

Poetry texts

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Oracy to support comprehension and writing</p> <p>Listen to poems being read and talk about likes and dislikes – including ideas or puzzles, words, and patterns</p> <p>Join in with class rhymes and poems</p> <p>enjoy making up funny sentences and playing with words</p> <p>Writing composition</p> <p>Make word collections or use simple repeating patterns</p>	<p>Oracy to support comprehension and writing</p> <p>discuss own response and what the poem is about</p> <p>talk about favourite words or parts of a poem</p> <p>notice the poem's pattern</p> <p>be aware of a significant poet and be able to join in with some of their poems</p> <p>perform in unison, following the rhythm and keeping time</p>	<p>Oracy to support comprehension and writing</p> <p>talk about own views, the subject matter and possible meanings</p> <p>comment on which words have most effect, noticing alliteration</p> <p>discuss simple poetry patterns</p> <p>be aware of more than one significant poet and recite one or more of their poems (or sections of their poems)</p> <p>perform individually or together</p>	<p>Oracy to support comprehension and writing</p> <p>describe the effect a poem has and suggest possible interpretations</p> <p>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</p> <p>explain the pattern of different simple forms</p> <p>perform individually or chorally</p>	<p>Oracy to support comprehension and writing</p> <p>describe poem's impact and explain own interpretation by referring to the poem;</p> <p>comment on the use of similes and expressive language to create images, sound effects and atmosphere</p> <p>discuss the poem's form and suggest the effect on the reader - be aware of a range of significant poets (both contemporary and classic), recite one or more of their poems (or sections of their poems) and begin to express a preference</p> <p>vary and control volume and tone, pace</p>	<p>Oracy to support comprehension and writing</p> <p>discuss and debate poet's possible viewpoint, explain and justify own response and interpretation</p> <p>explain the use of unusual or surprising language choices and effects, such as onomatopoeia and metaphor and comment on how this influences meaning</p> <p>explore imagery including metaphor and personification compare different forms and describe impact</p> <p>be aware of a range of significant poets (both contemporary and classic), recite one or</p>	<p>Oracy to support comprehension and writing/ Writing composition</p> <p>interpret poems, explaining how the poet creates shades of meaning</p> <p>justify own views and explain underlying themes</p> <p>explain the impact of figurative and expressive language, including metaphor</p> <p>comment on poems' structures and how these influence meaning</p> <p>be aware of a wide range of significant poets (both contemporary and classic, including</p>

	<p>imitate and invent actions</p> <p>read aloud clearly enough to be heard by peers and teachers</p> <p>Writing composition</p> <p>invent impossible ideas, e.g. magical wishes</p> <p>observe details of first hand experiences using the senses and describe</p> <p>list words and phrases</p> <p>Grammar focus</p> <p>Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on</p>	<p>use actions and sound effects to add to the poem’s meaning</p> <p>read aloud with appropriate intonation to make the meaning clear</p> <p>Writing composition</p> <p>experiment with alliteration to create humorous and surprising combinations</p> <p>make adventurous word choices to describe closely observed experiences</p> <p>create a pattern or shape on the page</p> <p>use simple repeating phrases or lines as models</p> <p>write own examples of riddles</p>	<p>vary and controlling volume, experimenting with expression and use pauses for effect</p> <p>use actions, voices, sound effects and musical patterns</p> <p>Writing composition</p> <p>invent new similes and experiment with word play</p> <p>use powerful nouns, adjectives and verbs</p> <p>experiment with alliteration</p> <p>create own free verse poetry</p> <p>-write own examples of kennings</p> <p>Grammatical focus</p> <p>Begin to identify simple and compound sentences</p>	<p>and use appropriate expression when performing</p> <p>use actions, sound effects, musical patterns and images to enhance a poem’s meaning</p> <p>Writing composition</p> <p>use language playfully to exaggerate or pretend</p> <p>use similes to build images and identify clichés in own writing;</p> <p>create own free verse poetry</p> <p>write own examples of tankas and haikus</p> <p>Grammar focus</p> <p>noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p>	<p>more of their poems (or sections of their poems) and begin to express a preference, justifying own views</p> <p>vary pitch, pace, volume, expression and use pauses to create impact</p> <p>use movement, sound effects, musical patterns, images and dramatic interpretation when performing both their own poetry, and that of others</p> <p>Writing composition</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</p>	<p>Shakespeare), recite one or more of their poems (or sections of their poems) and begin to express a preference, justifying own view points</p> <p>vary pitch, pace volume, rhythm and expression in relation to the poem’s meaning and form</p> <p>use movement, sound effects, musical patterns, images and dramatic interpretation, varying presentations by using ICT when performing both their own poetry, and that of others</p> <p>Writing composition</p> <p>use language imaginatively to create surreal, surprising, amusing and inventive poetry</p>
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	<p>the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p>	<p>based on models provided</p> <p>Grammar focus formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</p> <p>formation of adjectives using suffixes such as –ful, –less -use of the suffixes –er, –est in adjectives</p> <p>expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p>	<p>Use and recognise adjectival phrases</p>	<p>(e.g. the volcano expanded to: the bubbling volcano with churning lava)</p> <p>appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>use of commas after fronted adverbials</p>	<p>create own free verse poetry</p> <p>write raps/spoken word poetry on topics relevant to the children’s interests/ motivations</p> <p>Grammar focus</p> <p>Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]</p> <p>The use of relative clauses beginning with who, which, where, when, whose, that)</p> <p>The use of the punctuation of parenthesis for dramatic effect.</p>	<p>use simple metaphors and personification to create poems based on real or imagined experience</p> <p>select pattern or form to match meaning and own voice</p> <p>create own free verse poetry</p> <p>Grammatical focus</p> <p>Use of the passive voice for dramatic impact</p> <p>Use of the hyphen to avoid ambiguity</p>
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