

Progression of age appropriate knowledge and skills

	Reading		Writing	
	Listen, discuss, respond	Understanding	Composition	Vocabulary, grammar and punctuation
Year 1	<ul style="list-style-type: none"> • Listen and discuss a wide range of poems • Link to own experiences • Join in with predictable phrases • Appreciate rhymes and poems and recite some by heart • Discuss word meanings • Discuss significance of title and events • Participate in discussions 	<ul style="list-style-type: none"> • Draw on background knowledge and vocabulary provided • Check text makes sense, correcting inaccurate reading • Infer and predict on the basis of what is said and done and has been ready so far • Explain understanding 	<ul style="list-style-type: none"> • Saying out loud what they are going to talk about • Composing a sentence orally before writing it • Sequencing sentences to form short narratives • Rereading what they have written to check that it makes sense. • Discuss what they have written with the teacher or other pupils • Read aloud their writing clearly enough to be heard by their peers and the teacher. • The national curriculum talks about composing sentences and sequences of sentences. Children could compose lines of poems and sequences of lines 	<ul style="list-style-type: none"> • Leaving spaces • Joining words and clauses using and • Capital letters for names of people, places, days of week, I

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Year 2

- Listen to, discuss and express views about a wide range of contemporary and classic poetry
- Recognise simple recurring literary language in poetry
- Discuss and clarifying the meanings of words, linking new meanings to known vocabulary
- Discuss their favourite words and phrases
- Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

- Draw on what they already know or on background information and vocabulary provided by the teacher
- Check that the text makes sense to them as they read and correct inaccurate reading
- Make inferences on the basis of what is being said and done
- Answer and ask questions
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Develop positive attitudes towards and stamina for writing by:

- Writing poetry; Consider what they are going to write before beginning by:
- Planning or saying out loud what they are going to write about
- Writing down ideas and/or key words including new vocabulary
- Encapsulating what they want to say sentence by sentence
- Make simple additions , revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- Read aloud what they have written with appropriate

- Explore exclamation marks, question marks, commas for lists, apostrophes (contraction and possessive) Sentences with different forms: statement, question, exclamation, command
- Expanded noun phrases to describe and specify [for example, the blue butterfly]
- Present and past tenses used correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

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			intonation to make the meaning clear.	
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Year 3/4

- Listen to and discuss a wide range of fiction, poetry
- Read books (poems) that are structured in different ways and reading for a range of purposes.
- Identify themes and conventions in a wide range of books (poems).
- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Discuss words and phrases that capture the reader's interest and imagination.
- Recognise some different forms of poetry (for example, free verse, narrative poetry)
- Participate in discussion about both books (poems) that are read to them and those they can read for themselves, taking turns and listening to what others say.

- Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- Ask questions to improve their understanding of a text
- Draw inferences and justifying inferences with evidence
- Identify main ideas drawn from more than one paragraph (verse) and summarising these.
- Identify how language, structure, and presentation contribute to meaning.

Plan writing by:

- Discussing writing forms of (poems) similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Discussing and recording ideas

Draft and write by:

- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence (line) structures organising paragraphs (verses) around a theme .

Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Proposing changes to grammar and vocabulary to improve consistency
- Read aloud their own writing (poem), to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

- Use a wider range of conjunctions, including when, if, because, although
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (or repetition for effect)
Conjunctions, adverbs and prepositions to express time and cause
- Indicate possession by using the possessive apostrophe with plural nouns
- Paragraphs (verses) as a way to group related material
- Expanded noun phrases

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Year 5/6

- Continue to read and discuss an increasingly wide range of poetry
- Read books (poems) that are structured in different ways and for a range of purposes
- Increase familiarity with a wide range of books, (poems) from our literary heritage, and books (poems) from other cultures and traditions
- Recommend books (poems) that they have read to their peers, giving reasons for their choices
- Identify and discuss themes and conventions in and across a wide range of writing (poetry)
- Make comparisons within and across books (poems) Learn a wider range of poetry by heart.
- Prepare poems to read aloud/perform, showing understanding through intonation/tone/volume so that the meaning is clear to an audience.
- Participate in discussions about books (poems) that

