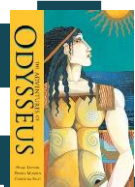


YEAR

6



CREATING POETRY

Reading Poetry:

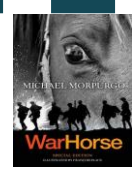
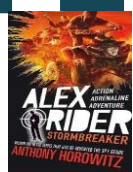
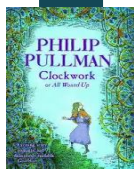
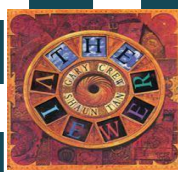
- interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes;
- explain the impact of figurative and expressive language, including metaphor;
- comment on poems' structures and how they influence meaning.

Performing Poetry:

- 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

Creating Poetry:

- 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.



CREATING POETRY

Reading Poetry:

- 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

Performing Poetry:

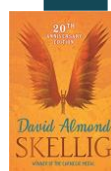
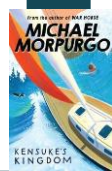
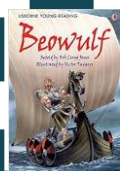
- vary pitch, pace, volume, expression and use pauses to create impact;
- use actions, sound effects, musical patterns, images and dramatic interpretation.

Creating Poetry:

- invent nonsense words and situations and experiment with unexpected word combinations;
- use carefully observed details and apt images to bring subject matter alive; avoid clichés in own writing;
- write free verse; use or invent repeating patterns; attempt different forms; including rhyme for humour.

YEAR

5



CREATING POETRY

Reading Poetry:

- describe poem's impact and explain own interpretations 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.

Performing Poetry:

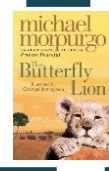
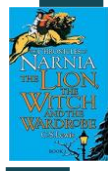
- vary volume, pace and use appropriate expression with performing;
- use actions, sound effects, musical patterns and images to enhance a poem's meaning.

Creating Poetry:

- 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

4



CREATING POETRY

Reading Poetry:

- 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.

Performing Poetry:

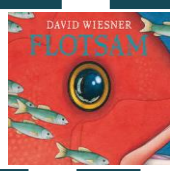
- perform individually or chorally; vary volume, experimenting with expression and use pauses for effect;
- use actions, voices, sound effects and musical patterns to add to a performance.

Creating Poetry:

- 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

3



CREATING POETRY

Reading Poetry:

- talk about own views, the subject matter and possible meanings;
- comment on which words have most effect, noticing alliteration;
- discuss simple poetry patterns.

Performing Poetry:

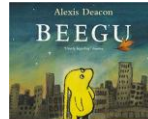
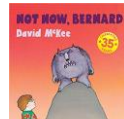
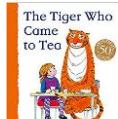
- perform individually or together; speak clearly and audibly
- use actions and sound effects to add to the poem's meaning

Creating Poetry:

- 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

2



CREATING POETRY

Reading Poetry:

- discuss own response and what the poem is about;
- talk about favourite words or parts of a poem;
- notice the poem's pattern.

Performing Poetry:

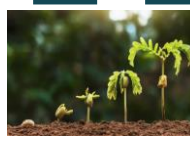
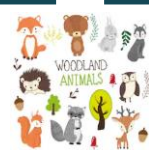
- perform in unison, following the rhythm and keeping time;
- imitate and invent actions.

Creating Poetry:

- invent possible ideas;
- observe details of first hand experiences using the senses and describe;
- list words and phrases or use a repeating pattern or line.

YEAR

1



CREATING POETRY

Reading Poetry:

- listen to poems being read and include likes and dislikes – including ideas or puzzles, words, and patterns.

Performing Poetry:

- join in with class rhymes and poems;
- copy actions

Creating Poetry:

- 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

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LANGUAGE FEATURES – key features of poetry include:

- sound effects – repetition, alliteration, onomatopoeia, rhythm, rhyme;
- visual effects – simile, personification, metaphor;
- selection of powerful nouns, adjectives and verbs;
- surprising word combinations;
- use of repetition and repeated patterns for effect.

PROGRESSION –

- reading, performing, becoming familiar and drawing upon a rich range of poetry;
- teacher modelling and scribing class poems;
- developing a repertoire of stylistic techniques and simple forms;
- careful crafting of poems.