Hollinswood Primary School and Nursery					
EYFS	Substantive knowledge	Disciplinary knowledge	Vocabulary	Poem	
Listen, discuss, respond	I know:	I know how to:	Listen	1,2 buckle my shoe	
	When learning a new poem, I will need to	Listen attentively by:	Respond	Down in the Jungle	
Understanding	listen carefully to my teacher	 Responding to what I hear by asking relevant questions 	Nursery rhyme	Mary had a little	
Composition	Nursery rhymes are short songs and verses often read or sung to, or by, young	Making relevant commentsby using recently introduced vocabulary.	Song		
Vocabulary,	children.	by using recently introduced vocabulary.	Cong	Ten fat sausages	
grammar and		Show my understand of a poem by:	Actions	Ten green bottles	
punctuation Performing	Nursery rhymes include nonsense rhymes, lullabies, finger-plays, counting-out rhymes, riddles, games, songs, and	Making comments about what they have heardAsking questions to clarify my understanding.	Perform	Ten in the bed	
Creating	ballads, among other types.	Offer explanations for why things might happenmaking use of recently introduced vocabulary	Move	The animals went in two by two	
Oreating	Things that are written down have a meaning.	Express thoughts and emotions through words.	Music	Ten tall fingers	
	What I say can be written down and	Write with support from an adult.	Verse	1-10 Superhero Song	
	understood by someone else.	Say out loud what is going to be written.	Lullaby		
	Some words can rhyme (eg Maddie,	Compose a poem orally before it is written.	Counting-out	5 little monkeys	
	daddy, baddie, laddie).	Compose a poem orally before it is written.	rhymes	5 currant buns	
	Letters can be written as a lower-case	Perform poetry by: • Using and understand recently introduced		5 little ducks	
	letter or a capital letter.	vocabulary during discussions about, rhymes and		Pirate ship	
	Nursery rhymes can be performed through songs and include actions	 poems and during role-play. Sing a range of well-known nursery rhymes and songs. 			
		 Performing songs, rhymes and poems with others, and – when appropriate – try to move in time with music. 			

Year 1	Substantive knowledge	Disciplinary knowledge	Poem
Listen, discuss,	I know:	I know how to:	Autumn - Shape poem
respond	To recite a poem by heart I will	Show I am listening attentively by:	Example -
	need to listen carefully to my	Listening and discussing the chosen poems	Stars by Jennifer Betts
Understanding	teacher and join in with reading	Linking poems to my own experiences	(shape poem)
	the poem	Joining in with predictable phrases	
Composition		Reciting chosen poems by heart	https://examples.yourdictionar
	A shape poem usually describes	Discussing word meanings	y.com/examples-of-shape-
Vocabulary,	an object.	Discussing significance of title and events Participating in discussions	poems.html
grammar and	The poem is presented in the		Firework shape neem
punctuation	shape of the object which it is	Show my understanding of a poem by:	Firework shape poem
	describing.	Drawing on background knowledge and vocabulary provided through	
Performing	The layout may either be with the	discussion	Spring- Acrostic poem
	words inside a shape or around	Checking text makes sense	Example:
Creating	the outline of the shape.	Correcting inaccurate reading	·
	L. W 4 (for a configuration of the configurati	 Inferring and predicting on the basis of what is said and done and has been 	Seaside acrostic poem (p.45
	In Year 1, the poetic devices we	read so far	of Twinkl anthology)
	can use in free verse are:	Explain understanding through discussions	Ol data and a second
	Couplets	, a	Christmas acrostic poem by
	Couplets	Write sentences by:	Brenda Williams
	 Repetition 	saying out loud what is going to be written	http://brendawilliamspoet.co.u
		composing a sentence orally before writing it	k/Christmas.html
	In an acrostic poem, the first	re-reading what has been written to check that it makes sense	NOTHISTINGS.HTHI
Vocabulary	letter of each line spells a word.		Summer- Free Verse
,	The word is the subject of the	Discuss what has been written with the teacher or other pupils	Example:
Rhyming	poem.		London Bridge is falling down
couplets	Conservation would be a selected	Read aloud poems clearly enough to be heard by peers and the teacher	
•	Spaces between words need to		When Goldilocks went to the
Repetition	be of equal size and relative to	Leave spaces between words	house of the bears.
