Flanderwell Poetry Progression

Foundation Stage

Term	Text	Poetry Keys	Outcome
Autumn 1	A Bundle of Rhymes	• Learn rhymes, poems and songs • Develop their phonological awareness so that they can spot and suggest rhymes, count and clap syllables in a word and recognise words with the same initial sound .	Recite rhymes
Autumn 2	Creepy Crawly and Busy Bugs	• Learn rhymes, poems and songs. • Develop phonological awareness so they can spot and suggest rhymes, count or clap syllables in words and recognise words with the same initial sounds.	Class performance poetry.
Spring 1	Into the Pond	• Learn rhymes, poems and songs. • Listen carefully to rhymes and songs, paying attention to how they sound. ○ Begin to articulate their ideas and thoughts in well-formed sentences.	Write a dictated caption/ word relating to theme of falling into a pond.
Spring 2	The Farmyard	• Learn rhymes, poems and songs • Listen carefully to rhyme and songs paying close attention to how they sound. • Begin to articulate their ideas and thoughts in sentences.	To verbally contribute two lines to a class poem working in small groups.
Summer 1	Behold	• Articulate their ideas and thoughts in well-formed sentences.	To verbally contribute to a class poem based on observation of nature in your school.
Summer 2	Eat Your Peas, Louise! Dinner-time Rhyme!	• Articulate their ideas and thoughts in well-formed sentences.	To contribute phrases/ captions/ lines to a class poem.

Year 1

Term	Text	Poetry Keys	Writing Outcome
Autumn 1	Autumn Songs	• Play with words. E.g. onomatopoeia, rhyme • List words and phrases • Use simple language patterns. E.g. repetition and rhyme	Add a verse to a song with actions and make a list poem about the sea in a zig-zag book (sentences dictated).

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Autumn 2	There are no such things as monsters!	• Create imaginative ideas. • List words and phrases • Use simple language patterns. E.g. repetition and rhyme	To describe monsters to add to the model poem. (Use the same monster to ensure appropriate dictation).
Spring 1	If I had a Beak	• Play with words e.g. onomatopoeia, rhyme • Describe using the senses	To add own lines to the poem.
Spring 2	At the Zoo	• Play with words e.g. onomatopoeia, rhyme • List words and phrases • Use simple language patterns e.g. repetition and rhyme	To add own items to a list poem about a visit to a museum.
Summer 1	I Spun a Star	• Create imaginative ideas • Describe using the senses	To write a list poem about space
Summer 2	Poetry Fruit Salad	• Create imaginative ideas • Play with words. e.g. onomatopoeia, rhyme • Describe using the senses	To write a poem about fruit using the senses in a shape and join with others to make fruit salad poem.

Year 2

Term	Text	Poetry Keys	Writing Outcome
Autumn 1	Zebra Question	• Use adventurous word choices of nouns, adjectives and verbs to describe observations. • Use structured language patterns, including simple repeating phrases.	To write a list poem or a riddle about themselves. (If children are on dictation, write a poem or riddle about the same animal).
Autumn 2	The Owl and the Pussycat	• Experiment with words. e.g. alliteration, humour • Use adventurous word choices of nouns, adjectives and verbs to describe observations • Use structured language patterns, including simple repeating phrases.	To write the first two verses of a new poem based on the owl and the pussycat.
Spring 1	From a Railway Carriage	• Experiment with words. e.g. alliteration, humour • Use structured language patterns, including simple repeating phrases	To write a birds-eye view poem of their own using ideas from 'From a railway carriage'

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Spring 2	Night Sounds	• Use adventurous word choices of nouns, adjectives and verbs to describe observations • Use structured language patterns, including simple repeating phrases	To write a night sounds poem.
Summer 1	Father and I in the Woods	• Experiment with words. e.g. alliteration, humour • Use adventurous word choices of nouns, adjectives and verbs to describe observations	To make a nature themed shape poem.
Summer 2	Fox	• Experiment with words. e.g. alliteration, humour • Use adventurous word choices of nouns, adjectives and verbs to describe observations	To write a descriptive wildlife poem.

Year 3

Term	Text	Poetry Keys	Writing Outcome
Autumn 1	The Shell	• Use language with increasing effect: choices of nouns, adjectives, adverbs and verbs; alliteration; hyperbole	To write their own illustrated, descriptive senses poem about the sea
Autumn 2	Dance with me, Autumn	• Use language with increasing effect: choices of nouns, adjectives and verbs; alliteration; repetition and rhyme • Create own repeating patterns and use simple forms.	To write and perform a five-couplet poem about winter, based on the structure of Sing to Me, Autumn
Spring 1	The River's Tale	• Use language with increasing effect: choices of nouns, adjectives, adverbs and verbs; alliteration; hyperbole • Create own repeating patterns and use simple forms.	To write an illustrated, descriptive poem about the river in the Stone Age
Spring 2	The Magnificent Bull	• Create similies	To write and perform a poem celebrating the blue whale in the style of a Dinka poem
Summer 1	I saw a Peacock	• Create similies. • Create own repeating patterns and use simple forms.	Use ideas from *I saw a Peacock* to write a poem about an imaginary journey

