</i> by Michaela Morgan <i>The You Can Be A B C</i> - Roger Stevens <i>A Monster Alphabet</i> by Gervase Phinn <i>An Alphabet of Horrible Habits</i> by Colin West</p>
<p>Structured - Riddles</p> <p>The poem describes a noun (usually an object), but does not name it, i.e. it may describe a tiger as striped and furry. The last line usually directly addresses the reader and uses a question, e.g. 'What is it?' or 'Can you guess what I could be?' The mood of the poem is light-hearted.</p>	<p>Write riddles and test them out on friends and family. Riddles about subjects they have experienced / matter to them / familiar objects e.g: animals, seasons, food, household objects</p>	<p><i>What Am I?</i> by Jo Peters <i>Animal Riddle</i> by Pie Corbett <i>Teaser</i> by Tony Mitton <i>Riddle</i> by John Foster</p>