1 to a	the size of the letters.		luna an Barla bu Fushia
Line	And can be used to join clauses.	Join words and clauses using and	Jump or Jiggle by Evelyn
Layout	And can be used to join clauses.		Beyer.
Layout	Capital letters are needed for	Use capital letters for names of people, places, days of week and I.	There's a hole in the bottom
Shape	names of people, places, days of		of the sea.
•	the week and I.	Perform a shape poem, acrostic poem and free verse poem	of the sea.
		Include actions with my performance	Now we are Six – AA Milne
	I can perform a poem as a group		
	Language and Holling to the con-	Create a group poem by	
	I can use a scaffold to help my	Adding words/phrases/captions to images	
	create a poem	Generating rhyming words/phrases	
		Using a scaffolding frame for creating poems	
		Create a shape, acrostic and free verse poem.	

Year 2	Substantive knowledge	Disciplinary knowledge	Poem
Listen,	I know:	I know how to:	Autumn- Riddle
discuss,	To learn poems by heart, I will	Show I am listening attentively by:	Example:
respond	need to listen carefully and	Listening to, discussing and expressing views on the chosen poems	Writing Riddles – Kenn
Understanding	discuss specific features of the poem	 Recognising simple recurring literary language in poetry Discussing and clarifying the meanings of words, linking new meanings to known vocabulary 	Nesbitt's Poetry4kids.com Amazon animal riddles— Twinkl poetry collection p.48
Composition	In Year 2, the poetic devices we	Discussing my favourite words and phrases	poetry collection p.40
Vocabulary, grammar and punctuation	can use in free verse are: alliterationrhymecounting syllablesrepetition	 Learn chosen poems by heart, appreciating these and reciting with appropriate intonation to make the meaning clear Participating in discussion about poems, taking turns and listening to what others say 	Spring- Free Verse Example: Sunny Spring – Alterative poem
Performing	thinking and feeling details	Show my understanding of a poem by:	Owl and the Pussy Cat
Creating	The haiku originates from Japan.	Drawing on what I already know or on background information and vocabulary provided by the teacher	At the seaside by Robert Louis Stevenson
	The mood of a haiku is generally	Checking that the text makes sense as I read and correct inaccurate reading	A little seed by Mabel Watt
Vocabulary	serious, and can relate to many themes, including nature or love.	Making inferences on the basis of what is being said and doneAnswering and asking questions	Summer- Haiku Example
Alliteration	The line etweetene is as fellows.	Explaining and discussing my understanding of poems	'
Rhyme	The line structure is as follows: • Line 1: 5 syllables; • Line 2: 7 syllables;	Develop positive attitudes towards and stamina by writing poetry.	Around the Year Haiku's – Twinkl poetry collection p.40
Syllable	• Line 3: 5 syllables. (14 in total).	Consider what will be written before beginning by:	Harrie Maite a Hailin - Kana
Repetition	Each line starts with a capital	 planning or saying out loud what is going to be written writing down ideas and/or key words, including new vocabulary 	How to Write a Haiku – Kenn Nesbitt's Poetry4kids.com
Feeling and	letter.	encapsulating what is going to be written, sentence by sentence	Seaview Haiku – John Foster -
details	A riddle describes a noun		Seaview Haiku – John Foster -
Structure	(usually an object), but does not	Make simple additions, revisions and corrections to writing by: • evaluating their writing with the teacher and other pupils	Seaview Haiku - The Children's Poetry Archive

Noun Noun Haiku Haiku Riddle Iname it, i.e. it may describe a tiger as striped and furry. Ideas could be extended through use of adjectives to describe each part of the object, or through prepositions. The different types of sentences are statement, question, exclamation and command and each are punctuated differently. Ideas could be extended through use of adjectives to describe each part of the object, or through prepositions. The different types of sentences are statement, question, exclamation and command and each are punctuated differently. Ideas could be extended through use of adjectives to describe and specify [for example, the blue butterfly] Ideas could be extended through use of adjectives to describe and that verbs to indicate time are used correctly and consistently, Including verbs in the continuous form Proof-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] Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]	indicate time
