

Hollinswood Primary School and Nursery Poetry Progression Grid

Why poetry? Poetry enables us to convey information, to entertain, to share a story, to amuse, to reflect, to pass on culture heritage, to pray with thanks, to celebrate, to praise and to persuade, among many more. Poetry is important in Primary Schools as it helps to build reading skills, speaking, & listening Skills, enables pupils to explore language & vocabulary, inspires writing and encourages creative thinking.

Teaching poetry at Hollinswood Primary School

At Hollinswood Primary School each year group is allocated different types of poetry to study, explore, comment on, create and perform throughout the year. These will be either free verse, visual and/or structured poems. Each class will choose one poem a term to perform. This could be to another class, in an assembly or a recording produced for parents and shared via Class Dojo. Following the schools long term English Plan. Poetry will be taught in Years 1 – 4 once a term and During the Autumn and Spring term in Years 5 and Six.

This is the structure we follow to plan and deliver our poetry lessons:

1. Read - spend time reading aloud and exploring a range of poems that follow the same theme / format / structure as your year group's allocated poetry type.
2. Discuss – spend time discussing the subject matter & themes; the language use and patterns; the structure and organisation of the poem(s).
3. Review – write or verbalise poetry reviews, evaluations and allow children to comment on whether they liked/disliked a poem and why (Year 2 onwards).
4. Create – children then have the opportunity to draft, edit and publish their poems using the layout and language features of the poetry type you are exploring.
5. Perform – children should have the opportunity to perform, individually, in groups or as a whole class at least 3 times a year. This can be their own work, or a performance from one of the selected poems for your year group.

To develop a poetry friendly classroom. We will:

- Expose children to poetry regularly in formal and informal ways helps them to develop an appreciation of many kinds of writers and forms.
- Ensure poetry of all kinds is a prominent part of the reading environment.
- Take time to drop poems into the school day.
- Have a range of poems in the classroom from different poets, sharing different styles and forms and give children open time to browse, discuss and select poems that resonate with them.
- Allow time for children to watch or hear poets performing their poetry, either recorded or live.
- Allow time and space for children to rehearse and polish performances before presenting to an audience.

Poetry curriculum objectives

Curriculum Objectives		Progression overview
EYFS	<p>3 and 4 year olds: Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know.</p> <p>Reception: Explore, use and refine a variety of artistic effects to express their ideas and feelings Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups.</p> <p>ELG: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music Make use of props and materials when role playing characters in narratives and stories</p>	Join in performing rhymes with others
Year 1	<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Recognise and join in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart</p>	To recite simple poems by heart.
Year 2	<p>Participate in discussions, presentations, performances, roleplay/improvisations and debates Listen to, discuss and express 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 Recognise simple recurring literary language in stories and poetry To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.
Year 3	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>recognising some different forms of poetry</p> <p>participate in discussions, presentations, performances, roleplay/improvisations and debates</p>	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p>
Year 4	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>recognising some different forms of poetry</p>	To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of

	participate in discussions, presentations, performances, roleplay/improvisations and debates	the audience when reading aloud. To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).
Year 5	participate in discussions, presentations, performances, roleplay/improvisations and debates continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 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	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.
Year 6	participate in discussions, presentations, performances, roleplay/improvisations and debates continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 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	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.

Suggested poetry list

Poetry Type		Definition and example	Suggested list of poems to select to teach and perform	Vocabulary progression
Nursery	Nursery rhymes	A simple traditional song or poem for children. Nursery rhymes, also known as Mother Goose rhymes, can be broadly defined as short songs and verses often read or sung to, or by, young children. ... They include nonsense rhymes, lullabies, finger-plays, counting-out rhymes, riddles, games, songs, and ballads, among other types.	Twinkle Twinkle Little Star Humpty Dumpty Incy Wincy Spider Hickory Dickory Dock Miss Polly Had A Dolly Row Row Row your boat Sleeping Bunnies Wheels on the bus Old McDonald had a farm If you're happy and you know it. I'm a little tea pot Pat a cake pat a cake Ring around the rosie	song poem nursery rhyme lullaby
YR	Nursery rhymes Counting rhymes	Nursery rhymes, also known as Mother Goose rhymes, can be broadly defined as short songs and verses often read or sung to, or by, young children. ... They include nonsense rhymes,	1,2 buckle my shoe Down in the Jungle Mary had a little lamb Ten fat sausages	Song verse poem nursery rhyme

