Nursery Rhymes / Patterns
Poetry Expectations EYFS
Listen to poems being read and talk about likes and dislikes – including ideas or puzzles, words, and patterns
Join in with class rhymes and poems, copy actions
Enjoy making up funny sentences and playing with words
Look carefully at experiences and choose words to describe
Make word collections or use simple repeating patterns
Reading poetry (subject matter and theme / language use / style / pattern)
Performing poetry (use of voice / presentation)
Creating poetry (original playfulness with language and ideas / detailed recreation of closely observed experience / using different patterns)

Shape / Sense / Questions and riddles / Rhyming couplets / Classic / Performance
Poetry Expectations Year 1
Discuss own response and what the poem is about
Talk about favourite words or parts of a poem
Notice the poem's pattern
Perform in unison, following the rhythm and keeping time
Imitate and invent actions
Invent impossible ideas, e.g. magical wishes
Observe details of first hand experiences using the senses and describe
List words and phrases or use a repeating pattern or line.
Reading poetry (subject matter and theme / language use / style / pattern)
Performing poetry (use of voice / presentation)
Creating poetry (original playfulness with language and ideas / detailed recreation of closely observed experience / using different patterns)

Shape / Sense / Questions and riddles / Rhyming couplets / Classic / Performance
Poetry Expectations Year 2
Talk about own views, the subject matter and possible meanings
Comment on which words have most effect, noticing alliteration
Discuss simple poetry patterns
Perform individually or together
Speak clearly and audibly
Use actions and sound effects to add to the poem's meaning
Experiment with alliteration to create humorous and surprising combinations
Make adventurous word choices to describe closely observed experiences
Create a pattern or shape on the page; use simple repeating phrases or lines as models
Reading poetry (subject matter and theme / language use / style / pattern)
Performing poetry (use of voice / presentation)
Creating poetry (original playfulness with language and ideas / detailed recreation of closely observed experience / using different patterns)

Limerick / Haiku / Cinquain / Poet study / Classic / Performance Poetry Expectations Year 3
Describe the effect a poem has and suggest possible interpretations
Discuss the choice of words and their impact, noticing how the poet creates 'sound effects' by using alliteration, rhythm or rhyme and creates pictures using similes
Explain the pattern of different simple forms
Perform individually or chorally
Vary volume, experimenting with expression and use pauses for effect
Use actions, voices, sound effects and musical patterns to add to a performance
Invent new similes and experiment with word play
Use powerful nouns, adjectives and verbs
Experiment with alliteration
Write free verse
Borrow or create a repeating pattern
Reading poetry (subject matter and theme / language use / style / pattern)
Performing poetry (use of voice / presentation)
Creating poetry (original playfulness with language and ideas / detailed recreation of closely observed experience / using different patterns)

Limerick / Haiku / Cinquain / Poet study / Classic / Performance Poetry Expectations Year 4
Describe poem's impact and explain own interpretation by referring to the poem
Comment on the use of similes and expressive language to create images, sound effects and atmosphere
Discuss the poem's form and suggest the effect on the reader
Vary volume, pace and use appropriate expression when performing
Use actions, sound effects, musical patterns and images to enhance a poem's meaning
Use language playfully to exaggerate or pretend
Use similes to build images and identify clichés in own writing
Write free verse or use a repeating pattern
Experiment with simple forms
Reading poetry (subject matter and theme / language use / style / pattern)
Performing poetry (use of voice / presentation)
Creating poetry (original playfulness with language and ideas / detailed recreation of closely observed experience / using different patterns)

Imagery / Narrative / Non-sense / Free verse / Classic / Performance Poetry Expectations Year 5
Discuss poet's possible viewpoint, explain and justify own response and interpretation
Explain the use of unusual or surprising language choices and effects, such as onomatopoeia and metaphor
Comment on how this influences meaning
Explore imagery including metaphor and personification
Compare different forms and describe impact
Vary pitch, pace, volume, expression and use pauses to create impact
Use actions, sound effects, musical patterns, images and dramatic interpretation
Invent nonsense words and situations and experiment with unexpected word combinations
Use carefully observed details and apt images to bring subject matter alive; avoid cliché in own writing
Attempt different forms, including rhyme for humour
Reading poetry (subject matter and theme / language use / style / pattern) **Performing poetry** (use of voice / presentation) **Creating poetry** (original playfulness with language and ideas / detailed recreation of closely observed experience / using different patterns)

Imagery / Narrative / Non-sense / Free verse / Classic / Performance Poetry Expectations Year 6
Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes
Explain the impact of figurative and expressive language, including metaphor
Comment on poems' structures and how these influence meaning
Vary pitch, pace volume, rhythm and expression in relation to the poem's meaning and form
Use actions, sound effects, musical patterns, images and dramatic interpretation, varying presentations by using ICT
Use language imaginatively to create surreal, surprising, amusing and inventive poetry
Use simple metaphors and personification to create poems based on real or imagined experience
Select pattern or form to match meaning and own voice
Reading poetry (subject matter and theme / language use / style / pattern) **Performing poetry** (use of voice / presentation) **Creating poetry** (original playfulness with language and ideas / detailed recreation of closely observed experience / using different patterns)