

Year 1

National Curriculum objectives		Year 1 outcomes	
Reading	Writing	Composing poetry	Reading and learning poetry
<ul style="list-style-type: none"> - Retell poems considering their particular characteristics - Recognise and join in with predictable phrases - Learn to appreciate rhymes and poems, and to recite some by heart - Discuss word meanings, linking new meanings to those already known 	<p>Discuss word meanings, linking new meanings to those already known</p> <ul style="list-style-type: none"> - Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear. - Sequence sentences to form short narratives 	<p>During Year 1 children will write:</p> <ul style="list-style-type: none"> - Acrostic poems - Rhyming poems - Calligrams (shape poetry) 	<p>The following are the key poems studied in Year 1:</p> <ul style="list-style-type: none"> - Now We are Six by A A Milne - Hands by Julia Donaldson - On the Ning Nang Nong by Spike Milligan - The Dark by Adrian Henri - There Are No Such Things As Monsters!! By Roger Stevens - Poor Old Lady by Anon

Year 2

National Curriculum objectives		Year 2 outcomes	
Reading	Writing	Composing poetry	Reading and learning poetry
<p>-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 level beyond that at which they can read independently</p> <p>- Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>- Recognise simple recurring literary language in poetry, participate in discussion about poems that are read to them and those that they can read for themselves.</p> <p>- Explain and discuss their understanding of poems both those that they listen to and those that they read for themselves.</p>	<p>- Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about and write down ideas and/or key words, including new vocabulary</p> <p>- Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>During Year 2 children will write:</p> <ul style="list-style-type: none"> - Free verse poems - Haiku poems - Riddles 	<p>The following are the key poems studied in Year 2:</p> <ul style="list-style-type: none"> - Scissors by Alan Ahlburg - What is Pink? by Christina Rossetti - My Shadow by Robert Louis Stevenson - Zim Zam Zoom? By James Carter - Listen to the Mustn'ts by Shel Silverstein

Year 3

National Curriculum objectives		Year 3 outcomes	
Reading	Writing	Composing poetry	Reading and learning poetry
<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 poetry - Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action -Recognising some different forms of poetry - Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. -Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension. 	<ul style="list-style-type: none"> -Compose and rehearse sentences orally, progressively building a varied vocabulary - Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements -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 - Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels 	<p>During Year 3 children will write:</p> <ul style="list-style-type: none"> - Limericks - Free verse poems - Tanka poems 	<p>The following are the key poems studied in Year 3:</p> <ul style="list-style-type: none"> -The Owl and the Pussycat by Edward Lear - Ratting it up by Adrian Mitchell - Please Mrs Butler by Alan Ahlberg - Full Moon by Walter de la Mare - Granny is by Valarie Bloom - Splish Splash Splosh by James Carter

Year 4

National Curriculum objectives		Year 4 outcomes	
Reading	Writing	Composing poetry	Reading and learning poetry
<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 poetry - Prepare poems and play scripts 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 - Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. - Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. - Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension. 	<ul style="list-style-type: none"> -Compose and rehearse sentences orally, progressively building a varied and rich vocabulary - Evaluate and edit by: assessing the effectiveness of their own and others’ writing and suggesting improvements -Propose changes to grammar and vocabulary to improve consistency, 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 - Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. - Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels 	<p>During Year 4 children will write:</p> <ul style="list-style-type: none"> - Kenning poems - Cinquain poems - Ballads 	<p>The following are the key poems studied in Year 4:</p> <ul style="list-style-type: none"> - The Lion and Albert by Marriott Edgar - The Sound Collector by Roger McGough - The Crocodile by Lewis Carroll - Please do not feed the animals by Robert Hull - Inside a Shell by John Foster - From a Railway Carriage by Robert Louis Stevenson

Year 5

National Curriculum objectives		Year 5 outcomes	
Reading	Writing	Composing poetry	Reading and learning poetry
<p>By the beginning of year 5, pupils should be able to read aloud a wider range of poetry written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to prepare readings, with appropriate intonation to show their understanding</p> <ul style="list-style-type: none"> - During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading - 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 - Identifying how language, structure and presentation contribute to meaning - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - Use appropriate intonation, volume, and movement so that meaning is clear 	<ul style="list-style-type: none"> - Children plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - Pupils perform their own compositions 	<p>During Year 5 children will write:</p> <ul style="list-style-type: none"> - Clerihew poems - Ode poems - Free verse poems 	<p>The following are the key poems studied in Year 5:</p> <ul style="list-style-type: none"> - Matilda by Hillaire Belloc - To Everything There is a Season Ecclesiastes 3: 1-8 - Football mad by Benjamin Zephaniah - Jaberwocky by Lewis Carroll - Parents' Evening by Allan Ahlberg -

Year 6

National Curriculum objectives		Year 6 outcomes	
Reading	Writing	Composing poetry	Reading and learning poetry
<ul style="list-style-type: none"> - During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. - Pupils should be able to prepare readings, with appropriate intonation to show their understanding - In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate - Pupils continue to read and discuss an increasingly wide range of poetry and learn 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 - Identifying how language, structure and presentation contribute to meaning -Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader -Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. 	<ul style="list-style-type: none"> -Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own -Selecting appropriate grammar and vocabulary, understand how such choices can change and enhance meaning - Assess the effectiveness of their own and others' writing -Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -Pupils perform their own compositions 	<p>During Year 6 children will write:</p> <ul style="list-style-type: none"> - Sonnets - Performance Poetry - Narrative poems 	<p>The following are the key poems studied in Year 6:</p> <ul style="list-style-type: none"> - Macavity the Mystery Cat by T S Eliot - Daffodils by William Wordsworth - The Emergensea by John Hegley - In Flanders Fields by John McCrae - If by Rudyard Kipling - Walking with my iguana by Brian Moses