		lullabies, finger-plays, counting-out rhymes, riddles, games, songs, and ballads, among other types.	Ten green bottles Ten in the bed The animals went in two by two Ten tall fingers 1-10 Superhero Song 5 little monkeys 5 currant buns 5 little ducks Pirate ship	lullaby counting-out rhymes
Year 1	Free Verse Acrostic poem Shape poem/ calligram	In Year 1, the poetic devices we can use in free verse are: <ul style="list-style-type: none"> • Couplets • Repetition <p>In an acrostic poem, the first letter of each line spells a word. The word is the subject of the poem.</p> <p>A shape poem usually describes an object. The poem is presented in the shape of the object which it is describing. The layout may either be with the words inside a shape or around the outline of the shape.</p>	London Bridge is falling down When Goldilocks went to the house of the bears. Seaside acrostic poem (p.45 of Twinkl anthology) Christmas acrostic poem by Brenda Williams http://brendawilliamspoet.co.uk/Christmas.html Stars by Jennifer Betts (shape poem) https://examples.yourdictionary.com/examples-of-shape-poems.html Firework shape poem Jump or Jiggle by Evelyn Beyer. There's a hole in the bottom of the sea. Now we are Six – AA Milne	Rhyming couplets Repetition Line Layout shape
Year 2	Free Verse Haiku Riddle	In Year 2, the poetic devices we can use in free verse are: <ul style="list-style-type: none"> • alliteration • rhyme • counting syllables • repetition • thinking and feeling details <p>The haiku originates from Japan. The mood of a haiku is generally serious, and can relate to many themes, including nature or love.</p>	Around the Year Haiku's – Twinkl poetry collection p.40 Second Hand Planet– Twinkl poetry collection p.54 https://www.poetry4kids.com/lessons/how-to-write-a-haiku/ Seaview Haiku – John Foster - https://childrens.poetryarchive.org/poem/seaview-haiku/ https://www.poetry4kids.com/news/writing-riddles/	Alliteration Rhyme Syllable Repetition Feeling and details Structure Lines noun

		<p>The line structure is as follows:</p> <ul style="list-style-type: none"> ● Line 1: 5 syllables; ● Line 2: 7 syllables; ● Line 3: 5 syllables. (14 in total). <p>Each line starts with a capital letter.</p> <p>A riddle describes a noun (usually an object), but does not name it, i.e. it may describe a tiger as striped and furry. Ideas could be extended through use of adjectives to describe each part of the object, or through prepositions.</p>	<p>Amazon animal riddles– Twinkl poetry collection p.48</p> <p>Sunny Spring – Alterative poem</p> <p>Owl and the Pussy Cat</p> <p>At the seaside by Robert Louis Stevenson</p> <p>A little seed by Mabel Watts</p>	
Year 3	<p>Free verse</p> <p>Kennings</p> <p>Limerick</p>	<p>In Year 3, the poetic devices we can use in free verse are:</p> <ul style="list-style-type: none"> ● repetition ● rhyme ● simile ● rhythm <p>A ‘kenning’ is a two-word phrase which describes an object, often using a metaphor to do so. Kenning poems are a type of riddle which use kennings to describe something or someone. Each line consists of one kenning. There is no set number of lines in each verse. The kennings should be ordered within the poem with consideration of the impact on the reader.</p> <p>A limerick is five lines in length and follows the rhyme scheme AABBA. The line structure is as follows:</p> <ul style="list-style-type: none"> ● Line 1: 7-10 syllables; ● Line 2: 7-10 syllables; ● Line 3: 5-7 syllables; ● Line 4: 5-7 syllables; ● Line 5: 7-10 syllables. <p>The first line usually begins with ‘There was a...’ and ends with the name of a person or place.</p>	<p>Book – Loopy limericks by John Foster Twister p.54</p> <p>Twister - Twinkl poetry collection p.40 (kenning)</p> <p>Kennings - https://poetryzone.co.uk/childrens-archive/kennings/</p> <p>https://www.teachingideas.co.uk/writing-poetry/limericks</p> <p>My Teddy, Meep - Twinkl poetry collection p.26 (limerick)</p> <p>Teacher by Paul Cookson (Kenning) – The Works</p> <p>Family Problems by John Kitching – Limerick (The Works)</p> <p>Water by Kate Coombs</p> <p>Walking with my iguana by Brian Moses https://childrens.poetryarchive.org/poem/walking-with-my-iguana/</p> <p>The Hairy Toe</p> <p>Sadness Is Grey - Twinkl poetry collection p.94 (similes)</p>	<p>Alliteration</p> <p>Rhyme</p> <p>rhythm</p> <p>Syllable</p> <p>Repetition</p> <p>Structure</p> <p>Lines</p> <p>Simile</p> <p>Metaphor</p> <p>verse</p>

