# St Mary of the Angels

**Why poetry?** Poetry enables us to convey information, to entertain, to share a story, to amuse, to reflect, to pass on culture heritage, to pray with thanks, to celebrate, to praise and to persuade, among many more. Poetry is important in Primary Schools as it helps to build reading skills, speaking, & listening Skills, enables pupils to explore language & vocabulary, inspires writing and encourages creative thinking.

# Teaching poetry at St Mary of the Angels Primary School

At St Mary of the Angels Primary School each year group is allocated different types of poetry to study, explore, comment on, create and perform throughout the year. These will be either free verse, visual and/or structured poems. Each class will choose one poem a term to perform. This could be to another class, in an assembly or a recording produced shared via Twitter.

This is the structure we follow to plan and deliver our poetry lessons:

**Read** - spend time reading aloud and exploring a range of poems that follow the same theme / format / structure as your year group’s allocated poetry type.

**Discuss** – spend time discussing the subject matter & themes; the language use and patterns; the structure and organisation of the poem(s).

**Review** – write or verbalise poetry reviews, evaluations and allow children to comment on whether they liked/disliked a poem and why (Year 2 onwards).

**Create** – children then have the opportunity to draft, edit and publish their poems using the layout and language features of the poetry type you are exploring.

**Perform** – children should have the opportunity to perform, individually, in groups or as a whole class at least 3 times a year. This can be their own work, or a performance from one of the selected poems for your year group.

# Poetry curriculum objectives

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| Curriculum Objectives | | Progression overview |
| EYFS  ELG | Listen attentively and respond to what they hear with relevant questions, comments and actions  Make comments about what they have heard  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.  Sing a range of well-known nursery rhymes and songs.  Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music  Make use of props and materials when role playing characters in narratives and stories  Invent, adapt and recount narratives and stories with peers and their teacher | Join in performing rhymes with others |
| Year 1 | Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently  Recognise and join in with predictable phrases  Learning to appreciate rhymes and poems, and to recite some by heart  Listen and respond appropriately to adults and their peers | To recite simple poems by heart. |
| Year 2 | Participate in discussions, presentations, performances, roleplay/improvisations and debates  Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently  Recognise simple recurring literary language in stories and poetry  To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear  Listen and respond appropriately to adults and their peers | To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to  make the meaning clear. |
| Year 3 | Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  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  participate in discussions, presentations, performances, roleplay/improvisations and debates  Listen and respond appropriately to adults and their peers | To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.  To begin to use appropriate intonation and volume when  reading aloud. |
| Year 4 | Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  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  Participate in discussions, presentations, performances, roleplay/improvisations and debates  Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear  Listen and respond appropriately to adults and their peers | To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of  the audience when reading aloud.  To recognise and discuss some different forms of poetry (e.g. free verse or  narrative poetry). |
| Year 5 | Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  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  Participate in discussions, presentations, performances, roleplay/improvisations and debates  Listen and respond appropriately to adults and their peers | To continually show an awareness of audience when reading out loud using intonation, tone, volume and action. |
| Year 6 | Participate in discussions, presentations, performances, roleplay/improvisations and debates  Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks learning a wider range of poetry by heart  Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear  Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader  Listen and respond appropriately to adults and their peers | To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect. |