



Winslow Church of England Whole School Poetry Progression Overview

Year group	EYFS Development Matters	Suggested poetry spine texts
Two Year Olds	22-36 months: <ul style="list-style-type: none"> • Listens with interest to the noises make when they read stories. • Shows interest in play with sounds, songs and rhymes. • Single channelled attention. • Has some favourite stories, rhymes, songs, poems or jingles. 	Michael Rosen - A Great Big Cuddle, Poems for the very young.
Nursery	30-50 months: <ul style="list-style-type: none"> • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention – still listen or do, but can shift own attention. • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. 	Paul Stickland and Henrietta Stickland – Dinosaur Roar! Nick Sharatt – Shark in the Park! Ina Beck - The Oxford Treasury of Nursery Rhymes. Roger McGough - Wouldn't it be funny if you didn't have a nose? The Puffin Baby and Toddler Treasury.
Reception	40-60 months: <ul style="list-style-type: none"> • Maintains attention, concentration and sits quietly during appropriate activity. • Two-channelled attention – can listen and do for short span. • Continues a rhyming string. • Uses vocabulary and forms of speech that are increasingly influenced by their experience of books. • Enjoys an increasing range of books. <p>Early Learning Goal: Children listen attentively in a range of situation. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>Early Learning Goal: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some</p>	Dr Seuss – My Many Coloured Days. Elizabeth Matterson – This Little Puffin. Julia Donaldson – Sharing a Shell. Julia Donaldson – A Treasury of Songs. Steve Attwell - There's a crocodile in my lunchbox. Michael Rosen - Chocolate cake



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	common irregular words. They demonstrate understanding when talking with others about what they have read.		
Year group	National Curriculum	Skills	Suggested poetry spine texts
Year 1	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> Listening to and discussing a wide range of poems, at a level beyond that at which they can read independently. Learning to appreciate rhymes and poems, and to recite some by heart. 	<p>To collect class and individual favourite poems for class reading and to participate in reading aloud.</p> <p>To learn and recite favourite poems; to comment on aspects such as word combinations, sound patterns (such as rhymes, rhythms, alliterative patterns) and forms of presentation.</p> <p>To compose own poetic sentences, using repetitive patterns, carefully selected sentences and imagery.</p>	<p>Jane Yolen and Andrew Fusek Peters – Here’s a Little Poem.</p> <p>James Carter – Hey, Little Bug!</p> <p>A.A. Milne – When We Were Very Young.</p> <p>June Crebin – The Puffin Book of Fantastic First Poems.</p> <p>Jan Ormerod - Doing the animal bop (rhyming story)</p>
Year 2	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> Listening to, discussing and expressing views about a wide range of contemporary and classic poetry at a level beyond that at which they can read independently. Recognising simple recurring literary language in poetry. Discussing their favourite words and phrases. Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. 	<p>Identify and discuss patterns of rhythm, rhyme and other features of sound in different poems.</p> <p>Identify and discuss favourite poems and poets, using appropriate terms (poet, poem, verse, rhyme, etc.) and referring to the language of the poems.</p> <p>To discuss meanings of words and phrases that create humour, and sound effects in poetry, e.g. nonsense poems, tongue-twisters, riddles, and to classify poems into simple types.</p>	<p>Pie Corbett – The Works Key Stage 1</p> <p>Pie Corbett and Gaby Morgan – A First Poetry Book.</p> <p>Julia Donalson – Crazy Mayonnaisy Mum.</p> <p>Allan Ahlberg – Heard it in the Playground.</p>



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	<ul style="list-style-type: none"> Developing positive attitudes towards writing poetry. 	<p>To use structures from poems as a basis for writing, by extending or substituting elements, inventing own lines, verses; to write own poems from initial jottings and words.</p> <p>Invent own riddles, acrostics and descriptive poems. Write alliterative sentences.</p>	
<p>Year 3</p>	<p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> Preparing poems to read aloud and to perform, showing an understanding through intonation, tone, volume and action. Discussing words and phrases that capture the reader's interest and imagination. Recognising some different forms of poetry. Identifying how language, structure, and presentation contribute to meaning. <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. 	<p>Recognise some simple forms of poetry: e.g. narrative, humorous, limericks.</p> <p>Distinguish between rhyming and non-rhyming poetry and comment on the impact of layout.</p> <p>Read aloud and recite poems, comparing different views of the same subject: e.g. adjectives, powerful and expressive verbs.</p> <p>Select, prepare, read aloud and recite by heart poetry that plays with language or entertains; recognise rhyme, alliteration and other patterns of sound.</p> <p>Collect words and phrases to write poems and short descriptions; use repetitive phrases; write imaginative comparisons, use similes.</p>	<p>Grace Nichols - Paint Me a Poem.</p> <p>Michael Rosen – Quick, Let's Get Out of Here.</p> <p>James Carter – The World's Greatest Space Cadet.</p> <p>Brian Patten – The Puffin Book of Utterly Brilliant Poetry.</p> <p>Roger McGough - The Sound Collector.</p> <p>Last Night I saw the city breathing (personification)</p> <p>Michael Rosen "Quick, let's get out of here." Humorous free verse.</p>



