



Co-op Academy
Broadhurst

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Poetry Curriculum

Poetry Coverage

	Autumn Term	Spring	Summer	Standalone
Reception	Chop Chop Cup of tea Pointy Hat Falling Apples A basket of apples 5 Little Pumpkins Leaves are falling Breezy Weather Who has seen the wind? Wise Old Owl Mice Shoes	Popcorn A Little House Hungry Birdies Mrs Bluebird Let's put on our mittens I can build a snowman Carrot Nose Pancakes Spring Winds Furry Furry Squirrel A Little Seed Stepping Stones	I have a little frog Dance Pitter Patter Sliced Bread A Little Shell 5 Little Peas The Fox The Monkey Babies Thunderstorm 5 Little Owls If I was so very small Under a stone	N/A
Year 1	Are you proud to BEE from Manchester?	What makes toys terrific?	Does everyone live happily ever after?	N/A
Type of poetry	Concrete (Shape)	Acrostic	Performance poetry	N/A
Year 2	What makes Africa amazing?	What's that burning?	Do you like to be beside the seaside?	N/A

Type of poetry	Riddles	Diamantes	Performance poetry	Free Verse
Year 3	What makes the Earth angry?	When were the Stone Age, Bronze Age and Iron Age?	Who were the Ancient Egyptians?	N/A
Type of poetry	Haiku	Performance Poetry	Limericks	Free Verse
Year 4	Where does our food come from?	To be or not to be?	How groovy were the Greeks?	N/A
Type of poetry	Kennings	Performance Poetry	Clerihews	Free Verse
Year 5	Why was Queen Victoria not amused?	Global Scholars	Why should we all care about the tropical rainforests?	N/A
Type of poetry	Narrative	Free Verse	Tanka	Performance Poetry
Year 6	Was World War II really that bad?	The Shang Dynasty	What are biomes and climate zones and what impact do they have?	N/A
Type of poetry	Free Verse	Cinquain	Sonnets	Performance poetry

Guidance and Expectations for Poetry

Planning

Each year group is allocated four types of poetry to learn throughout the year. Where possible the poetry focus will link to the termly topic but it is not essential. The key objectives for each key stage will be referred to when planning a poetry unit, as well as the specific details of each poetry type.

Teaching and Learning

Units of poetry should follow the usual sequence of teaching and learning within English, including the exposure to lots of poems of the same style and a performance element at the end of the unit.

Assessment

The usual assessment arrangements for English apply.

Key Objectives

EYFS

- 🎬 To listen, and respond to, a range of poetry around a theme.
- 🎬 To look at rhyme within poems.
- 🎬 To collect words that rhyme.
- 🎬 To rehearse and perform.
- 🎬 To use poems in their learning
- 🎬 To learn new vocabulary and meaning

KS1

- 🎬 To learn, respond, read and recite favourite poems, taking account of punctuation.
- 🎬 To comment on aspects such as word combinations, sound patterns (rhymes, rhythms, alliterative patterns) and forms of presentation.
- 🎬 To identify and discuss favourite poems and poets, using appropriate terms (poet, poem, verse, rhyme etc.) and referring to the language of the poem.
- 🎬 To use structures from poems as a basis for writing, by extending or substituting elements, inventing new lines, verses etc.
- 🎬 To discuss choice of words and phrases which describe and create impact (adjectives, verbs etc.).
- 🎬 To use similes, metaphors, personification.
- 🎬 To discuss meanings of words and phrases that create humour, and sound effects in poetry (nonsense poems, tongue twisters, riddles).
- 🎬 To use humorous verse as a structure for children to write their own by adaptation, mimicry or substitution; to invent own language puzzles, jokes, nonsense sentences.
- 🎬 To collect suitable words and phrases in order to write poems and short descriptions; design simple patterns with words, use repetitive phrases; write imaginative comparisons.
- 🎬 To invent calligrams and a range of shape poems, selecting appropriate words and careful presentation.
- 🎬 To write poetry that uses sound to create effects (e.g. onomatopoeia, alliteration, distinctive rhythms).