- Check that the book (poem) makes sense to them, discussing their understanding and exploring the meaning of words in context
- Ask questions to improve understanding
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Identify how language, structure and presentation contribute to meaning

Plan their writing by:

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Noting and developing initial ideas, drawing on reading and research where necessary
- Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Proof-read for spelling and punctuation errors
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

- Use expanded noun phrases to convey complicated information concisely
- Use modal verbs or adverbs to indicate degrees of possibility Indicate grammatical and other features (as appropriate) by: using commas to clarify meaning or avoid ambiguity in writing
- Using hyphens to avoid ambiguity
- Using brackets, dashes or commas to indicate parenthesis
- Using semi-colons, colons or dashes to mark boundaries between independent clauses using a

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	<p>are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p>	<ul style="list-style-type: none">• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader• Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary• Provide reasoned justifications for views.		<p>colon to introduce a list</p> <ul style="list-style-type: none">• Layout devices
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Poetic forms and devices	
Alliteration	<i>This is when words that start with the same sound are used repeatedly in a phrase or sentence</i>
Assonance	<i>This is the repetition of a vowel sound within nearby words</i>
Blackout poem	<i>This is when a poet takes a piece of text and crosses out much of the original text. The words left form a new poem.</i>
Ballad	<i>A poem or song that narrates a story in short stanzas. It may use rhythm and rhyme</i>
Calligram	<i>This is a word, phrase or poem that is presented in a visual way. This may be by the shape of the letters, some words or the whole poem which links to the meaning/theme of the words/poems.</i>
Cinquain	<i>A cinquain has a 5 line structure. It follows the pattern: Line 1: 2 syllables Line 2: 4 syllables Line 3: 6 syllables Line 4: 8 syllables Line 5: 2 syllables</i>
Comic Verse	<i>There are no fixed rules for rhyme and rhythm. Comic verse often involves a play on words and focuses on amusing the reader</i>
Concrete poem	<i>A poem that is written in the shape of the words on the page match the subject of the poem</i>
Conversation poems	<i>A poem that creates the appearance of a conversation that has been inserted into the structure of a poem.</i>
Couplet	<i>Two lines of a poem that have the same rhythm and rhyme</i>
Free verse	<i>Free verse poems do not follow particular forms and are without rhythm and rhyme. Some examples could be monologue, list poems, narrative</i>
Haiku	<i>This is a Japanese poem with the intention of evoking images. It follows the structure Line 1: 5 syllables Line 2: 7 syllables Line 3: 5 syllables</i>
kennings	<i>A kenning describes the qualities of something using two-word phrases in the place of a noun. Kenning poems uses two-word phrases on each line and may include metaphors</i>
Limerick	<i>A five line comic verse where the 1st, 2nd and 5th line rhyme with each other and the 3rd and 4th line rhyme with each other</i>
List poem	<i>A list poem often has a list of words, phrases or sentences on a subject. They often have a starter word or sentence. E.g. For breakfast I will eat... Things that... Words and phrases are often repeated. It may or may not rhyme.</i>
Metaphor	<i>This is when something is described as being the same as an unrelated object. They are often used to create effects and images.</i>
Narrative	<i>A narrative poem tells a story. It may be free verse or involve rhythm and rhyme.</i>

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Onomatopoeia	<i>This is a word that describes its sound</i>
Personification	<i>This is when objects, animals and plants are given human qualities to help paint a picture in the reader's mind</i>
Quatrain	<i>A stanza with four lines where usually alternate lines rhyme</i>
Question and answer	<i>This is structured as a dialogue between two people and often follows the structure of a question followed by an answer.</i>
Rap	<i>This is a musical vocal delivery involving rhythm and rhyme</i>
Riddle	<i>This is generally presented as a puzzle to be solved. They may often have clues to a unknown object or person.</i>
Simile	<i>When something is compared to another thing using 'as' or 'like' to paint a picture in reader's mind</i>
Structured grammar poem	<i>A poem that follows a specific grammar structure. Children can then use this structure to create their own poem</i>
Tongue twister	<i>Short poems or lines that are hard to say because they use a lot of similar sounds</i>