

Aston-on-Trent Primary School Poetry Progression Map

Reading Poetry							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Subject matter and theme;	Listen to poems being read and talk about likes and dislikes – including ideas or puzzles, words, and patterns	Discuss own response and what the poem is about;	Talk about own views, the subject matter and possible meanings;	Describe the effects poem has and suggest possible interpretations;	Describe poem's impact and explain own interpretation By referring to the poem;	Discuss poet's possible viewpoint, explain and justify own response and interpretation;	Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes
Language use; style		Talk about favourite words or parts of a poem;	Comment on which words have the most effect including alliteration	Discuss the choice of words and their impact, noticing how the poet creates; -sound effects -by using alliteration, rhythm or rhyme and creates pictures using similes	Comment on the use of similes and expressive language to create images, sound effects and atmosphere;	Explain the use of unusual or surprising language choices and effects, such as onomatopoeia and metaphor; comment on how this influences meaning; explore imagery including metaphor and personification;	Explain the impact of figurative and expressive language, including metaphor;



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Pattern		Notice the poem's pattern	Discuss simple poetry patterns	Explain the pattern of different simple forms	Discuss the poems form and suggest the effect on the reader	Compare different forms and describe impact	Comment on poems structures and how these influence meaning
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Performing Poetry							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use of voice;	Join in with class rhymes and poems	perform in unison, following the rhythm and keeping time	Perform individually or together; speak clearly and audibly.	Perform individually or chorally; vary volume, experimenting with expression and use pauses for effect	Vary volume, pace and use appropriate expression when performing	Vary pitch, pace, volume, expression and use pauses to create impact;	vary pitch, pace volume, rhythm and expression in relation to the poem's meaning and form
Presentation	Copy actions	Imitate and invent actions	Use actions and sound effects to add to the poem's meaning	use actions, voices, sound effects and musical patterns to add to a performance	use actions, sound effects, musical patterns and images to enhance a poem's meaning	use actions, sound effects, musical patterns, images and dramatic interpretation	use actions, sound effects, musical patterns, images and dramatic interpretation, varying presentations by using ICT

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Creating Poetry							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Original playfulness with language and ideas;	enjoy making up funny sentences and playing with words;	invent impossible ideas, e.g. magical wishes;	experiment with alliteration to create humorous and surprising combinations;	invent new similes and experiment with word play;	use language playfully to exaggerate or pretend;	invent nonsense words and situations and experiment with unexpected word combinations;	use language imaginatively to create surreal, surprising, amusing and inventive poetry;
Detailed recreation of closely observed experience;	Look carefully at experiences and choose words to describe;	Observe details of first hand experiences using the senses and describe;	Make adventurous word choices to describe closely observed experiences;	Use powerful nouns, adjectives and verbs; experiment with alliteration;	Use similes to build images and identify clichés in own writing;	Use carefully observed details and apt images to bring subject matter alive; avoid cliché in own writing;	Use simple metaphors and personification to create poems based on real or imagined experience;
Using different patterns	Make word collections or use simple repeating patterns	List words and phrases or use a repeating pattern or line.	Create a pattern or shape on the page; use simple repeating phrases or lines as models	Write free verse; borrow or create a repeating pattern	Write free verse; use a repeating pattern; experiment with simple forms	Write free verse; use or invent repeating patterns; attempt different forms, including rhyme for humour	Select pattern or form to match meaning and own voice