



Progression in Poetry

Teaching Sequence

1.	2.	3.	4.	5.
<p>Read</p> <p>Time reading aloud and exploring a range of poems that follow the same themes/format/ structure.</p>	<p>Discuss</p> <p>Time discussing the subject matter and themes; the language use and patterns; the structure and organisation of the poems.</p>	<p>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>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>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 5

Reading NC Links	Writing NC Links	Poems to learn by heart and perform
<ul style="list-style-type: none">• Continue to read and discuss an increasingly wide range of poetry.• Read books (poems) that are structured in different ways and for a range of purposes.• Make comparisons within and across books (poems).• Learn a wider range of poetry by heart.• Prepare poems to read aloud/perform, showing understanding through intonation/tone/volume so that the meaning is clear to an audience.• Participate in discussion about book (poems) that are read to them and those they can read for themselves, building on their own and other' ideas and challenging views courteously.• Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.• Identify how language, structure and presentation contribute to meaning.• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	<ul style="list-style-type: none">• plan their writing by:• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own<ul style="list-style-type: none">draft and write by:• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning<ul style="list-style-type: none">using further organisational and presentational devices to structure text and to guide the readerevaluate and edit by:• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	<p>The Tyger by William Blake The Tale of Custard The Dragon by Ogden Nash The Highwayman by Alfred Noyes Words Are Ours by Michael Rosen</p>



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Type of Poetry and Features	Writing Suggestions	Example Poems
<p>Free Verse - Narrative Poems</p> <p>A narrative poem in literature is a poem which tells a story. It has a full storyline with all the elements of a traditional story. These elements include characters, plot, conflict and resolution, setting and action.</p>	<p>Write an alternative ending to the poem (Highwayman) Write 1 verse of a narrative poem linked to other subject area</p>	<p><i>The Highwayman</i> by Alfred Noyes <i>Maggie and the Dinosaur</i> by Dave Ward <i>Me and my Brother</i> by Michael Rosen</p>
<p>Visual - Blackout Poetry</p> <p>A blackout poem is when a poet takes a marker (usually black marker) to already established text--like in a newspaper--and starts redacting words until a poem is formed. The key thing with a blackout poem is that the text AND redacted text form a sort of visual poem.</p>	<p>Exploring with children how poetry can be used to project their 'voice' on issues important to them. Themes may include controversial issues such as climate change, bullying.</p>	 <p>https://ravensdale-coventry.org.uk/wp-content/uploads/160620-English-Blackout-Poetry.pdf</p>
<p>Free Verse - Poems using Metaphors</p> <p>A metaphor is a word or a phrase used to describe something as if it were something else: For example, "A wave of terror washed over him." The terror isn't actually a wave, but a wave is a good way of describing the feeling</p>	<p>Teach metaphors explicitly first Encourage precise word choices and other features learned in previous years such as alliteration, similes. Write own poem about the sun or a planet</p>	<p>Six ways to look at the moon by Pie Corbett</p>