



Moorland Primary School: Progression on skills in Writing – Poetry

Reading, composing & performing	Listen, discuss, respond	Understanding	Composition	Vocabulary, punctuation and grammar	Performance
Year 6 And Year 5	<p>Continue to read and discuss an increasingly wide range of poetry. Read poems that are structured in different ways and for a range of purposes.</p> <p>Increase familiarity with a wide range of poems from our literary heritage, and poems from other cultures and traditions. Recommend poems that they have read to their peers, giving reasons for their choices.</p> <p>Identify and discuss themes and conventions in and across a wide range of poetry.</p> <p>Make comparisons within and across poems.</p> <p>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</p>	<p>Ask questions to improve understanding.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Summarise the main ideas drawn from more than one verse, identifying key details that support the main ideas.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Explain and discuss their understanding of what they have read, maintaining a focus on the topic.</p> <p>Provide reasoned justifications for views.</p>	<p>Identify the audience and purpose of the poem, selecting the appropriate form and using other similar poems as models for their own.</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Assess the effectiveness of their own and others' poetry writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Proof-read for spelling and punctuation errors</p>	<p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use modal verbs or adverbs to indicate degrees of possibility.</p> <p>Indicate grammatical and other features - 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 colon to introduce a list layout device.</p>	<p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Consider the impact of the above on the listener</p> <p>Perform narrative poems.</p> <p>Explore different voices for narrator and characters.</p> <p>Perform free verse poems</p> <p>Perform and read aloud a wide range of poems.</p>



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	poems and challenge views courteously.				
Year 4	<p>Listen to and discuss a wide range of poetry Read poems that are structured in different ways and reading for a range of purposes. Identify themes and conventions in a wide range of poems. Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Discuss words and phrases that capture the reader’s interest and imagination.</p> <p>Recognise some different forms of poetry (for example, free verse, narrative poetry)</p> <p>Participate in discussion about both poems that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Draw inferences and justifying inferences with evidence</p> <p>Identify main ideas drawn from more than one paragraph (verse) and summarising these.</p> <p>Identify how language, structure, and presentation contribute to meaning.</p>	<p>Discuss different forms of poems similar to those that they plan to write.</p> <p>Draft and write by composing and rehearsing sentences.</p> <p>Build a carried a rich vocabulary.</p> <p>Organise verses around a theme.</p> <p>Evaluate and edit own writing and suggest improvements.</p> <p>Read aloud their own poem, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Use a wider range of conjunctions, including when, if, because, although</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (or repetition for effect)</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Indicate possession by using the possessive apostrophe with plural nouns verses as a way to group related material.</p>	<p>Perform a range of poems exploring intonation, tone, volume and actions.</p> <p>Consider the impact of the above on the listener.</p> <p>Perform narrative poems.</p> <p>Explore different voices for narrator and characters.</p> <p>Perform free verse poems.</p>
Year 3					
Year 2	<p>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</p>	<p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check that the text makes sense to them as they read</p>	<p>Planning what they are going to write about.</p> <p>Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher.</p>	<p>Explore exclamation marks, question marks, commas for lists, and apostrophes.</p> <p>Explore sentences with different forms:</p>	<p>Perform contemporary and classic poetry.</p> <p>Perform poems with repeated patterns and</p>



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	<p>vocabulary. Discuss their favourite words and phrases.</p> <p>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> <p>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.</p>	<p>and correct inaccurate reading.</p> <p>Make inferences on the basis of what is being said and done.</p> <p>Answer and ask questions.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>proof-reading to check for errors in spelling, grammar and punctuation.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>statement, question, exclamation, command</p> <p>Use expanded noun phrases to describe and specify.</p>	<p>patterned structure.</p> <p>Perform question and answer poems and riddles.</p> <p>Perform simple raps.</p>
Year 1	<p>Listen and discuss a wide range of poems.</p> <p>Link to own experiences</p> <p>Join in with predictable phrases</p> <p>Appreciate rhymes and poems and recite some by heart</p> <p>Discuss word meanings & the significance of title and events</p> <p>Participate in discussions.</p>	<p>Draw on background knowledge and vocabulary provided.</p> <p>Check text makes sense, correcting inaccurate reading.</p> <p>Infer and predict on the basis of what is said and done and has been read so far.</p> <p>Explain understanding of poem.</p>	<p>Composing a sentence orally before writing it - re-reading what they have written to check that it makes sense.</p> <p>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.</p> <p>Children could compose lines of poems and sequences of lines</p>	<p>Leaving spaces</p> <p>Joining words and clauses using and capital letters for names of people, places and days of the week.</p>	<p>Performing rhymes and poems, including from other cultures.</p> <p>Performing poems with repeated phrases.</p> <p>Create and include actions to poems.</p>