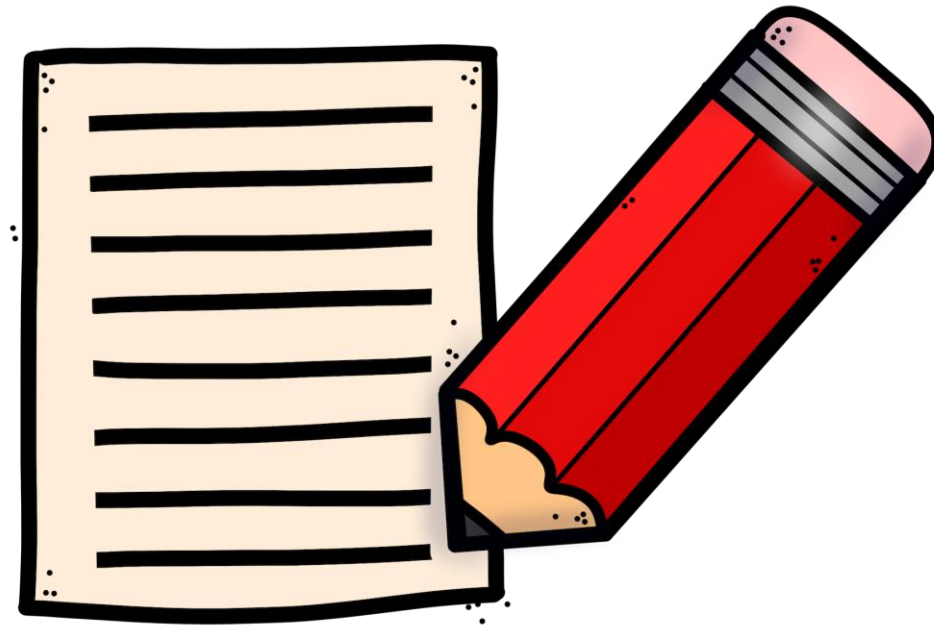


Progression Through Writing Genres

Poetry



The aim of this document is to provide support for planning and moderation by showing key elements of fiction writing from Reception to Year 6 at St. Joseph's Catholic Primary School Stourbridge.

May 2022

References: Considine J, The Training Space UK; DfE 2014, The National Curriculum in England. Gov. UK.

September 1, 2020



Progression Through Writing Genres



Poetry

Year R	Text Structure	Sentence Structure	Useful Vocabulary	Read and Analyse	Performance
Activities will be oral and/ or written	<p>Uses one/two word phrases</p> <p>Links ideas to a picture stimulus</p> <p>Looks carefully at experiences and chooses words to describe</p> <p>Looks at rhymes within a poem</p> <p>Makes collections of words that rhyme or uses simple repeating patterns.</p> <p>Orally shares ideas</p> <p>May invent own compositions.</p>	<p>Experiments with words</p> <p>Experiments with the order of chosen words.</p> <p>Creates simple phrases/ sentences</p> <p>Creates pairs of words that rhyme,</p>	<p>Uses ambitious vocabulary</p> <p>Adjectives- e.g. old, little, big, small etc.</p> <p>May use onomatopoeia – egg: pop, bang, fizz, whizz, buzz, drip, splash, splat, crash etc.</p> <p>Technical vocabulary: onomatopoeia, rhyme, poem, poet, nursery rhyme.</p>	<p>Listens to and joins in with stories and poems, one-to-one and also in small groups.</p>	<p>Joins in with repeated refrains in rhymes and stories.</p> <p>Uses intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>Develops preferences for forms of expression.</p> <p>Plays cooperatively as part of a group to develop and act out a narrative.</p> <p>Express themselves effectively, showing awareness of listeners' needs</p>

Year 1	Text Structure	Sentence Structure	Useful Vocabulary	Read and Analyse	Performance
	Plans poems through discussing and recording ideas Groups ideas together Uses simple poetic style to engage the reader Repeats key words to show meaning.	Writes simple sentences Sentences make sense sequentially Generates rhyming couplets Uses repetition e.g. I can smell.... I can taste ... Uses simple conjunctions to build simple sentences e.g. and, but, then, so.	Adjectives linked to e.g.: Colour Size Shape Movement Vocabulary linked to senses Begins to use onomatopoeia Technical vocabulary: couplets, rhyme, structured, end rhyme, repetition, riddle, calligram.	Discusses what a poem is about Gives a personal response to a poem Identifies favourite words / favourite parts of a poem Notices the poem's pattern	Learns some simple poems by heart. Imitates and invent actions Performs in unison, following the rhythm and keeping time