- 🎬 To choose and prepare poems for performance choosing appropriate expression, tone, volume and use of voices and other sounds.
- 🎬 To rehearse and improve performance.
- 🎬 To write new and extended verses for performances based on models of 'performance' and oral poetry, e.g. rhythms, rhymes.
- 🎬 To write poems based on personal or imagined experience, linked to poems read,
- 🎬 To understand the use of figurative language in poetry and prose; compare poetic phrasing with narrative/descriptive examples.
- 🎬 To locate use of similes.
- 🎬 To identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes.
- 🎬 To understand the following terms and identify them in poems (verse, chorus, couplet, stanza, rhythm, rhyme, alliteration).
- 🎬 To describe how a poet does or does not use rhyme.
- 🎬 To produce polished poems through revisions.

KS2

- 🎬 To choose and prepare poems for performance choosing appropriate expression, tone, volume and use of voices and other sounds.
- 🎬 To rehearse and improve performance.
- 🎬 To write new and extended verses for performances based on models of 'performance' and oral poetry, e.g. rhythms, rhymes.
- 🎬 To write poems based on personal or imagined experience, linked to poems read.
- 🎬 To understand the use of figurative language in poetry and prose; compare poetic phrasing with narrative/descriptive examples.
- 🎬 To locate use of similes.
- 🎬 To identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes.
- 🎬 To understand the following terms and identify them in poems: verse, chorus, couplet, stanza, rhythm, rhyme, alliteration.
- 🎬 To describe how a poet does or does not use rhyme.
- 🎬 To produce polished poems through revisions.
- 🎬 To analyse and compare poetic style, use of forms and the themes of significant poets; to respond to shades of meaning; to explain and justify personal tastes; to consider the impacts of full rhymes, half rhymes, internal rhymes and other sound patterns.
- 🎬 To investigate and collect different examples of word play.
- 🎬 To convey feelings, reflections or moods in a poem through the careful choice of words and phrases.

- 🎬 To write metaphors from original ideas or from similes.
- 🎬 To understand terms which describe different types of poems, e.g. ballad, sonnet, rap, elegy, narrative poem and identify typical features.
- 🎬 To discuss how linked poems relate to one another by themes, format and repetition, e.g. cycle of poems about the seasons.
- 🎬 To describe and evaluate the style of an individual poet.
- 🎬 To comment critically on the overall impact of a poem, showing how language and themes have been developed.
- 🎬 To write their own poems experimenting with active verbs and personification.
- 🎬 To recognise how poets manipulate words: for their quality of sound (rhythm, rhyme, assonance); for their connotations; for multiple layers of meaning; nonsense words and how meaning can be made of them; where the appeal lies.
- 🎬 To analyse how messages, moods, feelings and attitudes are conveyed in poetry.
- 🎬 To read and interpret poems in which meanings are implied or multi-layered.
- 🎬 To write a sequence of poems linked by theme or form, e.g. a haiku calendar.

Poetry in Reception

In Reception, the children should be taught the following types of poetry:

- Innovate a well-known rhyme (verbally)
- Alphabet list poems
- Rhyming couplets
- Performance Poetry

Type of poetry	Features	Challenge	Examples
Innovate a well-known rhyme (verbally)	<ul style="list-style-type: none"> • Perform well-known rhymes. • Change an aspect of the rhyme. 	<ul style="list-style-type: none"> • Include actions to accompany the poem. 	Twinkle, Twinkle, Little Star

Alphabet list poems	<ul style="list-style-type: none"> Each line of the poem begins with a letter in the alphabet, starting with A and moving in order through Z. 	<ul style="list-style-type: none"> Include rhyming words. 	An alphabet of horrible habits – Colin West Twinkle Twinkle Chocolate Bar Book
Rhyming couplets	<ul style="list-style-type: none"> Pairs of words that rhyme. 	<ul style="list-style-type: none"> Give a theme for the children to base their rhyming couplets on. 	Twinkle Twinkle Chocolate Bar Book 10 Dancing Dinosaurs – John Foster
Performance poetry			Miss Poly Hot Cross Buns One, Two Buckle My Shoe Miss Poly Caribbean Counting Poem – Pamela Mordecai The Dark Wood – anon

