



Progression in Poetry

Teaching Sequence

<p>1. Read</p> <p>Time reading aloud and exploring a range of poems that follow the same themes/format/ structure.</p>	<p>2. Discuss</p> <p>Time discussing the subject matter and themes; the language use and patterns; the structure and organisation of the poems.</p>	<p>3. Review</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>4. Create</p> <p>Children draft, edit and publish their poems using the layout and language features of the poetry type you are exploring.</p>	<p>5. Perform</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

Year 3

Reading NC Links	Writing NC Links	Poems to learn by heart and perform
<ul style="list-style-type: none">• Read books (poems) that are structured in different ways and reading for arrange of purpose• Identify themes and conventions in a wide range of books (poems)• Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action• Discuss words and phrases that capture the reader's interest and imagination• Recognise some different forms of poetry (for example, free verse, narrative poetry)• Participate in discussions about both books (poems) that are read to them and those they can read for themselves, taking tuns and listening to what others say.	<p>plan their writing by:</p> <ul style="list-style-type: none">• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar• discussing and recording ideas <p>draft and write by:</p> <ul style="list-style-type: none">• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <p>evaluate and edit by:</p> <ul style="list-style-type: none">• read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	<p>On the Ning Nang Nong by Spike Milligan The Adventures of Isabel by Ogden Nash Nature Trail by Benjamin Zephaniah The Book by Michael Rosen I was born in the Stone Age by Michael Rosen</p>



Progression in Poetry

Type of Poetry and Features	Writing Suggestions	Example Poems
<p>Free Verse - Simile Poem</p> <p>Simile is common poetic device. The subject of the poem is described by comparing it to another object or subject, using 'as' or 'like'. For example, the subject may be 'creeping as quietly as a mouse' or be 'sly, like a fox.' Keep the structure simple, non rhyming and explore similes first. It may take the form of a 'list poem'.</p>	<p>Animal simile poem Colour simile poem On the ground simile poem</p>	<p><i>Leap Like a Leopard</i> by John Foster <i>On the ground simile poem</i> https://www.teachitprimary.co.uk/resources/y2/poetry-exploring-form/seasons/on-the-ground-simile-poem/16186</p>
<p>Structured - Limericks</p> <p>The poem is five lines in length and follows the rhyme scheme AABBA.</p> <ul style="list-style-type: none"> o Line 1: 7-10 syllables; o Line 2: 7-10 syllables; o Line 3: 5-7 syllables; o Line 4: 5-7 syllables; o Line 5: 7-10 syllables. <p>The first line usually begins with 'There was a...' and ends with the name of a person or place. The last line should be rather unusual or far-fetched. Each line starts with a capital letter. Lines often end with a comma. The mood of this type of poem is comic, and it can even be nonsense.</p>	<p>Write limericks on famous book, tv or film characters. Write limericks based on made up people/characters.</p>	<p>Edward Lear limericks <i>Spring Magic</i> by Judith Nicholls <i>Short Visit, Long Stay</i> by Paul Cookson <i>Limerick</i> by John Irwin</p>
<p>Structured - Question and Answer Poems</p> <p>Whilst this is not a traditional poetic structure it is one which poets for children use, often for comic effect.</p> <p>The poem is structured as a dialogue between two people. This kind of poem is great for performance as there are clear roles and voices within it and the children can have fun adding character to the lines. A simple q and a structure would work well with lower KS2 children.</p> <p>Create ideas using a whole class plan and provide a template for LA children.</p>	<p>Write questions and answers for a character in a story, historical figure, animal, creature. Could link to key texts in English</p> <p>PUPPY IN THE HOUSE Who broke the window? It wasn't me. Wag, wag! Who chewed the rug? It wasn't me. Lick, lick! Who made a puddle? It wasn't me. Woof, woof!</p>	<p><i>Why Must We Go To School?</i> by Allen Ahlberg <i>Conversation</i> by Michael Rosen From <i>Poems to Perform</i> by Julia Donaldson: <i>Conversation Piece</i> by Gareth Owen <i>The Treasures</i> by Clare Bevan</p>