Year 2	Text Structure	Sentence Structure	Useful Vocabulary	Read and Analyse	Performance
	Consolidates work from Year 1 Plans poems through discussing and recording ideas. Uses simple repeating phrases or lines as	Experiments with alliterative phrases to create humour and surprising combinations. Makes adventurous word choices to describe closely	Uses ambitious vocabulary Uses more ambitious and precise adjectives Appropriate choice of adverbs- ly words.	Shows an appreciation of some different styles of poetry by talking about own views, the subject matter and possible meaning of a range of poetry Comments on which	Continues to build up a repertoire of poems learnt by heart Uses actions and sound effects to add to the poem's meaning

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	<p>models</p> <p>Begins to organise ideas using ambitious vocabulary.</p> <p>Borrows or begins to create a repeating pattern.</p> <p>Recognises lists as a poetic form and creates own list poems.</p> <p>May use a structure of paired couplets</p>	<p>observed experiences.</p> <p>May use rhyme for effect.</p> <p>May begin to vary sentence length for effect.</p> <p>Use similes</p> <p>May experiment with word play</p>	<p>Begins to use alliteration</p> <p>Uses precise nouns and verbs</p> <p>Technical vocabulary: pattern, rhyme, repetition, pace, alliteration couplets, lists, similes, onomatopoeia,</p>	<p>words have the most effect, noting alliteration</p> <p>Notices and discusses simple poetry patterns</p>	<p>Performs both individually and collectively, speaking clearly and audibly</p>
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Year 3	Text Structure	Sentence Structure	Key Vocabulary	Read and analyse	Perform
	<p>Consolidates work from previous year groups</p> <p>Plans poems through discussing and recording ideas.</p> <p>Writing is based on a chosen audience.</p> <p>Recognises quatrain and begins to write own</p>	<p>Choses deliberate and precise nouns, adjectives and verbs.</p> <p>Experiments with alliteration</p> <p>Varies sentences for clarity and purpose.</p> <p>May use one word sentences for effect.</p> <p>Uses similes</p>	<p>Uses ambitious vocabulary</p> <p>Topic related vocabulary</p> <p>Similes – as/ like</p> <p>Technical vocabulary: stanza, verse, quatrain, intonation, free verse, similes,</p>	<p>Starts to recognise some different poetic forms</p> <p>Identifies and explains the pattern of the different forms encountered</p> <p>Describes the effect a poem has and suggests possible interpretations</p> <p>Discusses the choice of words and their impact,</p>	<p>Continues to build up a repertoire of poems learnt by heart</p> <p>Prepares poems to read aloud and perform.</p> <p>Shows some awareness of the audience when reading aloud by</p>

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	<p>Organises ideas into verses/ stanzas around a given theme.</p> <p>Borrows or creates a repeating pattern.</p> <p>Writes free verse</p> <p>Writes kennings</p> <p>Content makes sense and this is maintained throughout the piece</p>	<p>Experiments with word play.</p> <p>Uses some complex sentences where appropriate.</p> <p>Keeps tense consistent</p> <p>Uses expanded noun phrases</p>	<p>pattern, couplets, onomatopoeia, kenning, alliteration</p>	<p>noticing how the poet creates 'sound effects' by using alliteration, rhythm or rhyme and create pictures using similes</p>	<p>beginning to use appropriate intonation and volume.</p>
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Year 4	Text Structure	Sentence Structure	Useful Vocabulary	Read and Analyse	Performance
	<p>Consolidates work from previous year groups</p> <p>Has a clear opening/ closing line</p> <p>Uses verses/ stanzas for effect</p> <p>Uses known structures as a model for own poems.</p> <p>Recognises different styles including cinquains and concrete</p>	<p>Variation in sentences and clauses for effect</p> <p>Uses similes and my use metaphors</p> <p>Makes deliberate and precise vocabulary choices that will have an affect on the reader</p> <p>Uses playful language to engage the reader</p>	<p>Uses ambitious vocabulary</p> <p>Uses topic related vocabulary.</p> <p>Technical vocabulary: cinquain, concrete, shape, calligram, structure metaphor, onomatopoeia, accent, stress, word play.</p>	<p>Recognises and discusses some different forms of poetry, including effect on the reader</p> <p>Describes a poem's impact and explains own interpretation by referring to aspects of the poem.</p> <p>Comments on the use of similes and expressive language to create images, sound effects and atmosphere</p>	<p>Continues to build up a repertoire of poems learnt by heart</p> <p>Prepares and perform poems using techniques such as actions, sound effects, musical patterns and images to enhance a poem's meaning</p>

