



Leavesden JMI School & Nursery Poetry Writing Curriculum

Writing Skills Progression

The Leavesden Curriculum is designed to allow children the opportunity to: listen to, explore, learn by heart and enjoy writing poetry. They will gain an appreciation for a range of poetic styles and knowledge of a range of key poets across the school. Poetry is a very wide-ranging type of text and has many purposes and forms. Often written or spoken for an intended reader, it may also be composed for a personal outcome because the concise and powerful nature of poetry conveys emotion particularly well. Like oral storytelling, poetry has strong social and historical links with cultures and communities. The fact that poetry often plays with words makes it an attractive text type for children and one that they experiment with in their early language experiences. Features of other text types are frequently used as the basis for a poem, e.g. lists, dialogue, questions and answers. As children become familiar with a wider range of poetic forms and language techniques they can make increasingly effective use of wordplay to explore and develop ideas through poetry.

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Vocabulary Building	<p>Explore sounds and patterns in language orally</p> <p>contribute to class composition with teacher scribing</p> <p>Suggests own imaginative ideas</p>	<p>uses and continues a repeating pattern orally</p> <p>makes some choices of appropriate vocabulary when suggesting word choice</p> <p>orally rehearses, plans and develops own imaginative ideas, e.g. magical wishes</p> <p>contribute to class composition with teacher scribing</p>	<p>experiments with alliteration to create humorous and surprising combinations;</p> <p>makes adventurous word choices to describe closely observed experiences</p>	<p>begins to use figurative language including similes</p> <p>selects and uses vocabulary appropriate to the purpose/reader</p>	<p>develops mood and atmosphere using a range of vocabulary, including figurative language (similes, metaphors, personification), and sentence structures</p> <p>evaluates the effectiveness of own and others' writing and suggests improvements</p>	<p>uses vocabulary choice, word order, sentence length, sentence complexity and punctuation for effect</p> <p>evaluates and adapts own and others' writing for purpose and audience, with guidance</p> <p>makes appropriate use of a thesaurus</p>	<p>in narrative and poetry, creates vivid imagery through expressive and figurative language consistent with mood/atmosphere and can develop these images throughout the narrative/poem e.g. a recurring motif</p> <p>proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>proof reads for spelling and punctuation</p>
Structure	-Listen to and join in with poems with a structure	- uses the features of poetic forms studied (Rhyming Couplets)	- uses the features of poetic forms studied (Calligrams - single word and shape poems)	- uses the features of poetic forms studied (e.g. limericks, haikus, tankas and kennings)	- uses the features of poetic forms studied (e.g. Riddles and Narrative Poetry)	- uses the features of poetic forms studied (e.g. Cinquains, and spoken word poetry/Rap)	- uses the features of poetic forms studied (e.g. Monologues)
Poetry Appreciation	N - Nick Sharratt Rec - Allan Ahlberg	Julia Donaldson	Michael Rosen	Kit Wright	Valerie Bloom	Benjamin Zepheniah	William Shakespeare