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|  | **EYFS** | **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** | **YEAR 6** |
| **POETRY**  Read and analyse | 30 – 50 months  40 – 60 months  Early Learning Goals  To listen to and join in with stories and poems, one-to-one and also in small groups.  . | Discuss what a poem is about  Give a personal response to a poem  Identify favourite words / favourite parts of a poem  Notice the poem’s pattern | To show an appreciation of some different styles of poetry  by talking about own views, the subject matter and possible meaning of a range of poetry  Comment on which words have the most effect, noting alliteration  Notice and discuss simple poetry patterns | To start to recognise some different poetic forms  Identify and explain the pattern of the different forms  Describe the effect a poem has and suggest possible interpretations  Discuss the choice of words and their impact, noticing how the poet creates ‘sound effects’ by using alliteration, rhythm or rhyme and create pictures using similes | To recognise and discuss some different forms of poetry, including effect on the reader  Describe poem’s impact and explain own interpretation by referring to aspects of the poem.  Comment on the use of similes and expressive language to create images, sound effects and atmosphere | To recognise and discuss different forms of poetry, stating a preference  Discuss poet’s possible viewpoint, explain and justify own response and interpretation  Compare different forms and describe impact  Notice and explain the use of unusual or surprising language choices and effects, such as onomatopoeia, metaphor, personification.  Comment on how this influences meaning. | To recognise and discuss the different forms of poetry, stating a justified preference.  Comment on the different structures and how these can influence meaning.  Interpret poems, explaining how the poet creates shades of meaning.  Identify and explain underlying themes.  Explain the impact of figurative and expressive language, including metaphor. |
| VOCABULARY |  | * poet, poem, verse, rhyme | | * adjectives, verbs repetitive phrase * onomatopoeia, alliteration, distinctive rhythms * expression, tone, volume and use of voices * rhythms, rhymes. * figurative language * verse, chorus, couplet, stanza, rhythm, rhyme, alliteration * ballad, sonnet, rap, elegy, narrative * personification. * assonance | | | |
| **POETRY**  Performance | 30 – 50 months  40 – 60 months  Early Learning Goals  To join in with repeated refrains in rhymes and stories.  To use intonation, rhythm and phrasing to make the meaning clear to others.  To develop preference for forms of expression.  To play cooperatively as part of a group to develop and act out a narrative.  To express themselves effectively, showing awareness of listeners’ needs | **YEAR 1**  To learn some simple poems by heart.  To imitate and invent actions  To perform in unison, following the rhythm and keeping time | **YEAR 2**  To continue to build up a repertoire of poems learnt by heart  To use actions and sound effects to add to the poem’s meaning  To perform individually and together, speaking clearly and audibly | **YEAR 3**  To learn a piece of poetry by heart  To prepare and perform poems and play scripts to read aloud and perform.  To show some awareness of the audience when reading aloud by beginning to use appropriate intonation and volume. | **YEAR 4**  To learn a wide range of poetry by heart  To prepare and perform poems and play scripts using techniques such as actions, sound effects, musical patterns and images to enhance a poem’s meaning  To show an awareness of audience by varying volume, pace and using appropriate expression when performing | **YEAR 5**  To learn a wide range of poetry by heart  To use actions, sound effects, musical patterns, images and dramatic interpretation  to engage an audience  To engage an audience when reading out loud by varying pitch, pace, volume, expression and use of pauses to create an impact | **YEAR 6**  To learn a wide range of poetry by heart  To confidently perform poems and texts learnt by heart using a wide range of devices to engage the audience and for effect.  (eg use of actions, sound effects, musical patterns, images and dramatic interpretations)  To engage an audience through varying pitch, pace, volume, rhythm and expression in response to the poem’s meaning and form. |
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| **POETRY**  Writing | **EYFS**  To look at rhymes within a poem  To collect words that rhyme | **YEAR 1**  To observe details of first-hand experiences using the senses  To list words and phrases or use a repeating pattern or line | **YEAR 2**  To experiment with alliteration to create humorous and surprising combinations  Make adventurous word choices to describe closely observed experiences  Create a pattern or shape on the page  Use simple repeating phrases or lines as models | **YEAR 3**  To invent new similes and experiment with word play  Use powerful nouns, adjectives and verbs  Write free verse; borrow or create a repeating pattern | **YEAR 4**  To use language playfully to exaggerate or pretend  Use similes to build images and identify clichés in own writing  Write free verse.  Use a repeating pattern.  Experiment with simple forms. | **YEAR 5**  To invent nonsense words and situations and experiment with unexpected word combinations  Use carefully observed details and apt images to bring subject matter alive.  Avoid clichés in own writing  Write free verse.  Use or invent repeating patterns.  Attempt different forms including rhyme for humour. | **YEAR 6**  To select pattern or form to match meaning and own voice  Use simple metaphors and personification to create poems based on real and imagined experiences.  Use language imaginatively to create surreal, surprising, amusing and inventive poetry |
| **POETRY**  Range | **EYFS**  To learn and perform to an audience a number of nursery rhymes | **YEAR 1 & 2 Cycle 1**  **SENSE POEMS**  **LIST POEMS**  **REPEATING PATTERN** | **YEAR 2 & 3 & Year 1 & 2 Cycle 2**  **CALLIGRAMS / SHAPE POEMS**  **RIDDLES**  **ALLITERATION**  **REPEATING PATTERN** | **YEAR 2 & 3 Cycle 1**  **LIMERICKS**  **CLERIHEWS**  **ACROSTIC**  **DIAMANTES**  **REPEATING PATTERN**  **FREE VERSE** | **YEAR 4 & 5 Cycle 1**  **SIMILE POEMS**  **KENNINGS**  **HAIKU**  A Haiku calendar  **REPEATING PATTERN**  **FREE VERSE** | **YEAR 4 & 5**  **YEAR 5 & 6**  **Cycle 2**  **NONSENSE**  *Jabberwocky*  By Lewis Carroll  **NARRATIVE**  *The Highwayman*  By Alfred Noyes  **REPEATING PATTERN**  **FREE VERSE** | **YEAR 5 & 6**  **Cycle 1**  **SONNETS**  **REPEATING PATTERN**  **FREE VERSE** |