

Year	Strands 2, 5, 6 & 7 Reading Poetry:- <ul style="list-style-type: none"> • <i>subject matter and theme;</i> • <i>language use; style</i> • <i>pattern</i> 	Strands 1 & 6 Performing Poetry:- <ul style="list-style-type: none"> • <i>use of voice;</i> • <i>presentation</i> 	Strands 8 – 12 Creating Poetry: - <ul style="list-style-type: none"> • <i>original playfulness with language and ideas;</i> • <i>detailed recreation of closely observed experience;</i> • <i>using different patterns</i>
R	<ul style="list-style-type: none"> • listen to poems being read and talk about likes and dislikes – including ideas or puzzles, words, and patterns 	<ul style="list-style-type: none"> • join in with class rhymes and poems, • copy actions 	<ul style="list-style-type: none"> • enjoy making up funny sentences and playing with words; • look carefully at experiences and choose words to describe; • make word collections or use simple repeating patterns
Year 1	<ul style="list-style-type: none"> • discuss own response and what the poem is about; • talk about favourite words or parts of a poem; • notice the poem's pattern 	<ul style="list-style-type: none"> • perform in unison, following the rhythm and keeping time • imitate and invent actions 	<ul style="list-style-type: none"> • invent impossible ideas, e.g. magical wishes; • observe details of first hand experiences using the senses and describe; • list words and phrases or use a repeating pattern or line.
Year 2	<ul style="list-style-type: none"> • talk about own views, the subject matter and possible meanings; • comment on which words have most effect, noticing alliteration; • discuss simple poetry patterns 	<ul style="list-style-type: none"> • perform individually or together; speak clearly and audibly. • use actions and sound effects to add to the poem's meaning 	<ul style="list-style-type: none"> • experiment with alliteration to create humorous and surprising combinations; • make adventurous word choices to describe closely observed experiences; • create a pattern or shape on the page; use simple repeating phrases or lines as models

Year 3	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> perform individually or chorally; vary volume, experimenting with expression and use pauses for effect use actions, voices, sound effects and musical patterns to add to a performance 	<ul style="list-style-type: none"> invent new similes and experiment with word play; use powerful nouns, adjectives and verbs; experiment with alliteration; write free verse; borrow or create a repeating pattern
Year 4	<ul style="list-style-type: none"> describe poem's impact and explain own interpretation by referring to the poem; comment on the use of similes and expressive language to create images, sound effects and atmosphere; discuss the poem's form and suggest the effect on the reader 	<ul style="list-style-type: none"> vary volume, pace and use appropriate expression when performing use actions, sound effects, musical patterns and images to enhance a poem's meaning 	<ul style="list-style-type: none"> use language playfully to exaggerate or pretend; use similes to build images and identify clichés in own writing; write free verse; use a repeating pattern; experiment with simple forms

Year 5	<ul style="list-style-type: none"> • discuss poet's possible viewpoint, explain and justify own response and interpretation; • explain the use of unusual or surprising language choices and effects, such as onomatopoeia and metaphor; comment on how this influences meaning; • explore imagery including metaphor and personification; • compare different forms and describe impact 	<ul style="list-style-type: none"> • vary pitch, pace, volume, expression and use pauses to create impact; • use actions, sound effects, musical patterns, images and dramatic interpretation 	<ul style="list-style-type: none"> • invent nonsense words and situations and experiment with unexpected word combinations; • use carefully observed details and apt images to bring subject matter alive; avoid cliché in own writing; • write free verse; use or invent repeating patterns; attempt different forms, including rhyme for humour
Year 6	<ul style="list-style-type: none"> • interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes • explain the impact of figurative and expressive language, including metaphor; • comment on poems' structures and how these influence meaning 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • use language imaginatively to create surreal, surprising, amusing and inventive poetry; • use simple metaphors and personification to create poems based on real or imagined experience; • select pattern or form to match meaning and own voice