



Progression in Poetry

Poetry at Grosvenor Road

Through sharing, reading, writing and performing rhymes and poems, we aim to build children's emotional connection to language and the world around us.

We are committed as a school to developing a love of reading for all children.

Poems are used throughout our curriculum to develop vocabulary, fluency and prosody, imagination and empathy. We also encourage children to review poetry – to form opinions about their own likes and dislikes and to understand and explain their preferences and respect the thoughts and feelings of others.

Alongside class picture books, novels and nonfiction books, we have identified a core set of poetry books for each year group. Each year group will have these core poems shared with them continuously throughout the year by an adult. Teachers can add to the core poems further, to develop children's exposure and enjoyment of poetry.

Children will be given the opportunity to listen to, read, analyse, perform and write poetry as part of our English Curriculum.



EYFS

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
 - Make comments about what they have heard and ask questions to clarify their understanding.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Reading and Analysing

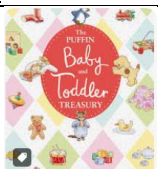
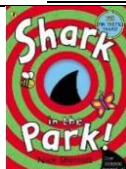
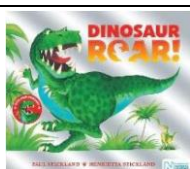
- listen to poems being read and talk about likes and dislikes

Prepare and Perform

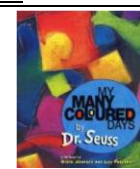
- join in with class rhymes and poems
- Begins to perform in unison, following the rhythm
- copy actions

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Nursery



Reception



Year 1

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- *listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently*
 - *being encouraged to link what they read or hear to their own experiences*
 - *recognising and joining in with predictable phrases*
 - *Learning to appreciate rhymes and poems, and to recite by heart*

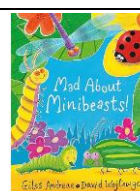
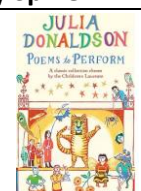
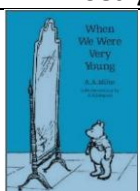
Reading and Analysing

- discuss own response and what the poem is about
- talk about favourite words or parts of a poem
- notice the poem's pattern

Prepare and Perform

- perform in unison, following the rhythm and keeping time
- imitate and invent actions

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Year 2

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- *Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently*
 - *recognising simple recurring literary language in stories and poems*
 - *Discussing their favourite words and phrases*
- *Continuing to build up a repertoire of poems learned by heart, appreciating these and reciting some, with appropriate intonation to make meaning clear.*

Develop positive attitudes towards and stamina for writing by:

- *Writing poetry*

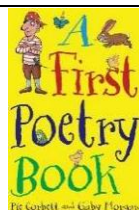
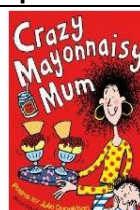
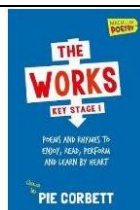
Reading and Analysing

- talk about own views, the subject matter and possible meanings
- comment on which words have most effect, noticing alliteration
- discuss simple poetry patterns

Prepare and Perform

- perform individually or together; speak clearly and audibly.
- use actions and sound effects to add to the poem's meaning

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Year 3

Develop positive attitudes to reading and understanding of what they read by:

- *listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks*
- *Prepare 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 (free verse, narrative)*

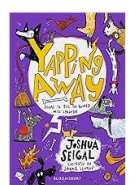
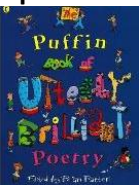
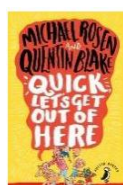
Reading and Analysing

- 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 creates pictures using similes;
- explain the pattern of different simple forms

Prepare and Perform

- perform individually or chorally; vary volume, experimenting with expression and use pauses for effect
- use actions, voices, sound effects and musical patterns to add to a performance

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Year 4

Develop positive attitudes to reading and understanding of what they read by:

- *listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks*
 - *Prepare 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 (free verse, narrative)*

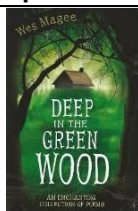
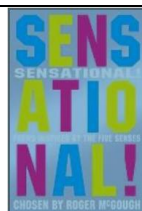
Reading and Analysing

- describe poem's impact and explain own interpretation by referring to the poem
- comment on the use of similes and expressive language to create images, sound effects and atmosphere
- discuss the poem's form and suggest the effect on the reader

Prepare and Perform

- vary volume, pace and use appropriate expression when performing
- use actions, sound effects, musical patterns and images to enhance a poem's meaning

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Year 5

Maintain positive attitudes to reading and understanding of what they read by:

- *Continuing to read and discuss an increasingly wide range of fiction, non-fiction, poetry, plays, non-fiction and reference books or textbooks*
- *Identifying themes and conventions in and across a wide range of writing*
 - *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.*

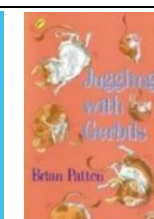
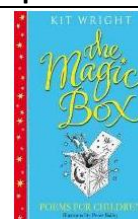
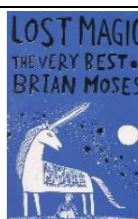
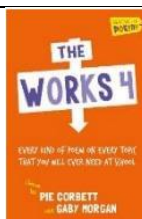
Reading and Analysing

- discuss poet's possible viewpoint, explain and justify own response and interpretation
- explain the use of unusual or surprising language choices and effects, such as onomatopoeia and metaphor
- comment on how these influences meaning
- explore imagery including metaphor and personification
- compare different forms and describe impact

Prepare and Perform

- vary pitch, pace, volume, expression and use pauses to create impact;
- use actions, sound effects, musical patterns, images and dramatic interpretation

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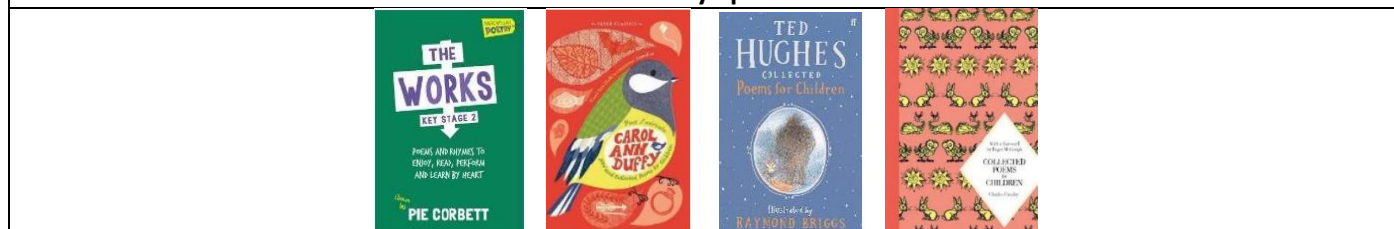
Year 6

Maintain positive attitudes to reading and understanding of what they read by:

- Continuing to read and discuss an increasingly wide range of fiction, non-fiction, poetry, plays, non-fiction and reference books or textbooks
- Identifying themes and conventions in and across a wide range of writing
 - 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

Reading and Analysing	Prepare and Perform
➤ interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes ➤ explain the impact of figurative and expressive language, including metaphor ➤ comment on poems' structures and how these influence meaning	➤ vary pitch, pace volume, rhythm and expression in relation to the poem's meaning and form ➤ use actions, sound effects, musical patterns, images and dramatic interpretation, varying presentations by using ICT

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<https://poetrybyheart.org.uk/>

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