High Ercall Primary School
Progression in reading

Date: September 2026	**Subject Lead: Jemma Wallace and Lauren D'Angelillo**	**Review: September 2027**

Curriculum Intent: At High Ercall we believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their poetry writing. The Poetry curriculum (taken from the English National Curriculum) is clearly sequenced to develop substantive knowledge. At the beginning of their poetry journey, children will recognise simple recurring literary language in stories and poetry. As they develop their knowledge, they will improvise, rehearse and perform poetry in order to generate languages and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. We want children to write clearly, accurately and coherently, adapting their language and style in and for a range of poetic contexts, purposes and audiences. They will learn to listen, discuss and express their views about a wide range of contemporary and classic poetry which they can read independently, including recognising some different forms of poetry [for example, free verse, narrative poetry].

Curriculum Expectations: We follow the National Curriculum expectations for Poetry and expect that our pupils will have met or exceeded the expected standards for Year 6 pupils. There are clear expectations set out in the curriculum for each year group, and targets set across school. By Year 6 we also expect our children to be able to read, write and perform a piece of poetry and apply substantive knowledge. This is built into our writing curriculum and targets for the children.

Links with reading and writing	**Links to school key drivers**	
Reading a text, appropriate in age and content		**Resilience:** In choice of text, in sustaining reading, in applying comprehension and word reading skills
Analysing a text studied in terms of structure and language		
Studying, learning, practising grammatical and vocabulary skills		**Outdoor Learning:** Take opportunities to read outside, reading for information and across the curriculum
Short writing composition tasks to respond to reading and learning		
Planning a longer piece		**Diversity:** Whole class text choice, ensure wide variety of text themes, genres, authors to cover breath of experience, breadth of cultures. Actively choose texts with cultural diversity.
Draft first piece		
Evaluate through proofread and edit peer or self		
Re-draft in short or longer sections depending on age / ability		

	EYFS - ELG	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Poetry and Performance	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Make use of props and materials when role playing characters in narratives and stories. (art and design) Invent, adapt and recount narratives and stories with their peers and their teacher.	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Learning to appreciate rhymes and poems, and to recite some by heart	Listening to, discussing and expressing views about a wide range of contemporary and classic poetry Recognising simple recurring literary language in stories and poetry Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Recognising some different forms of poetry [for example, free verse, narrative poetry] Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Preparing poems and play scripts to read aloud and to perform, showing		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 Use knowledge of language from poetry to support increasing fluency and facilitate writing and comprehension	

	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music. (Imaginative and expressive)			understanding through intonation, tone, volume and action Recognising some different forms of poetry	

Poetry Type	**Rhyming words** – link to phonics phase 1 **Nursery Rhymes**	**Acrostic poems** The first of last letter in each line spell out a word. Most commonly, it is the first letter that spells out the word. **Riddles** The poem describes a noun but does not name it, i.e. it may describe a tiger as striped and furry. The last line usually directly addresses the reader and uses a question, e.g. 'What is it?' **Shape poems** (Links to YR and phonics) - Poems that are in the shape of what they are about.	**Rhyming poems** ABAB complex rhyme (Links to YR/Y1) **Diamantes - *standalone unit taught in Summer 2*** The poem is presented in the shape of a diamond. The line structure is as follows: Line 1: Beginning subject; Line 2: Two adjectives about line 1; Line 3: Three verbs or words ending '-ing' about line 1 Line 4: A short phrase about line 1, a short phrase about line Line 5: Three verbs or words ending '-ing' about line 7; Line 6: Two adjectives about line 7; Line 7: End subject. *Bike* *Shiny, quiet,* *Pedalling, spinning, weaving* *Whizzing round corners,* *zooming along roads* *Racing, roaring, speeding* *Fast, loud,* *Car*	**Limericks** The poem is five lines in length and follows the rhyme scheme AABBA. The line structure is as follows: Line 1: 7-10 syllables; Line 2: 7-10 syllables; Line 3: 5-7 syllables; Line 4: 5-7 syllables; Line 5: 7-10 syllables. The first line usually begins with 'There was a…' and ends with the name of a person or place. The last line should be rather unusual or far-fetched. **Haikus** The haiku Originates from Japan. The mood of a haiku is generally serious, and can relate to many themes, including nature or love. The line structure is as follows: Line 1: 5 syllables; Line 2: 7 syllables; Line 3: 5 syllables. **Kennings** A 'kenning' is a two word phrase which describes an object, often using a metaphor to do so. Kenning poems are a type of riddle which use kennings to describe something or someone. E.G. *My Sister, Dummy-sucker* *Teddy-thrower, Anything-chewer* **Free Verse – study of language** Free verse does not follow a set syllable pattern or rhyme scheme. It may be written on a range of themes.	**Study of poetical devices – use of personification, onomatopoeia and metaphors** Look at a range of poems from Joseph Coelho, Carol Ann Duffy, Grace Nichols Study of the poetical devices used. **Free Verse – study of language** Free verse does not follow a set syllable pattern or rhyme scheme. It may be written on a range of themes, focusing on the use of metaphorical language and Personification **Rhyming poems – study of language**

Features	Alliteration Repetition Rhyme Rhythm	Alliteration Repetition Rhyme Rhythm	Alliteration Repetition Rhyme Rhythm Simile	Alliteration Repetition Rhyme Rhythm Simile Imagery Pattern Metaphor Pattern Repetition Verse	Alliteration Repetition Rhyme Rhythm Simile Imagery Pattern Metaphor Pattern Repetition Verse Figurative language Onomatopoeia Personification