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	poems. Uses known styles as model for own writing.	May use rhetorical questions to heighten reader engagement.			Shows an awareness of audience by varying volume, pace and using appropriate expression when performing
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Year 5	Text Structure	Sentence Structure	Key Vocabulary	Read and Analyse	Performance
	<p>Consolidates work from previous year groups</p> <p>Writes poems for a range of audiences and purposes using key features taught.</p> <p>Models for reading are integrated into writing</p> <p>Recognises haikus and uses as a model for own work.</p> <p>Recognises blackout poetry and uses as a model for own work.</p> <p>Selects pattern or form to match meaning and own voice.</p>	<p>Varies the length of lines for effect e.g atmosphere/ pace.</p> <p>Uses similes, metaphor and personification.</p> <p>Uses a variety of openers and adverbials</p> <p>Makes deliberate and precise vocabulary, grammar and punctuation choices that will have an affect on the reader</p> <p>Experiments with language e.g. unexpected word combinations.</p>	<p>Uses ambitious vocabulary</p> <p>Uses homophones or near rhymes to create humour.</p> <p>Uses appropriate and precise technical vocabulary related to theme.</p> <p>Technical vocabulary: personification, metaphor, onomatopoeia, near rhyme, homophones, word play, free verse, humour, cinquain, haiku,</p>	<p>Recognises and discusses different forms of poetry, stating a preference</p> <p>Discusses a poet's possible viewpoint; explains and justify own response and interpretation</p> <p>Compares different forms and describes impact</p> <p>Notices and explains the use of unusual or surprising language choices and effects, such as: onomatopoeia, metaphor, personification. Comments on how this</p>	<p>Continues to build up a repertoire of poems learnt by heart</p> <p>Uses actions, sound effects, musical patterns, images and dramatic interpretation to engage an audience</p> <p>Engages an audience when reading out loud by varying pitch, pace, volume, expression and use of pauses to create an impact</p>

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	Use flair, humour and imagination to engage the reader.		blackout poetry	influences meaning.	
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Year 6	Text Structure	Sentence Structure	Key Vocabulary	Read and Analyse	Performance
	<p>Consolidates work from previous year groups</p> <p>Writes in different styles, which are maintained throughout and challenge the reader's interest.</p> <p>Writing is appropriate to purpose and reader.</p> <p>Uses a range of layout devises.</p> <p>Shows cohesion through verses e.g. a repeated word, known structure etc.</p> <p>Uses all key features taught.</p> <p>Stanzas are sized for effect</p>	<p>Varies the length of lines for effect e.g. atmosphere/ pace.</p> <p>Uses similes, metaphor and personification.</p> <p>Uses symbolism to enhance a themed motif.</p> <p>Varies clauses, sentences and phrases.</p> <p>Uses active or passive voice as appropriate.</p> <p>Makes deliberate and precise vocabulary, grammar and punctuation choices that will have an affect on the reader</p> <p>Uses a range of complex, compound</p>	<p>Uses ambitious vocabulary.</p> <p>Effectively uses: Alliteration Onomatopoeia Similes Metaphors Personification</p> <p>Uses appropriate and precise technical vocabulary related to theme</p> <p>Uses varied and precise vocabulary to create a particular stylistic effect.</p> <p>Uses homophones or near rhymes for puns.</p>	<p>Recognise and discusses the different forms of poetry, stating a justified preference.</p> <p>Comments on the different poetic structures and devices and how these can influence meaning.</p> <p>Interprets poems, explaining how the poet creates shades of meaning.</p> <p>Identifies and explains underlying themes.</p> <p>Explains the impact of figurative and expressive language, including metaphor.</p>	<p>Confidently performs poems and texts learnt by heart using a wide range of devices to engage the audience and for effect.(egg use of actions, sound effects, musical patterns, images and dramatic interpretations)</p> <p>Engages an audience through varying pitch, pace, volume, rhythm and expression in response to the poem's meaning and form.</p>

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	<p>Recognises strict verse poetry and uses as a model for own work.</p> <p>Attempts to write different forms of poetry e.g. free verse; strict verse; invents repeating patterns etc.</p>	<p>and simple sentences for effect.</p> <p>Uses fronted adverbials</p> <p>Uses prepositional phrases effectively and appropriately. .</p>	<p>Recognises and uses the difference between the vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.</p> <p>Technical vocabulary: Imagery, pun, symbolism, refrain, strict verse, dialect, assonance, analogy, anthology, ambiguity, pace, theme.</p>		
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