

Broomgrove Junior School

Writing Progression Grid: Poetry



Poetry finds its purpose through the fact that every culture has song, rhyme or poetry as an essential aspect of its cultural inheritance because it goes to the heart of language, thought and who we are as human beings. Poetry usually matters most to the author and thereafter the reader or listener. It might be written to entertain but it is often written to preserve and celebrate experience. Poetry helps writers create, or recreate, fictional or real experiences that are deeply felt. Through reading and creating our own poems challenges, surprises, enriches and comforts us.

Early poetic utterance comes with the discovery of the power of sounds and words. From a very young age children play with sounds, rhythms and enjoy inventing words. As children grow they enjoy rhymes, inventing new combinations of words, riddles and other forms of word play. It is this early playfulness with language that lies at the heart of poetry.

National Curriculum Coverage

At Lower Key Stage Two	At Upper Key Stage Two
<ul style="list-style-type: none"> develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of poetry prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action discuss words and phrases that capture the reader's interest and imagination recognise some different forms of poetry [for example, free verse, narrative poetry] read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of poetry learn a wider range of poetry by heart prepare 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 draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

Year 3 Overview

Poetry Type	Features	Example
Haiku	This is a Japanese poem with the intention of evoking images. It follows the structure Line 1: 5 syllables Line 2: 7 syllables Line 3: 5 syllables	Seaview Haiku – John Foster Windy Day – John Foster Haiky Riddle – Celia Warren
List Poem	A list poem often has a list of words, phrases or sentences on a subject. They often have a starter word or sentence. E.g. For breakfast I will eat... Things that... Words and phrases are often repeated. It may or may not rhyme.	Bleezer's Ice Cream - Jack Prelutsky Sick - Shel Silverstein.
Diamante	The poem is seven lines long in a diamond shape. The first line is a single noun (noun 1). The second is two adjectives describing this noun. The third line is three verbs linked to the noun. The seventh line is a contrasting noun to that in line 1 (noun 2). The sixth line is two adjectives describing this noun. The fifth line is three verbs linked to this noun. That leaves the middle line (the fourth). This consists of four nouns. The first and second of these link to noun 1 and the others link to noun 2.	Sun and Moon - Jan Allison Dark Dawn - Vicky Tsiluma The Two Foods - Andrea Dietrich

Free Verse	Free verse poems do not follow particular forms and are without rhythm and rhyme. In Year 3, the poetic devices we can use in free verse are: <ul style="list-style-type: none"> • Repetition • Rhyme • Simile • Rhythm 	Scared - Michael Rosen The Listeners - Walter de la Mer The Sound Collector - Roger McGough Your Teeth - Denise Rogers A Red, Red Rose - Robert Burns
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Year 4 Overview		
Poetry Type	Features	Example
Cinquain	A cinquain has a 5 line structure. It follows the pattern: Line 1: 2 syllables Line 2: 4 syllables Line 3: 6 syllables Line 4: 8 syllables Line 5: 2 syllables	November Night- Adelaide Crapsey Snow – Adelaide Crapsey Winter - Adelaide Crapsey Blackbird – John Foster At the Gate – John Foster The Wood in late Autumn – John Foster Mirror – John Foster How to Write Cinquains? – John Foster
Free Verse	Free verse poems do not follow particular forms and are without rhythm and rhyme. In Year 4, the poetic devices we can use in free verse are: <ul style="list-style-type: none"> • Simile • Rhythm • Metaphor • Onomatopoeia 	Apple of my Eye - Denise Rodgers The Rusty Spigot - Eve Merriam
Tanka	A tanka consists of five lines made up of five syllables, seven syllables, five syllables, seven syllables and seven syllables. It does not rhyme. It has a 'pivot' or 'turn' in the third line (the whole line, a word or a piece of punctuation) which joins the upper poem (usually an image) and the lower poem (usually a thought)	Silver aeroplane - John Foster The Penny Black – John Foster Two Tanka Riddles – Marian Swinger

Year 5 Overview

Poetry Type	Features	Example
Narrative	A narrative poem tells a story. It may be free verse or involve rhythm and rhyme.	The Highway Man – Alfred Noyse The Owl and the Pussycat – Edward Lear The Listeners by Walter De La Mare The Pied Piper by Robert Browning Matilda by Hillaire Belloc The Tyger by William Blake The Jabberwocky by Lewis Carroll The Pillow book by Sei Shonagon The Sick Rose by William Blake
Crown Cinquain	A cinquain consists of five lines made up of two syllables, four syllables, six syllables, eight syllables and two syllables. It is unrhymed. A crown cinquain consists of five of these working together as stanzas in a longer poem. If four or three cinquains would work better for the theme you have chosen that is fine. Some crown cinquains use a repetition technique where the last line of a stanza is also the first of the next. Ignore this or save it for your deeper learners.	Three examples can be found here .
Free Verse	Free verse poems do not follow particular forms and are without rhythm and rhyme. In Year 5, the poetic devices we can use in free verse are: <ul style="list-style-type: none"> • Simile • Metaphor • Personification • Structure of author focus • Mood and tone • An awareness of vocabulary choice and poetry from different cultures and periods of time 	If dogs could talk - Denise Rodgers I wandered Lonely as a Cloud - William Wordsworth
Nonet	A nine line poem with the first line containing nine syllables, the next eight, the next seven and so on, until the last line has one syllable	Out of Sync - Melanie Udaeta Heartbeat - Linda Alice Fowler The Company of a Pet - Darlene De Beaulieu

Year 6 Overview

Poetry Type	Features	Example
Renga	The first stanza is three lines long. The first line is 5 syllables, the second is 7 and the third is 5. The second stanza is two lines long, both are 7 syllables each. The poem goes back and forth between the three and two line stanzas and ends with a two line stanza. A renga does not have a defined number of stanzas, but must finish with a two line stanza.	Three Poets at Minase - Sogi, Shohaku and Socho
Free Verse	Free verse poems do not follow particular forms and are without rhythm and rhyme. In Year 5, the poetic devices we can use in free verse are: <ul style="list-style-type: none"> • Simile • Structure • Archaic language • Hyperbole 	I Stuck My Fingers Up My Nose - Kenn Nesbitt My iPhone Did My Homework - Kenn Nesbitt A Huffle-wink's Nearby - Emile Pinet

	<ul style="list-style-type: none">• Symbolism• Personification• Pathetic Fallacy	
Rondelet	<p>A rondelet has 7 lines. Lines 1, 3, and 7 are refrains – they are identical. Refrain lines are 4 syllables long, other lines are 8 syllables. The rhythm is iambic (di-dum, di-dum, di-dum, di-dum).</p> <ul style="list-style-type: none">• The rhyme scheme is AbAabbA.	Such Happiness - Linda Newan