ldeas could be extended through use of adjectives to describe each part of the object, or through prepositions. Ideas could be extended through use of adjectives to describe each part of the object, or through prepositions. Ideas could be extended through use of adjectives to describe each part of the object, or through prepositions. Ideas could be extended through use of adjectives to describe example, ends of sentences punctuated correctly] Ideas could be extended through use of adjectives to describe example, ends of sentences punctuated correctly] Ideas could be extended through use of adjectives to describe example, ends of sentences punctuated correctly] Ideas could be extended through use of adjectives to describe example, ends of sentences punctuated correctly] Ideas could be extended through use of adjectives to describe example, ends of sentences punctuated correctly] Ideas could be extended through use of adjectives to describe example, ends of sentences punctuated correctly] Ideas could be extended through use of adjectives to describe example, ends of sentences punctuated correctly] Ideas could be extended through use of adjectives to describe example, ends of sentences punctuated correctly] Ideas could be extended through use of sentences are sentences are statement, question marks, question marks, commas for lists, apostrophes (contraction and possessive) Ideas could be extended through use of sentences are statement, question marks, commas for lists, apostrophes (contraction and possessive) Ideas could be extended through use of sentences are statement, question marks, commas for lists, apostrophes (contraction and possessive) Ideas could be extended through use of sentences are statement, question marks, question marks, commas for lists, apostrophes (contraction and possessive)	
ldeas could be extended through use of adjectives to describe each part of the object, or through prepositions. • 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 intonation to make the meaning clear. Explore exclamation marks, question marks, commas for lists, apostrophes (contraction and possessive) Use sentences with different forms: statement, question, exclamation, command	
use of adjectives to describe each part of the object, or through prepositions. example, ends of sentences punctuated correctly] read aloud what they have written with appropriate intonation to make the meaning clear. Explore exclamation marks, question marks, commas for lists, apostrophes (contraction and possessive) Use sentences with different forms: statement, question, exclamation, command	on Ifor
prepositions. Explore exclamation marks, question marks, commas for lists, apostrophes (contraction and possessive) The different types of sentences are statement, question, exclamation and command and exclamation and command and exclamation and command differently.	
The different types of sentences are statement, question, exclamation and command and each are puretivated differently.	te the meaning
Expanded noun phrases include a determiner, two adjectives separated by a comma and a noun. The past tense happened in the past. The present tense is happening now. Conjunctions join clauses in a sentence. I will need to use intonation when performing Lise the present and past tenses correctly and consistently including the progressive form Use subordination (using when, if, that, or because) and coordination (using or, and, or but) Perform a riddle, free verse and haiku poem. Use intonation when performing Create a riddle, free verse and haiku	ommand blue butterfly] progressive

Year 3	Substantive knowledge	Disciplinary knowledge	Poems
Listen, discuss,	I know:	I know how to:	Autumn
respond	To prepare poems to read	Show I am listening attentively by:	Nonsense Poem
	aloud, I will need to listen	Listening to and discussing a wide range poetry	Example:
Understanding	carefully and discuss specific	Identifying themes and conventions in poems	Jabberwocky by Lewis
Composition	features of the poem	 Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action 	Carroll
	In Year 3, the poetic devices	 Discussing words and phrases that capture the reader's interest and imagination 	
Vocabulary,	we can use in free verse are:	Recognise some different forms of poetry - Participating in discussion about poems that are	
grammar and		read to them and those they can read for themselves,	
punctuation	• repetition	taking turns and listening to what others say.	
