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| Expectations from National Curriculum, :  (black font - national curriculum expectations)  (red font – added for consistency – to be discussed with staff) | Autumn Term | Spring Term | Summer Term |
| Y1  Listening to and discussing a wide range of poems at a level beyond what they can read independently  Learning to appreciate rhymes and poems, and to recite some by heart. |  |  |  |
| Y2  Listening to, discussing and expressing views about a wide range of contemporary and classic poetry  Recognising simple and recurring literary language in 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  Recognising different poetic forms (e.g. list poems and calligrams, poems that rhyme, poems that do not rhyme) |  |  |  |
| Y3  Listening to and discussing a wide range of poetry  Learning some poetry by heart  Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action  Recognising some different forms of poetry (e.g. free verse, limericks, haikus) |  |  |  |
| Y4  Listening to and discussing a wide range of poetry  Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action  Learning some poetry by heart  Recognising different forms of poetry (e.g. free verse, limericks, haikus) |  |  |  |
| Y5  Read and discuss a wide range of poetry  Learning a wider range of poetry by heart  Preparing poems to read aloud and perform  Recognising different forms of poetry (e.g. free verse, limericks, haikus) |  |  |  |
| Y6  Continuing to read and discuss an increasingly wide range of poetry  Learning a wider range of poetry by heart  Preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience  Recognising different forms of poetry (e.g. free verse, limericks, haikus) |  |  |  |