Poetry in Year 1

In Year 1, the children should be taught the following types of poetry:

- Acrostics
- Shape Poems / Calligrams
- Performance Poetry

Type of poetry	Features	Challenge	Examples
Acrostics	<ul style="list-style-type: none">• The first or last letter in each line spell out a word. Most commonly, it is the first letter that spells out the word.• The acrostic links to a given theme, e.g. winter.• Lines usually end with commas.	<ul style="list-style-type: none">• Ask children to spell out a word using the last letter of each line.• Ask children to include a rhyme.• Ask children to add further description within their poem.	Fireworks – Gervase Phinn Christmas – Gervase Phinn
Shape Poems / Calligrams	<ul style="list-style-type: none">• The poem usually describes an object.• The poem is presented in the shape of the object which it is describing.• The layout may either be with the words inside a shape or around the outline of the shape.	<ul style="list-style-type: none">• Ask children to have a consistent number of syllables in each line.• Ask children to include language devices, such as similes, metaphors and alliteration.	What is he? – Liz Brownlee The Shape of a poem – Chris Odgen Aaaah!!!! At last it's Spring – James Carter Family Tree – Damien Harvey Word Whirls – John Foster

Performance Poetry		There Was an Old Lady Who Swallowed a Fly Voices of Water – Tony Mitton My Colours Colin West Hands – Julia Donaldson Queue for the Zoo – Clare Bevan
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Poetry in Year 2

In Year 2, the children should be taught the following types of poetry:

- Diamantes
- Riddles
- Performance Poetry
- Free Verse

Type of poetry	Features	Challenge	Examples
Diamantes E.g. <div style="text-align: center;"> <i>Bike</i> <i>Shiny, quiet,</i> <i>Peddalling, spinning, weaving</i> <i>Whizzing round corners,</i> <i>zooming along roads</i> <i>Racing, roaring, speeding</i> <i>Fast, loud,</i> <i>Car</i> </div>	<ul style="list-style-type: none"> • The poem is presented in the shape of a diamond. • The line structure is as follows: <ul style="list-style-type: none"> o Line 1: Beginning subject; o Line 2: Two adjectives about line 1; o Line 3: Three verbs or words ending '-ing' about line 1; 	<ul style="list-style-type: none"> • Children use increasingly precise adjectives and verbs in their verse. 	https://www.poetrysoup.com/poems/best/diamante

	<ul style="list-style-type: none"> o Line 4: A short phrase about line 1, a short phrase about line 7; o Line 5: Three verbs or words ending '-ing' about line 7; o Line 6: Two adjectives about line 7; o Line 7: End subject. ● Precise verbs and adjectives are used in the relevant lines indicated above. ● Each line starts with a capital letter; commas are used between verbs and adjectives; no punctuation at the end of lines. 		
Riddles	<ul style="list-style-type: none"> ● The poem describes a noun (usually an object), 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?' or 'Can you guess what I could be?' ● The mood of the poem is light-hearted. 	<ul style="list-style-type: none"> ● Ask children to write a riddle in either first or third person. ● Ask children to use rhyming couplets. 	https://www.poetry4kids.com/news/writing-riddles/

Performance poetry			I'm Walking with my Iguana – Brian Moses Solo with Chorus – Rose Fyleman The Rhythm of Life – Michael Rosen Nut Tree – Julia Donaldson The Dinosaur Rap – John Foster Cats – Eleanor Farjeon Shhhhhh! – Julia Donaldson
Free Verse	Free verse does not follow a set syllable pattern or rhyme scheme. It may be written on a range of themes. Refer to the KS1 key objectives and writing curriculum content for Year 2.		