Performing	• rhyme	Show my understand of a poem by:	
	• simile	Checking that the text makes sense to me	
Creating		 Discussing my understanding and explaining the meaning of words in context 	
.,	• rhythm	Asking questions to improve my understanding of a text	
Vocabulary	A limerick is five lines in length	Drawing inferences and justifying inferences with evidence	Spring Free Verse
Alliteration	and follows the rhyme scheme	Identifying main ideas drawn from more than one verse and summarising these	Sadness Is Grey -
,	AABBA.	Identifying how language, structure, and presentation contribute to meaning.	Twinkl poetry collection
Rhyme	AABBA.		p.94 (similes)
	The line structure is as follows:	Plan writing by:	p.54 (3ii1ii03)
rhythm	a Line 1: 7 10 cylloblos:	discussing writing (forms of poems) similar to that which is being planned for in order to	I was born in the Stone
Syllable	• Line 1: 7-10 syllables;	understand and learn from its structure, vocabulary and grammar	age by Michael Rosen
•	• Line 2: 7-10 syllables;	discussing and recording ideas	Michael Rosen: Poem:
Repetition		Draft and write by:	I Was Born in the
Structure	• Line 3: 5-7 syllables;	 composing and rehearsing sentences orally (including dialogue) 	Stone Age
Otractare	• Line 4: 5-7 syllables;	 progressively building a varied and rich vocabulary and an increasing range of sentence 	(michaelrosenblog.blog
Lines	•	(line) structures	spot.com)
vorce	• Line 5: 7-10 syllables.	organising paragraphs (verses) around a theme	-
verse	The first line usually begins		No Difference Poem by
structure	with 'There was a' and ends	Evaluate and edit by:	Shel Silverstein
0.1.0.010.10	with the name of a person	assessing the effectiveness of their own and others' writing and suggesting improvements	(similes)
	war are name or a percent	proposing changes to grammar and vocabulary to improve consistency	https://www.poemhunt
	or place.	Derform a nanganga naam, frag yarga naam and limeriak ayalaring intenstion, tana yaluma and	er.com/poem/no-
	Local and a second seco	Perform a nonsense poem, free verse poem and limerick exploring intonation, tone, volume and actions.	difference-4/
	I will need to use intonation,	actions.	Summer
	tone, volume and action when performing	Consider the impact of the above on the listener.	Limerick
	penonning		Book – Loopy
		Explore different voices for narrator and characters.	limericks by John
			Foster
		Create a nonsense poem, a free verse poem and a limerick	

	https://www.teachingid eas.co.uk/writing- poetry/limericks
	My Teddy, Meep - Twinkl poetry collection p.26 (limerick)
	Family Problems by John Kitching – Limerick (The Works)

Year 4	Substantive knowledge	Disciplinary knowledge	Poems
Listen, discuss,	I know:	I know how to:	Autumn – Hiaku
respond	To prepare poems to read aloud, I will	Show I am listening attentively by:	Example:
Understanding	need to listen carefully and discuss specific features of the poem	 Listening to and discussing a wide range poetry Reading poems that are structured in different ways and reading for a 	City and village life (2 poems) Grammasaurus – Year 4
Composition	The haiku originates from Japan.	range of purposes Identifying themes and conventions in a wide range of poems	1 Gai 4
Vocabulary, grammar and punctuation	The mood of a haiku is generally serious, and can relate to many themes, including	 Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action Discussing words and phrases that capture the reader's interest and imagination 	
Performing	nature or love.	 Recognising some different forms of poetry Participating in discussion about poems that are read to them and those they can read for 	
Creating	The line structure is as follows:	themselves,Taking turns and listening to what others say	
Va salsulami	• Line 1: 5 syllables;		Continue Francisco
Vocabulary Structure	• Line 2: 7 syllables;	 Show my understand of a poem by: Checking that the text makes sense to me, discussing my understanding 	Spring – Free verse Examples:
Vocabulary	• Line 3: 5 syllables. (14 in total).	 and explaining the meaning of words in context Asking questions to improve my understanding of a text 	What is the Sun? Wes Magee
Grammar	Each line starts with a capital letter.	 Drawing inferences and justifying inferences with evidence Identifying main ideas drawn from more than one verse and summarising these 	Don't be scared – Carol
Consistency		 Identify how language, structure, and presentation contribute to meaning 	Ann Duffy
