POETRY PROGRESSION

	Listening, Reading and Responding to Poetry	Performing Poetry
EYFS	• Listen to poems being read and talk about likes/dislikes • Show awareness of rhyme	• Join with class rhymes and poems • Copy actions
Year 1	• Discuss own response and what the poem is about • Talk about favourite words or parts of a poem • Notice a poem's rhyme or pattern • Discuss word meanings • Link to own experiences • Discuss significance of title and events	• Perform in unison, following the rhythm and keeping time. • Imitate and invent actions
Year 2	• Talk about own views, the subject matter and possible meanings • Comment on which words have the most powerful effect and discuss meanings • Discuss simple poetry patterns	• Perform individually or together, speak clearly and audibly • Use actions and sound effects to add to the poem's meaning
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 • Explain the pattern of different simple forms • Identify themes in a range of poems	• Perform individually or chorally • Vary volume experimenting with expression and the use of pauses for effect • Use actions, voices, sound effects and musical patterns to add to a performance
Year 4	• Describe poem's impact and explain own interpretation by referring to the poem	• Vary volume, pace and use appropriate expression

	• Comment on the use of similes and expressive language to create images, sound effects and atmosphere • Discuss the poem's form and suggest the impact on the reader	• Use actions, sound effects, musical patterns and images to enhance a poem's meaning
Year 5	• Discuss poet's possible viewpoint, explain and justify own response and interpretation • Explain the use of unusual or suprising language choices and effects • Comment on how effects influence meaning • Explore imagery including metaphor and personification • Compare different forms and describe impact	• Vary pitch, pace, volume, expression and use pauses to create impact • Use actions, sound effects, musical patterns, images and dramatic interpretation
Year 6	• Interpret poems explaining how the pet creates shades of meaning • Justify own views and explain underlying themes • Explain the impact of figurative and expressive language including metaphor • Comment on poem's structures and how these influence meanings	• 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.