Poetry in Year 3

In Year 3, the children should be taught the following types of poetry:

- Haiku
- Limerick
- Performance Poetry
- Free Verse

Type of poetry	Features	Challenge	Examples
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<p>Haiku</p> <p>E.g.</p> <p><i>The sky is so blue. (5)</i></p> <p><i>The sun is so warm up high. (7)</i></p> <p><i>I love the summer. (5)</i></p>	<ul style="list-style-type: none"> • The haiku Originates from Japan, and is similar in structure to a Tanka poem. • The mood of a haiku is generally serious, and can relate to many themes, including nature or love. • The line structure is as follows: <ul style="list-style-type: none"> o Line 1: 5 syllables; o Line 2: 7 syllables; o Line 3: 5 syllables. • Each line starts with a capital letter. 	<ul style="list-style-type: none"> • Ask children to select rhyming words to end lines 1 and 3. 	<p>Seaview Haiku – John Foster</p> <p>Windy Day – John Foster</p> <p>Haiky Riddle – Celia Warren</p>
<p>Limerick</p> <p>E.g.</p> <p><i>There was an old man with a beard, Who said, 'It is just as I feared, Two owls and a hen A lark and a wren Have all built their nests in my beard!</i></p>	<ul style="list-style-type: none"> • The poem is five lines in length and follows the rhyme scheme AABBA. • The line structure is as follows: <ul style="list-style-type: none"> o Line 1: 7-10 syllables; o Line 2: 7-10 syllables; o Line 3: 5-7 syllables; o Line 4: 5-7 syllables; o Line 5: 7-10 syllables. • The first line usually begins with 'There was a...' and ends with the name of a person or place. 	<ul style="list-style-type: none"> • Provide scaffolding with gapped words for lower attainers. • Ask children to write in nonsense style, considering how their nonsense words could be similar to real words to suggest meaning. • Ask children to devise a limerick around a given theme. 	<p>Loopy Limericks (book) by John Foster</p>

	<ul style="list-style-type: none"> • The last line should be rather unusual or far-fetched. • Each line starts with a capital letter. Lines often end with a comma. • The mood of this type of poem is comic, and it can even be nonsense. 		
Performance Poetry			<p>Life doesn't Frighten me at all – Maya Angelou</p> <p>The Sound Collector – Roger McGough</p> <p>Twenty Four Hours – Charles Causley</p> <p>Instructions for Giants – John Rice</p>
Free Verse	<p>Free verse does not follow a set syllable pattern or rhyme scheme.</p> <p>It may be written on a range of themes.</p> <p>Refer to the KS2 key objectives and writing curriculum content for Year 3.</p>		

Poetry in Year 4

In Year 4, the children should be taught the following types of poetry:

- Clerihews
- Kenning poems
- Performance Poetry
- Free Verse

Type of poetry	Features	Challenge	Examples
Clerihews E.g. <i>Mr Smith wears a wig, But for his head it's rather big. In windy weather he was careless. Now Mr Smith's head is hairless.</i>	<ul style="list-style-type: none">• A clerihew is four lines in length, and includes rhyming couplets (AABB).• The subject of the poem is typically a character who is named on one of the lines.• The mood of this type of poem is comic.	<ul style="list-style-type: none">• Ask children to vary the rhyme scheme to either ABCB or ABAB.	http://poetryzone.co.uk/childrens-archive/clerihew/
Kenning poems E.g. <i>My Sister</i> <i>Dummy-sucker</i> <i>Teddy-thrower</i> <i>Anything-chewer</i> <i>Kiss-giver</i>	<ul style="list-style-type: none">• 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.• Each line consists of one kenning. There is no set	<ul style="list-style-type: none">• Ask children to make precise word choices.• Encourage children to use language devices, such as metaphors and alliteration.	http://poetryzone.co.uk/childrens-archive/kennings/

<i>Slave-employer</i> <i>Dolly-hugger</i> <i>Calm-destroyer</i> <i>Milk-drinker</i> <i>Nappy-leaker</i> <i>Peace-breaker</i> <i>Scream-shrieker</i> <i>Unlike any other</i> <i>My sister.</i>	<p>number of lines in each verse.</p> <ul style="list-style-type: none"> The kennings should be ordered within the poem with consideration of the impact on the reader. 		
Performance Poetry			Macavity by T.S Eliot The Treasures – Clare Bevan Today, I feel – Gervais Phinn The Trouble with My Brother – Brian Patten You Can't Stop me – Miriam Moss
Free Verse	<p>Free verse does not follow a set syllable pattern or rhyme scheme.</p> <p>It may be written on a range of themes.</p> <p>Refer to the KS2 key objectives and writing curriculum content for Year 4.</p>		