Tone	In Year 4, the poetic devices we can use in free verse are:	Perform a haiku, free verse poem and kenning exploring intonation, tone,	Water by Kate Coombs
Volume	• simile	volume and actions. Consider the impact of the above on the listener Perform narrative poems.	Walking with my iguana
Alliteration	• rhythm	Explore different voices for narrator and characters.	by Brian Moses
Rhyme	metaphor		Walking with my Iguana -
rhythm	• onomatopoeia	Plan writing by: • discussing writing (forms of poems) similar to that which they are planning to	The Children's Poetry Archive
Syllable		write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas	The Hairy Toe

Repetition	A 'kenning' is a two-word phrase which		Summer – Kenning
Ctructure	describes an object, often using a	Draft and write by:	Twister - Twinkl poetry
Structure	metaphor to do so.	composing and rehearsing sentences orally (including dialogue)	collection p.40 (kenning)
Lines	Kenning poems are a type of riddle	progressively building a varied and rich vocabulary and an increasing range	
	which use kennings to describe	of sentence (line) structures	Kennings –
Simile	something or someone.	organising paragraphs (verses) around a theme	l
Metaphor		Evaluate and edit by:	<u>Kennings - Some</u>
•	Each line consists of one kenning.	assessing the effectiveness of their own and others' writing and suggesting	examples of kennings
Verse	There is no set number of lines in each	improvements	poems - The Poetry
onomatopoeia	verse.	proposing changes to grammar and vocabulary to improve consistency	ZoneThe Poetry Zone
unumatupueia	The kennings should be ordered within		
	the poem with consideration of the	Use a wider range of conjunctions, including when, if, because, although	Teacher by Paul Cookso
	impact on the reader.	Choose nouns or pronouns appropriately for clarity and cohesion and to avoid	(Kenning) – The Works
	•	repetition (or repetition for effect)	
	I will need to use intonation, tone,	Topolition (c. ropolition oness)	
	volume and action when performing	Conjunctions, adverbs and prepositions to express time and cause	
	volume and action when performing		
		Indicate possession by using the possessive apostrophe with plural nouns	
	Pronouns are used for clarity and	Use paragraphs (verses) as away to group related material	
	cohesion.	Ose paragraphs (verses) as away to group related material	
	Pronouns are used to avoid repetition.	Write expanded noun phrases	
	Conjunctions, adverbs and prepositions	Read aloud own writing (poem), to a group or the whole class, using appropriate	
	can express time and cause	intonation and controlling the tone and volume so that the meaning is clear.	
	A possessive apostrophe is used to	Create a Hiaku, a free verse poem and a Kenning	
	indicate possession and changes its	Croate a mana, a mos verse posm and a memmig	
	position depending on the noun being		
	singular or plural		
	Verses are used like paragraphs in a		
	poem.		
	Paragraphs group information together.		
	r aragraphic group information together.		
	that an expanded noun phrase		
	contains:		
	Determiner		
	• 2 adjectives separated by a comma		
	• Noun		
	 Verb + prepositional phrase 		

Year 5	Substantive knowledge	Disciplinary knowledge	Poems
Listen, discuss,	I know:	I know how to:	Autumn – Free Verse
respond	To prepare poems to read aloud	Show I am listening attentively by:	Example Tyger by William
respond	and learned by heart, I will need	 Continuing to read and discuss an increasingly wide range of poetry 	Blake
Understanding	to:	 Reading poems that are structured in different ways and for a range of purposes 	Blake
ondorotanding	listen carefully	 Increasing familiarity with a wide range of poems Recommend poems that they have 	The Tyger by William Blake
Composition	 discuss specific features of 	read to their peers, giving reasons for their choices	Poetry Foundation
	the poem	 Identifying and discussing themes and conventions in and across a wide range of 	Troetry Foundation
Vocabulary,	 Join in discussions about 	poetry	Football Mad by Benjamin
grammar and	poems and make	 Making comparisons within and across poems 	Zephaniah
punctuation	comparisons	Learning a wider range of poetry by heart	Zephanian
	·	 Preparing poems to read aloud/perform, showing understanding through 	Year-6-Week-15-Day-5.pdf
Performing	In Year 5, the poetic devices we	intonation/tone/volume so that the meaning is clear to an audience	(stcypriansprimaryacademy.
