



Carr Hill Community Primary School

Poetry Progression

(Repeated Techniques highlighted in RED)

| EYFS- Reception | | |
|--|--|---|
| Reading NC Objectives | Writing NC Objectives | Possible Famous/Classic Poems to Read and Perform |
| <ul style="list-style-type: none"> To listen, and respond to, a range of poetry around a theme. To look at rhyme within poems. To collect words that rhyme. | <ul style="list-style-type: none"> enjoy making up funny sentences and playing with words. look carefully at experiences and choose words to describe make word collections or use simple repeating patterns | <i>Two Little Dickie Birds</i> <i>Humpty Dumpty</i> <i>Twinkle Twinkle Little Star</i> <i>Hot Cross Buns</i> <i>Incy Wincy Spider</i> <i>Sing a Song of Sixpence</i> |
| Type of Poetry & Features | | Writing Suggestions |
| Free Verse | A list poem does exactly as described and collects content in a list form. List poems don't have any fixed rhyme or rhythmic pattern. | Children will experiment with writing lists in the form of a poem based on a familiar experience or setting. Templates can be given so that children finish the line in their poem. e.g. In winter I can see... My Favourite |
| List Poem | | |
| Structured | Children will be immersed in structured rhyming poetry throughout the year, including Nursery Rhymes, well-known 'narrative poems' (story books) such as Julia Donaldson books. Discussion and oral work linked to rhyme and spotting words that rhyme. | |

| Key Stage One: Cycle One | | |
|--------------------------|---|---|
| Reading NC Objectives | Writing NC Objectives | Possible Famous/Classic Poems to Read and Perform |
| Year One | <ul style="list-style-type: none"> Write sentences by: <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher. | <i>Now We Are Six</i> by AA Milne <i>I Opened a Book</i> by Julia Donaldson <i>Tippy Tappy</i> by Michael Rosen <i>Caterpillar</i> by Christina Rossetti |
| Year Two | <ul style="list-style-type: none"> Listen to, discuss and express views about a wide range of contemporary and classic poetry Recognise simple recurring literary language in poetry Discuss and clarifying the meanings of words, linking new meanings to known vocabulary Discuss their favourite words and phrases Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say | <ul style="list-style-type: none"> Listen to, discuss and express views about a wide range of contemporary and classic poetry Recognise simple recurring literary language in poetry Discuss and clarifying the meanings of words, linking new meanings to known vocabulary Discuss their favourite words and phrases Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say |

| Cycle One | | | |
|---|---|-------------------|--|
| Type of Poetry & Features | Writing Suggestions | Poetic Techniques | Example Poems |
| Acrostic poems An acrostic poem is a type of poetry where the first, last or other letters in a line spell out a particular word or phrase. The most common and simple form of an acrostic poem is where the first letters of each line spell out the word or phrase. | Names Animal Other topic words: seasons/ weather etc... | lines verses | <i>An Acrostic</i> by Roger McGough <i>Giant</i> by Jack Ousbey <i>My Glasses</i> by John Hegley |

| Cycle Two | | | |
|---|--|---|--|
| Type of Poetry & Features | Writing Suggestions | Poetic Techniques | Example Poems |
| List poem/Reversos A list poem does exactly as describe and collects content in a list form. List poems don't have any fixed rhyme or rhythmic pattern. List poems usually have a list in the middle, plus a few lines at the beginning and a few lines at the end. You can think of the beginning and end of a list poem like the top and bottom slices of bread in a sandwich. | Collect/explore new words beginning with each letter. Write an Alphabet list poem. Practice letter formation for letters of the alphabet (including capital letters) | Onomatopoeia, similes lines and verses Repetition and rhythm | <i>A to Z</i> by Michaela Morgan <i>The You Can Be A B C</i> – Roger Stevens <i>A Monster Alphabet</i> by Gervase Phinn <i>An Alphabet of Horrible Habits</i> by Colin West |