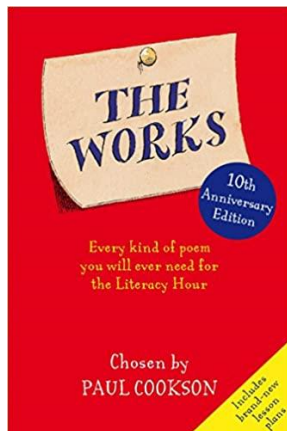
			<p>I was born in the Stone age by Michael Rosen Michael Rosen: Poem: I Was Born in the Stone Age (michaelrosenblog.blogspot.com)</p> <p>No Difference Poem by Shel Silverstein (similes) https://www.poemhunter.com/poem/no-difference-4/</p>	
Year 4	Free Verse	<p>In Year 4, the poetic devices we can use in free verse are:</p> <ul style="list-style-type: none"> ● simile ● rhythm ● metaphor ● onomatopoeia 	<p>As above Plus.. (these poems use metaphors and onomatopoeia)</p> <p>What is the Sun? Wes Magee</p> <p>Don't be scared – Carol Ann Duffy</p>	<p>As above Plus – metaphor and onomatopoeia</p>
Year 5	Free Verse Narrative	<p>In Year 5, the poetic devices we can use in free verse are:</p> <ul style="list-style-type: none"> ● simile ● metaphor ● personification ● structure of author focus ● mood and tone ● an awareness of vocabulary choice and poetry from difficult cultures and periods of time <p>In Year 5, a narrative poem could include the following features:</p> <ul style="list-style-type: none"> ● rhyme ● structure ● archaic language ● hyperbole ● symbolism ● personification ● pathetic fallacy 	<p>Tyger by William Blake The Tyger by William Blake Poetry Foundation</p> <p>Jabberwocky by Lewis Carroll</p> <p>From A Railway Carriage (1885) Robert Louis Stevenson</p> <p>Football Mad by Benjamin Zephaniah https://www.stcypriansprimaryacademy.co.uk/wp-content/uploads/2020/06/Year-6-Week-15-Day-5.pdf</p> <p>Windrush child by John Agard - http://archive.poetrysociety.org.uk/content/archives/places/bcagard/windrush/</p> <p>Matilda (who told such dreadful lies) by Hillaire Belloc</p> <p>The Jumblies – Edward Leach</p>	<p>Personification Author focus Mood Tone Vocabulary choice Culture Archaic language Hyperbole Symbolism Pathetic fallacy</p>
Year 6	Free Verse Narrative	<p>In Year 6, the poetic devices we can use in free verse are:</p> <ul style="list-style-type: none"> ● simile ● metaphor ● personification ● rhyme ● structure of author focus ● mood and tone ● enjambment 	<p>The Highwayman by Alfred Noyes</p> <p>In Flanders Field by John McCrae https://www.poetryfoundation.org/poems/47380/in-flanders-fields</p> <p>The Pied Piper of Hamelin BY ROBERT BROWNING</p>	<p>As above plus enjambment</p>