	can use in free verse are:	Participating in discussions about poems that are read to me and those I can read for	co.uk)
Creating	• simile	myself building on my own and others' ideas and challenging views courteously	
	• metaphor		
	• personification	Show my understand of a poem by:	
Vocabulary	structure of author focus	Checking that the poem makes sense to me, discussing my understanding and	Spring - Narrative
Audience	mood and tonean awareness of vocabulary	exploring the meaning of words in context	Example -
, tadionio	choice and poetry from difficult	Asking questions to improve understanding	Matilda (who told such
Purpose	cultures and periods of time	 Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	dreadful lies) by Hillaire Belloc
Form		Summarising the main ideas drawn from more than one paragraph, identifying key	Belloc
1 OIIII		details that support the main ideas	The Jumblies – Edward
Commas	In Year 5, a narrative poem	Identifying how language, structure and presentation contribute to meaning	Leah
	could include the following	 Discussing and evaluating how authors use language, including figurative language, 	
Ambiguity	features:	considering the impact on the reader	
0 ,	• rhyme	 Explaining and discussing my understanding of what I have read, including through 	0
Hyphens	• structure	formal presentations and debates, maintaining a focus on the topic and using notes	Summer - Sonnet
	archaic language	where necessary	Example - Sonnet 18 by William Shakespeare
Parenthesis	hyperbolesymbolism	Providing reasoned justifications for views.	william Shakespeare
	symbolismpersonification	Discrete discrete h	
Semi colons	pathetic fallacy	Plan to write poetry by:	
Colone	- patriotic failacy	identifying the audience for and purpose of the writing aleaties the appropriate force.	
Colons	The word sonnet is taken from	selecting the appropriate form	
Personification	the Italina sonetto, which means	using other similar poems as models for own writing noting and develop initial ideas.	
1 Gradimoation	'a little sound or song.'	noting and develop initial ideas drawing an reading and readersh where necessary.	
Author focus	They must have 14 lines.	drawing on reading and research where necessary	
Maria	They must be written in		
Mood	iambic pentameter.	Draft and write poetry by:	
	 They are usually about love. 	Diana and mile poorly by:	

Tone	They consist of three quatrains and a final couplet.	 selecting appropriate grammar and vocabulary understanding how such choices can change and enhance meaning
Vocabulary	The state of the s	
choice	When planning poetry to identify	Evaluate and edit by:
Culture	the audience and purpose, select the appropriate form and use	 assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and
Archaic language	poems as a model.	clarify meaning
Hyperbole	that an expanded noun phrase contains:	Proof-read for spelling and punctuation errors
Symbolism	Determiner	Use modal verbs or adverbs to indicate degrees of possibility
Pathetic fallacy	2 adjectives separated by a	
i attrotto fallacy	comma	Use expanded noun phrases to convey complicated information concisely
iambic	Noun	Devices and a compacition of the company of the control of the con
pentameter.	Verb + prepositional phrase	Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear
	Modal verbs can express	
quatrains	obligation, certainty and ability.	Create a free verse poem, a narrative poem and a sonnet
Couplet	I will need to use intonation, tone, volume and action when	
	performing	

Year 6	Substantive knowledge	Disciplinary knowledge	Poem
Listen,	I know:	I know how to:	Autumn – Free Verse
discuss,	To prepare poems to	Show I am listening attentively by:	Example:
respond	read aloud and learned	Continuing to read and discuss an increasingly wide range of poetry	In Flanders Field by John
	by heart, I will need to:	Reading poems that are structured in different ways and for a range of purposes	McCrae
Understanding	 listen carefully 	Increasing familiarity with a wide range of poems Recommend poems that they have read to	In Flanders Fields by John
Composition	discuss specific	their peers, giving reasons for their choices	McCrae Poetry Foundation
Composition	features of the poem	Identifying and discussing themes and conventions in and across a wide range of poetry	MCCrae Poetry Foundation
Vocabulary,	Join in discussions	Making comparisons within and across poems	The City of my Birth by Karl
grammar and	about poems and	Learning a wider range of poetry by heart	Nova