Poetry in Year 5

In Year 5, the children should be taught the following types of poetry:

- Tanka
- Narrative
- Performance Poetry
- Free Verse

Type of poetry	Features	Challenge	Examples
Tanka	<ul style="list-style-type: none">• 5 lines and 31 syllables.• 5 syllables in the first and third lines.• 7 syllables in the second, fourth and fifth lines.• The focus is a funny or interesting incident or a story.	<ul style="list-style-type: none">• Give the children a constraint.• Include rhyme.	Silver aeroplane - John Foster The Penny Black – John Foster Two Tanka Riddles – Marian Swinger
Narrative	<ul style="list-style-type: none">• A poem that tells a story.• Includes rhythm and rhyme.• Not necessarily about thoughts and emotions like a traditional poem.	<ul style="list-style-type: none">• Provide the children with a specific theme to base their poem on.	The Highway Man – Alfred Noyse The Owl and the Pussycat – Edward Lear The Listeners by Walter De La Mare The Pied Piper by Robert Browning Matilda by Hillaire Belloc The Tyger by William Blake

			The Jabberwocky by Lewis Carroll The Pillow book by Sei Shonagon The Sick Rose by William Blake
Performance Poetry			Give and Take – Roger McGough From a Railway Carriage – R.L. Stevenson Conversation Piece – Gareth Owen Football Mad – Benjamin Zephaniah Rum Tum Tiger – T.S. Eliot
Free Verse	<p>Free verse does not follow a set syllable pattern or rhyme scheme. It may be written on a range of themes. Refer to the KS2 key objectives and writing curriculum content for Year 5.</p>		

Poetry in Year 6

- Cinquain
- Sonnets
- Performance poetry
- Free Verse

Type of poetry	Features	Challenge	Examples
Cinquain	<ul style="list-style-type: none"> • Consists of 5 unrhymed lines. • 1st & 5th line – 2 syllables • 2nd line – 4 syllables • 3rd line – 6 syllables • 4th line – 8 syllables • It tells a story. • Includes an action and a feeling. • Has a conclusion. 	<ul style="list-style-type: none"> • Provide the children with the conclusion; children create their Cinquain Poem around the given conclusion. • Give the children specific themes to base their poems on. 	November Night- Adelaide Crapsey Snow – Adelaide Crapsey Winter - Adelaide Crapsey Blackbird – John Foster At the Gate – John Foster The Wood in late Autumn – John Foster Mirror – John Foster How to Write Cinquains? – John Foster
Sonnets	<ul style="list-style-type: none"> • Consists of 14 lines. • Alternate lines rhyme with one another, apart from the last two lines that rhyme with each other. • Each line has 10 beats. • The themes are usually about ageing, death, life, love and the seasons of life. 	<ul style="list-style-type: none"> • Give specific features to include within given lines, such as metaphors or similes. 	Compare 2 classic sonnets for content, use of language and rhyme pattern. E.g. Summer-water Sonnet Gillian Clarke Lines Upon Westminster Bridge by William Wordsworth

Performance poetry		<p>The Visitor - Ian Serrailer</p> <p>Cargoes - John Masefield</p> <p>The Lion and Albert - Marriot Edgar</p> <p>If - Rudyard Kipling</p> <p>The Jumblies - Edward Lear</p> <p>What I Love About School – Roger Mc Gough</p> <p>Sonnets</p> <p>Mermaid – Susan Rogerson</p> <p>Who Can Know? – Susan Cartwright Smith</p> <p>The bottom of the Jar – Susan Catwright Smith</p>
Free Verse	<p>Free verse does not follow a set syllable pattern or rhyme scheme.</p> <p>It may be written on a range of themes.</p> <p>Refer to the KS2 key objectives and writing curriculum content for Year 6.</p>	

<p>Poem a day</p> <p>EYFS-Y6</p>
<p>The expectation is to read a poem to your class everyday. This can be used in one of the following ways:</p> <ul style="list-style-type: none"> • To support the current learning • Brief discussion about the poem (intention, themes, mood/tone, word choice, etc) • Reading for pleasure