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Summer 2	Apes to Zebras	• Use language with increasing effect: choices of nouns, adjectives and verbs; alliteration; repetition and rhyme	To write a concrete poem about a giraffe.
Year 4			
Term	**Text**	**Poetry Keys**	**Writing Outcome**
Autumn 1	Family Album	• Use language with increasing effect: choice of nouns, adjectives and verbs; alliteration, hyperbole • Create own repeating patterns and experiment with simple forms.	To write a free verse, narrative poem about a family member to add to a class 'Family Album'
Autumn 2	The Lost, Lost Property Office	• Use language with increasing effect: choice of nouns, adjectives, adverbs and verbs; alliteration, hyperbole • Create own repeating patterns and experiment with simple forms.	To write a group list poem based on 'The Lost Lost-Property Office' by Roger McGough and perform
Spring 1	The Roman's Centurion's Song	• Use language with increasing effect: choice of nouns, adjectives, adverbs and verbs; alliteration, hyperbole • Create own repeating patterns and experiment with simple forms.	To write cinquain poems about life as a Roman soldier.
Spring 2	Windrush Child	• Use increasingly effective similes to create imagery • Use language with increasing effect: choice of nouns, adjectives, adverbs and verbs; alliteration.	To write a free verse, personal narrative poem based on the structure of 'Windrush Child', describing what it feels like to leave and go to a new place.
Summer 1	Look!	• Use increasingly effective similes to create imagery • Create own repeating patterns and experiment with simple forms.	To write a cumulative list poem about the rainforest
Summer 2	Haiku	• Use language with increasing effect: choice of nouns, adjectives, adverbs and verbs • Create own repeating patterns and experiment with simple forms	To write individual Haiku based on the natural world and link these with others in the group to make a series, known as Renga.

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Year 5

Term	Text	Poetry Keys	Writing Outcome
Autumn 1	The Song of Hiawatha	• Use a range of descriptive language techniques to create effective imagery e.g. metaphor, similie, playing with word order. • Experiment with a range of poetry forms.	To write a narrative poem about a simple event in water.
Autumn 2	The Moon	• Use a range of descriptive language techniques to create effective imagery e.g. metaphor, similie, playing with word order. • Experiment with a range of poetry forms.	To write own poem about the moon using a range of techniques.
Spring 1	Viking Kennings and Spells	• Experiment with metaphor to make effective comparisons. • Experiment with a range of poetry forms.	To write own good luck spells for a Viking warrior, including kennings
Spring 2	Finding Magic	• Experiment with metaphor to make effective comparisons. • Experiment with a range of poetry forms.	To write a free verse poem describing the wonder of the world using metaphor.
Summer 1	The Sun and Me	• Experiment with metaphor to make effective comparisons. • Use a range of descriptive language techniques to create effective imagery. E.g. metaphor, simile, playing with word order	To write a song for the character of the countryside (Paperbag Prince)
Summer 2	Animals of Africa	• Use a range of descriptive language techniques to create effective imagery. E.g. metaphor, simile, playing with word order • Experiment with a range of poetry forms.	To write a poem about an African animal (which is fun to read aloud)

Year 6

Term	Text	Poetry Keys	Writing Outcome
Autumn 1	Blitz	• Experiment with personification to create effective imagery. • Make effective language choices, drawing or a range of descriptive techniques.	To write a narrative poem exploring the experience of the Blitz from the viewpoint of a child.

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Autumn 2	A Tiger in the Zoo	• Make effective language choices, drawing or a range of descriptive techniques. • Make authorial choices, selecting from a range of forms, to suit the purpose.	To write a poem in a chosen form about an endangered mammal, choosing whether to describe the creature in its natural habitat or in captivity
Spring 1	Guarding Secrets	• Make effective language choices, drawing or a range of descriptive techniques. • Make authorial choices, selecting from a range of forms, to suit the purpose.	To write a free verse poem about a door into a secret garden.
Spring 2	The Sea	• Experiment with personification to create effective imagery. • Make effective language choices, drawing on a range of descriptive techniques.	To write a narrative poem about a journey across the sea, including personification of the waves
Summer 1	For Forest	• Experiment with personification to create effective imagery. • Make effective language choices, drawing on a range of descriptive techniques.	To write a free verse poem about the beauty of oceans and why we should treasure them
Summer 2	Sonnet Written at the Close of Spring	• Experiment with personification to create effective imagery. • Make effective language choices, drawing on a range of descriptive techniques.	To write a poem in the style of a sonnet to describe the view of the countryside from a hot air balloon