



Progression in Poetry

Teaching Sequence

1.	2.	3.	4.	5.
Read	Discuss	Review	Create	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 6

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>Poems to learn by heart and perform</p> <p>In Flanders Field by John McCrae Meeting Midnight by Carol Ann Duffy The Way Through the Woods by Rudyard Kipling The Jabberwocky by Lewis Carroll McCavity: The Mystery Cat by TS Eliot Ozymandias by Percy Bysshe Shelley My Mother Saw A Dancing Bear by Charles Causley</p>



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Type of Poetry and Features	Writing Suggestions	Example Poems
<p>Free Verse - Personification</p> <p>In poetry, personification is used to allow non-human things to take on human traits and emotions. Poets can use personification to make inanimate objects, such as a mirror, express feelings and perform actions.</p> <p>In Year 6 children should have the opportunity to read a range of poems where personification is used and comment on why the author has chosen to do this.</p>	<p>Free verse personification poems - link to topics.</p>	<p><i>The Sea (is a hungry dog)</i> by James Reeves <i>Children in Wartime</i> by Isobel Throlling <i>For Forest</i> by Grace Nichols</p>
<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. ... Narrative poems include old epics, lays and ballads.</p>	<p>Write narrative poem linked to other subject area Could link with rhyming couplets</p>	<p>Key text -The Raven by Edgar Allan Poe</p>
<p>Structured - Rhyming Couplet</p> <p>Writing rhyming poetry is not easy, despite children's enthusiasm to want to create poems that rhyme further down the school. The rhyming words and rhythmic beats of each line need to be appropriate to the mood and theme of the poem.</p> <p>Possible structures include:</p> <p>Rhyming couplets: AA BB CC DD EE etc Alternate rhyming couplets: ABAB CDCD Unbounded couplets: A B C B</p>	<p>Write a more serious themed poem using a rhyming couplet structure from the suggestions.</p>	<p>Key text - My Mother saw a dancing bear by Charles Causley</p> <p><i>McCavity: The Mystery Cat</i> by T.S Eliot <i>Fire, Burn: and Cauldron Bubble</i> by William Shakespeare</p>