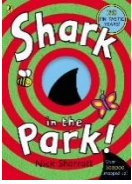
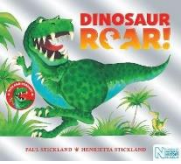
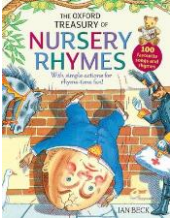

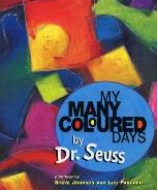
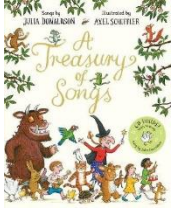
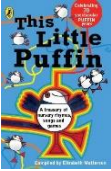
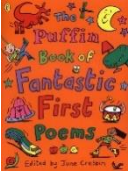
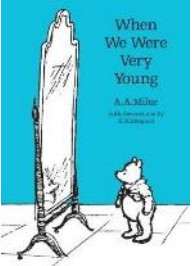
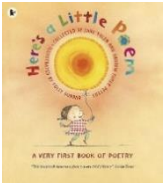
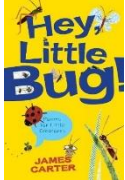

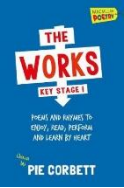
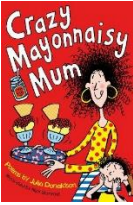
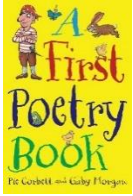
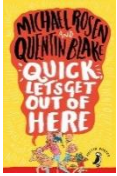
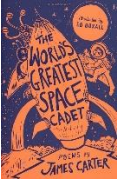
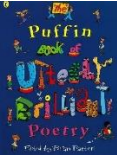
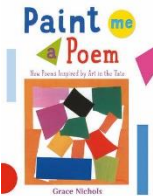
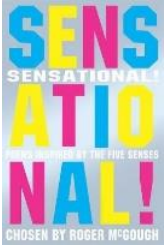

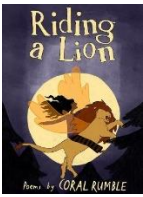
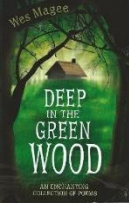
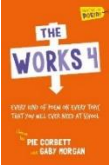
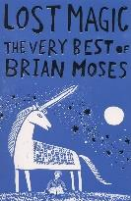

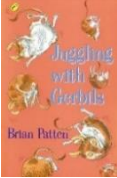
		<ul style="list-style-type: none"> ● an awareness of vocabulary choice and poetry from difficult cultures and periods of time <p>In Year 6, a narrative poem could include the following features:</p> <ul style="list-style-type: none"> ● rhyme ● structure ● archaic language ● hyperbole ● symbolism ● personification ● pathetic fallacy ● repetition <p>Year 6 is a consolidation of all poetic devices</p>	<p>The Pied Piper of Hamelin by Robert Browning Poetry Foundation</p> <p>If - Rudyard Kipling https://www.poetryfoundation.org/poems/46473/if---</p> <p>The City of my Birth by Karl Nova https://clpe.org.uk/poetry/poems/city-my-birth</p> <p>I am a Writer by Joseph Coelho I am a writer Centre for Literacy in Primary Education (clpe.org.uk)</p>	
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Poetry Spine – Pie Corbett for daily poems

Poems to learn and perform: <https://shop.scholastic.co.uk/poetry-spine>

Every year group:



Pre School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Pie Corbett's Poetry Spine Nursery</p>   	<p>Pie Corbett's Poetry Spine Reception</p>    	<p>Pie Corbett's Poetry Spine Year 1</p>    	<p>Pie Corbett's Poetry Spine Year 2</p>    	<p>Pie Corbett's Poetry Spine Year 3</p>    	<p>Pie Corbett's Poetry Spine Year 4</p>    	<p>Pie Corbett's Poetry Spine Year 5</p>    	<p>Pie Corbett's Poetry Spine Year 6</p> 