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		<p>Write poetry that uses sound to create effects: e.g. onomatopoeia, alliteration, distinctive rhythms.</p>	
<p>Year 4</p>	<p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> • Listening to and discussing a wide range of poetry. • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. • Discussing words and phrases that capture the reader's interest and imagination. • Recognising some different forms of poetry. • Identifying how language, structure, and presentation contribute to meaning. <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 learn from its structure, vocabulary and grammar. 	<p>Compare and contrast poems on similar themes, particularly their form and language, discussing personal responses and preferences.</p> <p>Identify clues which suggest poems are older, e.g. language use, vocabulary, archaic words.</p> <p>Identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and to read these out effectively.</p> <p>Understand terms: stanza, simile, metaphor, personification.</p> <p>Write poems based on the structure and/or style of poems read, e.g. taking account of vocabulary, archaic expressions, patterns of rhyme, choruses, similes.</p> <p>Write poems based on personal or imagined experience, linked to poems read. List brief phrases and words, experiment by trimming or extended sentences; experiment with powerful and expressive verbs.</p>	<p>Wes Magee – Deep in the Green Wood</p> <p>Valerie Bloom – Hot Like Fire</p> <p>John Agard- Hello H2O</p> <p>Roger McGough – Sensational!</p>



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		<p>Recognise some simple forms of poetry, e.g. ballads, kennings, skipping songs, the chorus in songs.</p> <p>Write poems, experimenting with different styles and structures, discuss if and why different forms are more suitable than others.</p> <p>Produce polished poetry through revision, e.g. deleting words, adding words, changing words, reorganising words and lines, experimenting with figurative language.</p>	
<p>Year 5</p>	<p>Read aloud a wider range of poetry at an age-appropriate interest level with accuracy and at a reasonable speaking pace.</p> <p>Read a range of poems for pleasure.</p> <p>Read most words effortlessly and work how to pronounce unfamiliar words with increasing automaticity.</p> <p>Read a range of poems to continue to develop language and vocabulary.</p> <p>Learn to read a range of poems off by heart.</p> <p>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.</p>	<p>Recognise and discuss different forms of poetry, stating a preference.</p> <p>Discuss poet's possible viewpoint, explaining and justifying own response and interpretation.</p> <p>Compare different forms of poetry and describe the impact.</p> <p>Notice and explain the use of unusual or surprising language choices and effects, such as onomatopoeia, metaphor, personification. Comment on how this influences meaning.</p> <p>Use actions, sound effects, musical patterns, images and dramatic interpretation to engage an audience.</p>	<p>Brian Moses – Lost Magic</p> <p>Kit Wright - The Magic Box</p> <p>Brian Patten – Juggling with Gerbils</p> <p>Pie Corbett and Gaby Morgan – The Works 4</p>



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	<p>Begin to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>Engage an audience when reading out loud by varying pitch, pace, volume, expression and use of pauses to create an impact.</p> <p>Recognise simple forms of poetry: nonsense, narrative, repeating pattern and free verse.</p> <p>Invent nonsense words and situations and experiment with unexpected word combinations.</p> <p>Use carefully observed details and apt images to bring subject matter alive. Avoid clichés in own writing.</p> <p>Write free verse. Use or invent repeating patterns. Attempt different forms including rhyme for humour.</p>	
<p>Year 6</p>	<p>Read aloud a wider range of poetry at an age-appropriate interest level with accuracy and at a reasonable speaking pace.</p> <p>Read a range of poems to continue to develop language and vocabulary.</p> <p>To continue to read and discuss an increasingly wide range of poetry.</p> <p>Learn to read a range of poems off by heart.</p>	<p>Recognise and discuss different forms of poetry, stating a justified preference.</p> <p>Comment on the different structures and how these can influence meaning.</p> <p>Interpret poems, explaining how the poet create shades of meaning. Identify and explain underlying themes.</p>	<p>Charles Causley – Collected Poems for Children</p> <p>Ted Hughes – Collected Poems for Children</p> <p>Carol Ann Duffy – New and Collected Poems for Children</p> <p>Pie Corbett – The Works Key Stage 2.</p>



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	<p>Read a range of poems for pleasure. 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.</p> <p>Provide reasoned justifications for their views about poems and poets.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>Explaining the impact of figurative and expressive language, including metaphors.</p> <p>Confidently perform poems and texts learnt by heart using a wide range of devices to engage the audience and for effect (e.g. use of actions, sound effects, musical patterns, images and dramatic interpretations).</p> <p>Engage an audience through varying pitch, pace, volume, rhythm and expression in response to the poem's meaning and form. Select pattern or form to match meaning and own voice.</p> <p>Use simple metaphors and personification to create poems based on real and imagined experiences.</p> <p>Use language imaginatively to create surreal, surprising, amusing and inventive poetry.</p> <p>Recognise simple forms of poetry: sonnets, repeating pattern and free verse.</p>	
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