punctuation	make comparisons	Preparing poems to read aloud/perform, showing understanding through intonation/tone/volume	
pariotaation	In Year 6, the poetic	so that the meaning is clear to an audience	The City of my birth Centre for
Performing	devices we can use in	Participating in discussions about poems that are read to me and those I can read for myself	Literacy in Primary Education
3	free verse are:	building on my own and others' ideas and challenging views courteously	(clpe.org.uk)
Creating	• simile	Show my understand of a poem by:	
	metaphor	 Checking that the poem makes sense to me, discussing my understanding and exploring the 	
	 personification 	meaning of words in context	I am a Writer by Joseph
	• rhyme	Asking questions to improve understanding	Coelho
	 structure of author 	 Drawing inferences such as inferring characters' feelings, thoughts and motives from their 	
	focus	actions, and justifying inferences with evidence	I am a writer Centre for
	 mood and tone 	Summarising the main ideas drawn from more than one paragraph, identifying key details that	Literacy in Primary Education
	enjambment	support the main ideas	(clpe.org.uk)
	an awareness of	Identifying how language, structure and presentation contribute to meaning	
	vocabulary choice and poetry from difficult	Discussing and evaluating how authors use language, including figurative language,	
Vocabulary	cultures and periods of	considering the impact on the reader	Spring - Narrative
, coasaiai y	time	Explaining and discussing my understanding of what I have read, including through formal	Examples
Audience	unic	presentations and debates, maintaining a focus on the topic and using notes where necessary	
		Providing reasoned justifications for views.	: The Highwayman by Alfred
Purpose	In Year 6, a narrative		Noyes
	poem could include the	Plan to write poetry by:	
Form	following features:	identifying the audience for and purpose of the writing	The Pied Piper of Hamelin BY
_	• rhyme	selecting the appropriate form	ROBERT BROWNING
Commas	• structure	using other similar poems as models for own writing	The Pied Piper of Hamelin by
A made i en vitto	archaic language	noting and developing initial ideas	Robert Browning Poetry
Ambiguity	hyperbolesymbolism	drawing on reading and research where necessary	Foundation
Hyphens	symbolism personification		Foundation
турныя	pathetic fallacy	Draft and write poetry by:	
Parenthesis	• repetition	selecting appropriate grammar and vocabulary	
1 dionthoolo	- Topoution	understanding how such choices can change and enhance meaning	The Raven by Edgar Allen Poe
Semi colons			

	In Year 6, an ode poem	Evaluate and edit by:	Summer – Ode
Colons	could include the	assessing the effectiveness of their own and others' writing	
	following features:	proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify	Examples:
Personification	 Thoughts and 	meaning	
Author focus	feelings about a		30+ Ode Poem Examples in
Author focus	person or object	Proof-read for spelling and punctuation errors	PDF Examples
Mood	 Imagery: simile, 		
_	metaphor,	Indicate grammatical and other features (as appropriate) by:	Ode Poems - Best Poems For
Tone	personificationdistinct rhyming	using commas to clarify meaning or avoid ambiguity in writing	Ode (poemhunter.com)
Vocabulary	order	using hyphens to avoid ambiguityusing brackets, dashes or commas to indicate parenthesis	<u>oue (poerimanion:som)</u>
choice	order	 using brackets, dashes or commas to indicate parentness using semi-colons, colons or dashes to mark boundaries between independent clauses 	
0110100	When planning poetry to	 using semi-coloris, coloris of dashes to mark boundaries between independent clauses using a color to introduce a list 	
Culture	identify the audience and	using a colon to introduce a list	
Archaic	purpose, select the	Use different layout devices	
	appropriate form and use		
language	poems as a model.	Perform own compositions, using appropriate intonation, volume, and movement so that meaning is	
Hyperbole		clear	
	Commas can clarify		
Symbolism	meaning and avoid	Create a free verse poem, a narrative poem and an Ode poem	
Pathetic fallacy	ambiguity		
T attrotto failacy	Parenthesis is used to		
iambic	add more detail to		
pentameter.	sentences.		
·			
	Semi colons and colons		
quatrains	mark boundaries		
	between independent		
Couplet	clauses		
oniombmont			
enjambment	Colons can be used to		
	introduce a list		
	I will need to use		
	intonation, tone, volume		
	and action when		
	performing		
	Portorning		