Progression in poetry texts				
Reception	Reading Poetry:-	Vocabulary, grammar and punctuation	Performing Poetry:-	Creating Poetry: -
Reception	-listen to poems being read and talk about likes and dislikes – including ideas or puzzles, words, and patterns	-extend vocabulary, especially by grouping and naming, explaining the meaning and sounds of new words	-join in with class rhymes and poems, -copy actions	-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 - writes rhyming pairs of words
Year 1	-discuss own response and what the poem is about; -talk about favourite words or parts of a poem; -notice the poem's pattern - be aware of a significant poet and be able to join in with some of their poems	- use noun phrases -use description e.g. adjectives and adverbs -Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun -Suffixes that can be added to verbs where no change is needed in the spelling of root words	-perform in unison, following the rhythm and keeping time -imitate and invent actions -read aloud clearly enough to be heard by peers and teachers	-invent impossible ideas, e.g. magical wishes; -observe details of first hand experiences using the senses and describe; - list words and phrases

		(e.g. helping, helped, helper)		
Year 2	-talk about own views, the subject matter and possible meanings; -comment on which words have most effect, noticing alliteration -discuss simple poetry patterns -be aware of more than one significant poet and recite one or more of their poems (or sections of their poems) -expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]	-formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] -formation of adjectives using suffixes such as –ful, –less -use of the suffixes –er, –est in adjectives	-perform individually or together - use actions and sound effects to add to the poem's meaning -read aloud with appropriate intonation to make the meaning clear	-experiment with alliteration to create humorous and surprising combinations; -make adventurous word choices to describe closely observed experiences; -create a pattern or shape on the page; use simple repeating phrases or lines as models
Year 3	-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;	-formation of nouns using a range of prefixes [for example super–, anti–, auto–] -word families based on common words, showing how words are related in form and meaning [for example, solve, solution,	-perform individually or chorally; vary and controlling volume, experimenting with expression and use pauses for effect - use actions, voices, sound effects and musical patterns	-invent new similes and experiment with word play; -use powerful nouns, adjectives and verbs; experiment with alliteration; -create own free verse poetry

	-explain the pattern of different simple forms - be aware of two or more	solver, dissolve, insoluble]		-write own examples of kennings, tankas, haikus
Year 4	-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 -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	-noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) -appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	-vary and control volume and tone, pace and use appropriate expression when performing - use actions, sound effects, musical patterns and images to enhance a poem's meaning	-use language playfully to exaggerate or pretend; - use similes to build images and identify clichés in own writing; -create own free verse poetry -write own examples of riddles based on models provided
Year 5	- 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 this influences meaning;	-Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]	-vary pitch, pace, volume, expression and use pauses to create impact; - use movement, sound effects, musical patterns, images and dramatic interpretation when performing both their own poetry, and that of others	-invent nonsense words and situations and experiment with unexpected word combinations; -use carefully observed details and apt images to bring subject matter

	-explore imagery including metaphor and personification; - compare different forms and describe impact - 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, justifying own views			alive; avoid cliché in own writing; -create own free verse poetry - write raps/spoken word poetry on topics relevant to the children's interests/ motivations (possibly link with work on persuasion e.g. writing protests – see persuasion progression paper)
Year 6	- 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 - be aware of a wide range of significant poets (both contemporary and classic, including Shakespeare), recite one or more of their poems (or sections of their poems) and	-how words are related by meaning as synonyms and antonyms [for example, big, large, little].	-vary pitch, pace volume, rhythm and expression in relation to the poem's meaning and form - 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	-use language imaginatively to create surreal, surprising, amusing and inventive poetry; - use simple metaphors and personification to create poems based on real or imagined experience; - select pattern or form to match meaning and own voice - create own free verse poetry

	begin to express a preference, justifying own view points			
Moving Beyond	- build upon work in year 6 - identify themes in a poets work or across a particular movement - identify variations in perspective and how these are reflected in language used and through poetic devices - name poetic devices accurately and is able to draw some conclusions about how they support the poet's intent - recognise the weight given to language choice in poetry; interrogates images thoroughly and identifies layers of meaning - identify some similarities and differences in related works e.g. writing on	-is able to comment on the impact achieved through the use of line breaks, verse structures and punctuation marks e.g. to mark the passage of time, a change in perspective or mood, a shift from the experiential to the reflective. -uses meta-language to support analysis and evaluation (e.g. personification, repetition, alliteration, assonance, metaphor, simile, syllable, rhythm, rhyme, half-rhyme, line, stanza, verse)	-as set out in year 6. - contextualises/effectively introduces and concludes a performance. - tells a story, recounts an experience or develops an idea, choosing and changing the mood, tone and pace of delivery for particular effect	-uses extended or multi-layered imagery with fidelity to theme and subjects -imitates and innovates on shared forms and structures; brings to bear the discipline of a particular form to a range of subjects e.g. conversation poems (personal meditation on a subject using blank verse) -develops an imaginative or unusual treatment of familiar material or established conventions, e.g. a sonnet based on a nursery rhyme