NATIONAL CURRICULUM		EYFS	
English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong		Key Stage 1: In Year 1, pupils should be taught to: Develop pleasure in reading, motivation to read, vocabulary and understanding by: - listening to and discussing a wide range of poems, at a level beyond that at which they can read independently - being encouraged to link what they read or hear to their own experiences - recognising and joining in with predictable phrases - learning to appreciate rhymes and poems, and to recite some by heart - discussing word meanings, linking new meanings to those already known Participate in discussion about what is read to them, taking turns and listening to what others say. In Year 2, pupils should be taught to:	Key Stage 2: In Years 3 and 4, pupils should be taught to: Develop positive attitudes to reading, and an understanding of what they read, by: - listening to and discussing a wide range of poetry, - 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 - recognising some different forms of poetry [for example, free verse, narrative poetry] In Years 5 and 6, pupils should be taught to: Maintain positive attitudes to reading and an understanding of what they read by: - continuing to read and discuss an increasingly wide range of poetry - identifying and discussing themes and conventions in and across a wide range of writing - learning a wider range of poetry by heart - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.		Develop pleasure in reading, motivation to read, vocabulary and understanding by: - listening to, discussing and expressing views about a wide range of contemporary and classic poetry at a level beyond that at which they can read independently - recognising simple recurring literary language in poetry - discussing and clarifying the meanings of words, linking new meanings to known vocabulary - discussing their favourite words and phrases - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Participate in discussion about poems that are read to them and those that they can read for themselves, taking turns and listening to what others say. Explain and discuss their understanding of poems, both those that they listen to and those that they read for themselves. Write poetry.	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear				
	EY	Y1	Y2	Y3	Y4	Y5	Y6
	Listen to poems being performed.	Listen to a range of poems	Encounter contemporary and classic poetry	Discuss a range of poetry	Discuss an increasing range of poetry	Read a variety of poems that are structured in	Read a broader variety of poems that

Reading and responding to poetry	Express what they like and dislike about a poem	Link poetry to own experiences Appreciate rhyme and other styles of poetry Learn some poems by heart Discuss own response poems Share ideas about what a poem is about Share favourite words or parts of a poem	Recognise patterns in language Discuss simple poetry patterns Comment of which words have the most effect, noticing alliteration for example Share ideas about the meanings behind poems Discuss and clarify themes, similarities, and differences	Identify themes and ideas within poems Recognise different forms of poetry Discuss use of language within poems, noticing alliteration and similes Describe the effect a poem has and suggest possible interpretations Explain the patterns of simple forms of poetry	Begin to show preference for different styles, and for different poets Draw inferences from poems Discuss effectiveness of language within a poem, such as similes and expressive language to create images, sound effects and atmosphere Discuss a poem's form and its impact	different ways, comparing them and their impact Read poems from other cultures and traditions Discuss a poet's possible viewpoint Explain and justify on response to, and interpretation of, a poem Discuss how language and presentation affects the reader Recommend different poems	are structured in different ways Read poems from a greater range of other cultures and traditions Explain the impact of figurative and expressive language Interpret poems, discuss what message a poet is sharing and how they create shades of meaning Discuss how language, structure and presentation affect the reader
Performing poetry	Perform as a group or class Copy actions to perform	Read written poetry aloud Practise performing poems to an audience, following the rhythm and keeping in time Create actions to perform	Perform written poetry aloud, speaking clearly and audibly Perform by heart Use intonation and expression when performing Use actions and sound effects when performing to add meaning	Begin to use volume, tone, action and intonation to add to a performance Experiment with using pauses for effect	Use volume, tone, action and intonation to add to a performance more effectively Use pace and pause for effect	Vary pitch, pace, volume, expression and pauses for impact	Vary pitch, pace, volume, rhythm and expression to make clear the poem's meaning and form
Writing poetry	Enjoy playing with words	Play with words to generate ideas	Experiment with rhyme Create simple similes for description	Invent new similes and experiment with word play	Use language playfully to exaggerate or pretend	Write about abstract themes, such as emotion	Make choices about how a poem is written and presented

		Make use of repeating patterns Write using different poetic forms, such as alliterative list poems	Write using different poetic forms, such as acrostic, quatrain (AABB or ABAB) and shape poems	Experiment with alliteration Write around a theme Write using different forms such as call and response, haikus and tankas, and free verse Assess the effectiveness of their own poems, and those of others	Write using different forms such as metaphor poems and limericks Assess the effectiveness of their own poems, and those of others, beginning to identify clichés	Make deliberate vocabulary choices Write using different forms such as cinquain, simile and metaphor, and personification poems	Use assonance, metaphor and repetition Write using different forms such as sonnets, narrative and nonsense poems
Key poets, poems and collections	Traditional rhymes Julia Donaldson						

Good list of poems per year group: https://primarysite-prod-sorted.s3.amazonaws.com/james-brindley-community-primary-school/UploadedDocument/218f79b14cb14a8ca6c03686ed13679a/poetry_curriculum.pdf