



Ruardean C of E Primary School

Love of learning – Love of life – Love of one another

Poetry Writing Progression

Year 1– Year 6

V1 12-12-22

Progression in Poetry

Children need to listen to, discuss, respond to, perform and write poetry. The meaning of a poem is open-ended and should provoke thoughts, ideas and emotions rather than a “correct” answer. Poetry is language-rich and offers many opportunities to explore and interpret. Children need to experience a wide range of types and forms of poems written by a wide range of poets from traditional rhymes and classic poems to poets from other cultures and to current poets. There is limited reference to poetry in the National Curriculum. Almost all references are made in the reading sections. However, opportunities for written poetry should be given in each year group.

| PURPOSE – Writing to Entertain/Persuade | Suggested Poetry Types | Poetical Devices |
|--|---|--|
| Poems use language in many different and often unusual and surprising ways. Children who experience poetry become skilled in using language with great care and attention. They choose words that show an awareness of the significance of each one and how the choice of specific words can add complexity or subtlety of meaning to their writing. | Blackout Calligram Cinquain Haiku Kennings Limerick List Narrative Free verse Acrostic | Rhyme Personification Onomatopoeia Metaphor Simile Alliteration |

National Curriculum Requirements

| | YEAR 1 | YEAR 2 | YEAR 3/4 | YEAR 5/6 |
|------------------------------|---|---|---|--|
| Reading Comprehension | <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. | <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. Continuing 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 poems that are read to them and those that they can read for themselves, taking turns and listening to what others say. Explain and discuss their understanding of poems, both that they can listen to and those that they read for themselves. | <ul style="list-style-type: none"> Listening to and discussing a wide range of poetry. Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognising some different forms of poetry [for example, free verse, narrative poetry] | <ul style="list-style-type: none"> Continuing to read and discuss an increasingly wide range of poetry. Learning a wider range of poetry by heart. Preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. |
| Writing | No reference made. | Writing - composition <ul style="list-style-type: none"> Develop positive attitudes and stamina for writing - by writing poetry. | No reference made. | Year 5/6 Introduction <ul style="list-style-type: none"> Pupils' knowledge of language, gained from...poetry..., will support their facility as writers. |