POETRY

"Poems can have many different purposes, e.g. to amuse, to entertain, to reflect, to convey information, to tell a story, to share knowledge or to pass on cultural heritage. Some forms of poetry are associated with certain purposes, e.g. prayers to thank, celebrate, praise; advertising jingles to persuade; limericks to amuse."

Reading and writing poetry should form part of the curriculum in every year group, exploring vocabulary and structural choices as well as encouraging children to experiment with language for effect.

Often written or spoken for an intended reader, poetry may also be composed for a personal outcome because the concise and powerful nature of poetry conveys emotion particularly well. 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.

Generic Structure
- Poems are often grouped for learning and teaching by theme, structure, form or language features.
- Themes: poetry selections or anthologies often group poems by their content or subject matter and include different examples of structures.
- Structure: Poetry has an extremely wide range of structural variety, from poems that follow a rigid textual structure to those that have only a visual or graphic basis. The most common structures include patterns of rhyme (e.g. ABABCC) or metre (di-dum di-dum di-dum). Structures based on syllable counts (such as haiku and some versions of cinquains) are also common. Other structures rely on repetition of grammatical patterns rather than rhythm. For example, some list poems, dialogue poems and question and answer poems follow a specific structure even though they don't include rhyme or follow a pattern of line length.

Language Features
- Poems use the same language features as other text types but each feature is often used more intensively to achieve a concentrated effect, e.g. of mood, humour, and musicality: frequent alliteration, use of imagery or repetitive rhythm. Rhyme is used almost exclusively by poetic text. The language features used depend on context, purpose and audience and also on the intended style of a poem. Different poetic forms tend to use different language features. The most common are rhyme, metre and imagery.
- Rhyme: many traditional forms use particular rhyme patterns which are usually described using an alphabetic system. AABBA is the usual rhyme pattern of a limerick. Other common patterns in children's poetry are AABB and ABABCC for each verse. The usual order of clauses or words is sometimes deliberately rearranged to create a rhyme at the end of a line. For example, Did he smile his work to see? Did he who made the lamb make thee? (William Blake 'The Tyger'.) Playing with rhyme and creating nonsense poems is an important element in exploring and manipulating language.
- Children also need to learn how to avoid the danger of 'forced rhyme' where they use a word simply because it rhymes, not because it is what they want to say.
- Metre: rhythm, stress patterns (e.g. dum-de, dum-de or de-dum, de-dum), syllable patterns (e.g. 5, 7, 5 syllables in the three lines of a haiku).

- Imagery: e.g. simile, metaphor and personification. The effective use of imagery is often a key ingredient in powerful, memorable poetry. Children usually begin using imagery by comparing one thing with another and by saying what something was like.
- Rich vocabulary: powerful nouns, verbs, adjectives, invented words and unusual word combinations.
- Sound effects: alliteration, assonance (repetition of the same vowel phoneme in the middle of a word, especially where rhyme is absent: cool/food) onomatopoeia (where the sound of a word suggests its meaning: hiss, splutter).
- When a poem does not use rhyme at all, it is often the distinct combination of metre, imagery and vocabulary that distinguishes it from prose. The language effects found in poems can be different across time and cultures because poems reflect the way that language is used by people.

WORD

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
First & third person Regular plural noun suffixes –s or – es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun How the prefix –un changes the meaning of verbs and adjectives Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)	Formation of nouns using suffixes (- ness, -er) (e.g. kennings) and by compounding [for example, whiteboard, superman] formation of adjectives using suffixes such as –ful, –less Use of –er and –est in adjectives Use of –ly to turn adjectives into adverbs	Formation of nouns using a range of prefixes (super-, anti-, auto-) Use of 'a' or 'an' according to whether the next word starts with a vowel word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] Recognition of abstract, concrete & collective nouns	Standard forms of English verb inflections (we were rather than we was, I did rather than I done) Use of articles (a, an, the) and possessive pronouns (my, his, her, their etc) as determiners	Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]	how words are related by meaning as synonyms and antonyms [for example, big, large, little]

SENTENCE

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6

Oral rehearsal of sentence structure Joining words and joining clauses using 'and' and 'because' Begin to use noun phrases for description e.g. with adjectives	Functions of sentence types: statement, command, exclamation or question Expanded noun phrases to describe and specify (use of adjectives before the noun or preposition phrase after the noun) e.g. the blue butterfly, the man in the moon Use of coordinating (and, or, but) and subordinating conjunctions (when, if, that, because)	Use of prepositions (during, in, because of, before, after) to express time, place and cause Use of rhetorical questions	Use of a wider range of subordinating conjunctions Use of prepositions (during, in, because of, before, after), adverbs (next, soon, therefore) and conjunctions (when, while, after, because, soon, while) to express time and cause Use of preposition phrases as adverbials to express time, cause or place Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (build on from Year 2)	Use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use of modal verbs or adverbs to indicate degrees of possibility	Explore how known poets break the sentence rules and the impact this has on the reader

TEXT

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Sequencing sentences to form short passages	Use of progressive form of verbs in past and present tense	Organisation of related information into verses	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun (person or possessive) or noun, within and across	Explore different poetic structures and the ways that poets group information	Explore use of structures by known poets to organise information and impact on the reader

			sentences to aid cohesion and avoid repetition Headlines and subheadings		

PUNCTUATION

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Separating words with spaces Use of capital letters and full stops to demarcate sentences Use of capital letters for names and the personal pronoun 'I'	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes for singular possession	Consolidation of all KS1 punctuation		Use of semi-colons, colons or dashes to mark boundaries between independent clauses	Explore use of the full range of punctuation marks and the impact they have on clarity of meaning