Lower Key Stage Two Cycle 1

| Reading NC Objectives | Writing NC Objectives | Possible Famous/Classic Poems To Read and Perform |
|--|--|---|
| <ul style="list-style-type: none"> Read books (poems) that are structured in different ways and reading for a range of purposes Identify themes and conventions in a wide range of books (<i>poems</i>) Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action Discuss words and phrases that capture the reader's interest and imagination Recognise some different forms of poetry (for example, free verse, narrative poetry) Participate in discussion about both books (<i>poems</i>) that are read to them and those they can read for themselves, taking turns and listening to what others say. | <ul style="list-style-type: none"> discussing writing (forms of poems) similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas Read aloud their own writing (poem), to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | On the Nong Ning Nang by Spike Milligan The Crocodile by Robert Louis Stevenson The Adventures of Isabel Ogden Nash Nature Trail by Benjamin Zephaniah |

Cycle One

| Type of Poetry & Features | Writing Suggestions | Poetic Techniques | Example Poems |
|--|--|---|--|
| Kennings Poems 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. | Encourage precise word choices and other features learned in previous years such as alliteration, similes. | Diminuendo and crescendo Repetition Alliteration | <i>Beowulf</i> <i>Beware!</i> Poem from Zim Zam Zoom! by James Carter <i>Guess Who?</i> By Coral Rumble <i>Squirrel</i> by Celia Warren |

Cycle Two

| Type of Poetry & Features | Writing Suggestions | Poetic Techniques | Example Poems |
|--|---|--|---|
| Limericks The poem is five lines in length and follows the rhyme scheme AABBA. <ul style="list-style-type: none"> 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 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. | Write limericks on famous book, tv or film characters. Write limericks based on made up people/characters. | Rhyme scheme Irony Alliteration , use of imagery Assonance | Edward Lear limericks <i>Spring Magic</i> by Judith Nicholls <i>Short Visit, Long Stay</i> by Paul Cookson <i>Limerick</i> by John Irwin |

Upper Key Stage Two Cycle 1

| Reading NC Objectives | Writing NC Objectives | Possible Famous/Classic Poems To Read 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 discussions about books (poems) that are read to them and those they can read for themselves, building on their own and others' 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"> Follow the National Curriculum guidelines for writing in Upper Key Stage 2. Children should be encouraged to include a range of the poetic language features learned in KS1 and Lower Key Stage 2, and choose which are appropriate to use in their writing (authorial intent). | The Tyger by William Blake The Tale of Custard The Dragon by Ogden Nash The Highwayman by Alfred Noyes The Charge of the Light Brigade by Alfred Lord Tennyson Still I Rise by Maya Angelou Words Are Ours by Michael Rosen |

Cycle One

| Type of Poetry & Features | Writing Suggestions | Poetic Techniques | Example Poems |
|--|---|--|--|
| Shape /Concrete Poem The poem usually describes an object. The poem is presented in the shape of the object which it is describing. The layout may either be with the words inside a shape or around the outline of the shape. Concrete poems are poems where individual words take on a shape that reveals their meaning. | Create a poem in the shape of a noun (linked to a project) using a template if needed e.g. weather, oceans, seaside, seasons, animals The poem can just be words or phrases to describe the noun, then written as the outline shape or within a template of the shape. | Personification Metaphors Assonance, alliteration Rhyming couplets | <i>The Shape I'm In</i> by James Carter <i>Rhythm Machine</i> by Trevor Harvey <i>Undersea Tea</i> by Tony Mitton more in <i>The Works</i> (every kind of poem you will ever need for the literacy hour) by Paul Cookson Apes to Zebras and A-Z of Shape Poems by Liz Brownlee |

Cycle Two

| Type of Poetry & Features | Writing Suggestions | Poetic Techniques | Example Poems |
|--|--|--|--|
| Cinquain A cinquain poem is a verse of five lines that do not rhyme Line 1: 2 syllables Line 2: 4 syllables Line 3: 6 syllables Line 4: 8 syllables Line 5: 2 syllables | Consider a theme for the cinquains – linked to a project or theme/national/ world celebration day. | Reversos Syllables Stanzas Metaphors, personification | Cinquains Birds of a Feather by Bernard Young School Trip by Tracey Blance Yo You by Angela Topping Tankas Silver Aeroplane by John Foster Red by Coral Rumble |