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| **Nursery/Reception** | **Year 1** | **Year 2** | **Year 3** |
| * To be able to recall some well-known nursery rhymes by heart.
* Use simple repeating patterns and phrases.
* Genres may include:
* Nursery rhymes
* Well known songs with repeated refrains
 | * Know what rhyme means.
* List words and phrases with a repeating pattern.
* Name two different types of poetry from a small range of genres:

➢ Acrostic➢ Shape poems (concrete poems)* Senses poems

➢ Rhyming poems (using rhyming couplets)➢ Repeating poems➢ Haiku➢ Kenning* Be able to recite a poem from memory.

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 | * Name a variety of different types of poetry from a range of genres, using imagined or observed subjects:

➢ Acrostic➢ Shape poems (concrete poems)➢ Rhyming poems (using rhyming couplets)➢ Repeating poems➢ Haiku➢ Kenning➢ Diamantes➢ Free verse* Each line begins with a capital letter and ends with a comma or full stop
* Include a title
* The body of text relates to the title
* How to organise poetry into stanzas
* Use alliteration, rhyme and use well known similes.
 | * Name a variety of different types of poetry from a range of genres:

➢ Rhyming poems (using rhyming couplets)➢ Repeating poems➢ Haiku➢ Kenning➢ Diamantes➢ Free verse➢ Limericks➢ Clerihews* How to keep and experiment with rhyming pattern.
* How to use repetition effectively.
* Use well-chosen and powerful nouns, verbs and adjectives, choosing vocabulary carefully.
* Know poetry conveys a mood or feeling.
* Use alliteration, rhyme, known and invented similes and start to use personification and onomatopoeia.
 |
| **Terminology to be introduced:*** Rhyme Words with similar sounding final syllables
* Syllable The beats of a word.

AMEND IF NOT APPROPRIATE??? | **Terminology to be introduced/ consolidated:*** Rhythm Patterns that make things easier to remember
* Line breaks Starting a new line to help slow down the reader
* Repetition Repeat a word or phrase
* Rhyme Words with similar sounding final syllables
* Syllable The beats of a word.
 | **Terminology to be introduced/ consolidated:*** Simile Tells the reader something is

like or as something else.* Alliteration Use of the same consonant

at the beginning of each word.* Rhyme Words with similar sounding

final syllables* Rhythm Patterns that make things

easier to remember* Line breaks Starting a new line to help

slow down the reader* Repetition Repeat a word or phrase
* Syllable The beats of a word.
 | **Terminology to be introduced/ consolidated:*** Personification Describe an object as if it were alive.
* Onomatopoeia Words which are written as they sound
* Rhyme Words with similar sounding final

syllables* Rhythm Patterns that make things easier to remember
* Line breaks Starting a new line to help slow down the reader
* Repetition Repeat a word or phrase
* Syllable The beats of a word.
* Simile Tells the reader something is **like** or **as** something else.
* Alliteration Use of the same consonant at the beginning of each word.
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| **Year 4** | **Year 5** | **Year 6** |
| * Name a variety of different types of poetry.
* How to keep a rhyming pattern.
* How to use repetition effectively.
* Use powerful verbs and adjectives.
* Choose vocabulary carefully.
* Know poetry conveys a mood or feeling.
* Use alliteration, rhyme, personification, similes, onomatopoeia, and be introduced to metaphors.
 | * Name a variety of different types of poetry.
* Use language imaginatively.
* Know poetry conveys a mood or feeling.
* Use a range of figurative language: alliteration, rhyme, onomatopoeia, personification, similes and metaphors to create poems based on real or imagined experiences with increasing confidence.
* Select pattern or form to match meaning and own voice.
 | * Name a variety of different types of poetry.
* Use language imaginatively to create inventive poetry.
* Know poetry conveys a mood or feeling.
* Use a range of figurative language: alliteration, rhyme, onomatopoeia, personification, similes and metaphors to create poems based on real or imagined experiences confidently.
* Select pattern or form to match meaning and own voice.
 |
| **Terminology to be introduced/consolidated:*** Figurative Language Adds impact to writing, e.g. similes, metaphors
* Metaphor Tells the reader that something **is** something
* Rhyme Words with similar sounding final syllables
* Rhythm Patterns that make things easier to remember
* Line breaks Starting a new line to help slow down the reader
* Repetition Repeat a word or phrase
* Syllable The beats of a word.
* Simile Tells the reader something is **like** or **as** something else.
* Alliteration Use of the same consonant at the beginning of each word.
* Personification Describe an object as if it were alive.
* Onomatopoeia Words which are written as they sound
 | **Terminology to be introduced/consolidated:*** Verse A collection of lines in the poem
* Stanza A single line of the poem.
* Rhyme Words with similar sounding final

syllables* Rhythm Patterns that make things easier to remember
* Line breaks Starting a new line to help slow down the reader
* Repetition Repeat a word or phrase
* Syllable The beats of a word.
* Simile Tells the reader something is **like** or **as** something else.
* Alliteration Use of the same consonant at the beginning of each word.
* Personification Describe an object as if it were alive.
* Onomatopoeia Words which are written as they sound
* Figurative Language Adds impact to writing, e.g. similes, metaphors
* Metaphor Tells the reader that something **is** something
 | **Terminology to be consolidated:*** Rhyme Words with similar sounding final

syllables* Rhythm Patterns that make things easier to remember
* Line breaks Starting a new line to help slow down the reader
* Repetition Repeat a word or phrase
* Syllable The beats of a word.
* Simile Tells the reader something is **like** or **as** something else.
* Alliteration Use of the same consonant at the beginning of each word.
* Personification Describe an object as if it were alive.
* Onomatopoeia Words which are written as they sound
* Figurative Language Adds impact to writing, e.g. similes, metaphors
* Metaphor Tells the reader that something **is** something
* Verse A collection of lines in the poem
* Stanza A single line of the poem.
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**\*Future action: samples of work to be added at a later date once progression established**