Sequencing in Poetry

Year	Reading Poetry Subject matter and theme Language use, style and pattern	Performing Poetry Use of voice Presentation	Creating Poetry Original playfulness with language and ideas Detailed recreation of closely observed experience Using different patterns
R	Listen to poems being read and talk about likes and dislikes – including ideas or puzzles, words and patterns. Read a bank of Nursery rhymes.	Read a bank of nursery rhymes repetitively so that the children able to also repeat the rhymes.	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. Progressively build a varied and rich vocabulary.
1	Discuss own responses and what the poem is about. Talk about favourite words or parts of a poem. Notice the poem's pattern.	Perform in unison, following the rhythm and keeping time. Imitate and invent actions.	Invent impossible ideas, e.g. magical wishes. Observe details of first hand experiences using the sense and describe. List words and phrases or use a repeating pattern or line. Progressively build a varied and rich vocabulary.
2	Talk about own views, the subject matter and possible meanings. Comment on which words have most effect, noticing alliteration. Discuss simple poetry patterns. Continue to build up a repertoire of poems learned by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	Perform individually or together; speak clearly and audibly. Use actions and sound effects to add to the poem's meaning.	Experiment with alliteration and expanded noun phrases 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. Progressively build a varied and rich vocabulary.

3	Listen to and discuss a wide range of poetry. Describe the effect the 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. Recognize some different forms of poetry (e.g. free verse, narrative poetry).	Prepare and 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. Read aloud their own poetry, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Invent new similes and experiment with word play. Use powerful nouns, adjectives and verbs; experiment with alliteration. Write free verse; borrow or create a repeating pattern. Progressively build a varied and rich vocabulary.
4	Listen to and discuss a wide range of poetry. 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. Recognize some different forms of poetry (e.g. free verse, narrative poetry).	Vary volume, pace and use appropriate expression when performing. Use actions, sound effects, musical patterns and images to enhance a poem's meaning. Read aloud their own poetry, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Use language playfully to exaggerate or pretend. Use similes to build images and identify clichés in own writing. Write free verse; use a repeating pattern; experiment with simple forms. Progressively build a varied and rich vocabulary.
5	Discuss poet's possible viewpoint, explain and justify own response and interpretation. Explain the use of unusual or surprising language effects, such as onomatopoeia and metaphor; comment on how this influences meaning; explore imagery including metaphor and personification. Compare different forms and describe impact. Learn a wider range of poetry by heart. Prepare 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.	Vary pitch, pace, volume, expression and use pauses to create impact. Use actions, sound effects, musical patterns, images and dramatic interpretation.	Invent nonsense words and situations and experiment with unexpected word combinations. Use carefully observed details and apt images to bring subject matter alive; avoid cliché in own writing.

Write free verse; use or invent repeating patterns; attempt different forms , include rhyme for humour. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. |

	Pupils should be taught the technical and other terms needed for discussing what they hear and read – metaphor, simile, imagery, analogy, style and effect.		Progressively build a varied and rich vocabulary.
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. Learn a wider range of poetry by heart. Prepare 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. Pupils should be taught the technical and other terms needed for discussing what they hear and read – metaphor, simile, imagery, analogy, style and effect.	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.	Use language imaginatively to create surreal, surprising, amusing and inventive poetry. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Use metaphors and personification to create poems based on real or imagined experience. Select pattern or form to match meaning and own voice. Progressively build a varied and rich vocabulary.