



Poetry at Churchfield C.E Primary Academy – Poetry Progression Document

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <p><u>Development Matters Communication and Language</u></p> <p>-understand how to listen carefully and why listening is important -engage in story times -listen carefully to rhymes and songs, paying attention to how they sound -learn rhymes, poems and songs</p> | <p><u>NC Requirements</u></p> <p>- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - learning to appreciate rhymes and poems, and to recite some by heart</p> | <p><u>NC Requirements</u></p> <p>-listening to, discussing and expressing views about a wide range of contemporary and classic poetry -recognising simple recurring literary language in stories and poetry - continuing to build up a repertoire of poems learnt by heart -write poetry</p> | <p><u>NC Requirements</u></p> <p>-listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks -preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action -recognising some different forms of poetry -listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks -preparing poems and play scripts to</p> | <p><u>NC Requirements</u></p> <p>-listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks -preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action -recognising some different forms of poetry -listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks -preparing poems and play scripts to</p> | <p><u>NC Requirements</u></p> <p>-continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks -learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience -use knowledge of language from poetry to support increasing fluency and facilitate</p> | <p><u>NC Requirements</u></p> <p>-continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks -learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience -use knowledge of language from poetry to support increasing fluency and facilitate writing and comprehension</p> |



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| | | | read aloud and to perform, showing understanding through intonation, tone, volume and action -recognising some different forms of poetry | read aloud and to perform, showing understanding through intonation, tone, volume and action -recognising some different forms of poetry | writing and comprehension | |
| <p><u>Rhyming couplets</u> Children to identify rhyming couplets in stories read aloud.</p> <p><u>Alphabet list poems</u> Children to verbally create their own alphabet poems, where the start of each word matches the next letter in the alphabet.</p> <p><u>Performance poetry</u> Learn a different nursery rhyme/poem by</p> | <p><u>Acrostic poems</u> The first or last letter in each line spells out a word. Most commonly, it is the first letter that spells out the word.</p> <p><u>Riddles</u> The poem describes a noun 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?'</p> | <p><u>Rhyming poems</u> ABAB complex rhyme</p> <p><u>Diamantes</u> The poem is presented in the shape of a diamond. The line structure is as follows: Line 1: Beginning subject; Line 2: Two adjectives about line 1; Line 3: Three verbs or words ending '-ing' about line 1; Line 4: A short phrase about line 1; line 5: Three verbs or words</p> | <p><u>Limericks</u> The poem is five lines in length and follows the rhyme scheme AABBA. The line structure is as follows: Line 1: 7-10 syllables; Line 2: 7-10 syllables; Line 3: 5-7 syllables; Line 4: 5-7 syllables; Line 5: 7-10 syllables. 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</p> | <p><u> kennings</u> A 'kenning' is a two word phrase which describes an object, often using a metaphor to do so. Kenning poems are a type of riddle, which use kennings to describe something or someone. Each line consists of one kenning. There is no set number of lines in each verse. The kennings should be ordered within the poem with consideration of the impact on the reader.</p> | <p><u>Cinquain poem</u> A poem classified by the number of syllables each line in the poem has. Typically consists of five lines, using the following structure: Line 1: 2 syllables Line 2: 4 syllables Line 3: 6 syllables Line 4: 8 syllables Line 5: 2 syllables</p> <p><u>Simile and metaphor poems</u></p> <p><u>Personification poems</u></p> <p><u>Free Verse - study of language</u></p> | <p><u>Sonnets</u> A poem of fourteen lines using any of a number of formal rhyme schemes, typically having ten syllables per line.</p> <p><u>Blank verse poetry</u> A type of unrhymed poetry usually with ten syllables in each line.</p> <p><u>Blackout poetry</u> Take a written piece of text from a book, newspaper or magazine, and redact words, in</p> |



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| <p>heart each half term. Miss Poly had a Dolly Incy Wincy Spider 1, 2, 3, 4, 5 Once I Caught a Fish Alive 5 Little Speckled Frogs 5 Little Men in a Flying Saucer Jack and Jill (See 'Songs of the Week' document)</p> | <p><u>Shape poems</u> Poems that are in the shape of what they are about</p> <p><u>Performance poetry</u> Learn one poem by heart each half term.</p> <p>There Was an Old Lady Who Swallowed a Fly Big Green Crocodile - Jane Newberry My Shell - Matt Goodfellow Moon Rocket - Jane Newberry Queue for the Zoo - Clare Bevan Lost - Michael Rosen</p> | <p>ending '-ing' about line 7; Line 6: Two adjectives about line 7; Line 7: End subject.</p> <p>Bike Shiny, quiet, Pedalling, spinning, weaving Whizzing round corners, zooming along roads Racing, roaring, speeding Fast, loud, Car</p> <p><u>Performance poetry</u> Learn one poem by heart each half term.</p> <p>Nut Tree - Julia Donaldson Remember, Remember - History learning linked to Guy Fawkes and the Gunpowder Plot The Dinosaur Rap - John Foster Cats - Eleanor Farjeon Sshhhhhh! - Julia Donaldson</p> | <p>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><u>Haikus</u> The haiku originates from Japan, and is similar in structure to a Tanka poem. The mood of a haiku is generally serious, and can relate to many themes, including nature or love. The line structure is as follows: Line 1: 5 syllables; Line 2: 7 syllables; Line 3: 5 syllables.</p> <p><u>Free Verse - study of language</u> Free verse does not follow a set</p> | <p>E.G. <u>My Sister</u> Dummy-sucker Teddy-thrower Anything-chewer</p> <p><u>Narrative poetry</u> A poem that tells a story using rhythm and rhyme, making it exciting to read.</p> <p><u>Free Verse - study of language</u> Free verse does not follow a set syllable pattern or rhyme scheme. It may be written on a range of themes.</p> <p><u>Performance poetry</u> Learn one poem by heart each half term.</p> <p>My Robot's Misbehaving - Kenn Nesbitt Sleep! Sleep! Beauty Bright - William Blake</p> | <p>Free verse does not follow a set syllable pattern or rhyme scheme. It may be written on a range of themes.</p> <p><u>Performance poetry</u> Learn one poem by heart each half term.</p> <p>Give and Take - Roger McGough From a Railway Carriage - R.L. Stevenson Rum Tum Tugger - T.S. Eliot Jabberwocky - Lewis Carroll The Raven - Edgar Allan Poe Cards Dealt - Joseph Coelho</p> | <p>order to come up with your own poetry.</p> <p><u>Free Verse - study of language</u> Free verse does not follow a set syllable pattern or rhyme scheme. It may be written on a range of themes.</p> <p><u>Narrative/classic poetry</u></p> <p><u>Performance poetry</u> Learn one poem by heart each half term.</p> <p>The Visitor - Ian Serrailer Cargoes - John Masefield The Lion and Albert - Marriott Edgar If - Rudyard Kipling The Jumblies - Edward Lear</p> |
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| | | <p>The Sound Collector - Roger McGough</p> | <p>syllable pattern or rhyme scheme. It may be written on a range of themes.</p> <p><u>Performance</u></p> <p><u>poetry</u> Learn one poem by heart each half term.</p> <p>Plum - Tony Mitton The Poet - Rachel Rooney The Space on the Page - Michael Rosen Candy Tree Shops - Beryl L Edmonds The Magic Box - Kit Wright The School Kid's Rap - John Foster</p> | <p>How Doth the Little Crocodile - Lewis Carroll Walking with my Iguana - Brian Moses Mermaid's Lament - Rachel Rooney The Moon Speaks - James Carter</p> | | <p>What I Love About School - Roger McGough</p> |
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