|  |  |  |  |
| --- | --- | --- | --- |
| **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.  |  | | --- | |  | | * 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. |

|  |  |  |
| --- | --- | --- |
| **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. |

**\*Future action: samples of work to be added at a later date once progression established**