



## Guidance and Expectations for Poetry at St George's Primary

### Teaching

Each year group is allocated three 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. When planning a unit of poetry, you should refer to the key objectives from the National Curriculum for each key stage (included in this document) as well as the specific components and features of each poetry type, which are outlined below. You should spend 2 weeks minimum on each poetry unit and follow the planning structure below:

1. 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.
2. Discuss – spend time discussing the subject matter & themes; the language use and patterns; the structure and organisation of the poem(s).
3. Review – write or verbalise poetry reviews, evaluations and allow children to comment on whether they liked/disliked a poem and why (Year 2 onwards).
4. Create – children then have the opportunity to **draft**, **edit** and **publish** their poems using the layout and language features the poetry type you are exploring.
5. 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.

To avoid duplicate teaching of poetry, please ensure you plan a unit of poetry following the poetry progression and curriculum below. The list of suggested poems for reading in class and performing have been allocated based on the poetry type for your year group and to avoid repetition between year groups. If you wish to read or perform a particular poem not on the list, please check with the English lead first prior to using with the class so that the poetry curriculum can be updated accordingly.

### Famous and Classic Poems

Each year group has also been allocated a range of 'famous' or 'classic' poems that children should have the opportunity to read aloud, discuss and perform off by heart (to an audience where possible) throughout the year. Teachers need to select at least 2 of these poems and allow the class to spend time reciting them off by heart for the purpose of performing. A written outcome for these poems does not need to be produced, unless staff choose to use it as part of one of their three poetry units.

### Glossary

Please see the end of this document for a glossary of terms useful when teaching poetry for your year group.

### Useful Dates:

7<sup>th</sup> October 2021 (Thursday) - National Poetry Day  
 21<sup>st</sup> March 2021(Sunday) – World Poetry Day



## Poetry Curriculum Overview

Each year group has been assigned three poetry types to teach as a writing unit in English through the academic year. Please see below for an outline. Further details to support teacher's when planning each poetry unit are provided in this document.

	Free Verse Poetry	Visual Poems	Structured Poems
EYFS	Short list poems (from T5)	Simple shape poems (from T5)	Reciting rhyming poems – nursery rhymes and narrative poems (reading & reciting only)
1	Alphabet List poem	Shape poem / concrete poems	Riddles
2	Poems using onomatopoeia and alliteration	Diamantes	Acrostic poems
3	Poems using similes		Limericks Question & Answer Poems
4	Poems using metaphors		kennings Haikus
5	Narrative poems		Cinquains or Tankas Rhyming couplets – whimsical/nonsense poetry
6	Poems using personification	Blackout poetry	Rhyming couplets – themed



### Famous / Classic Poems for children to perform off by heart

Please select a minimum of 2 to explore with the children and get them to recite from memory during an academic year. You could discuss them as part of a unit of guided reading sessions and perform at the end to another class or perform in an assembly or collective worship.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b><i>Two Little Dickie Birds</i></b>	<b><i>Now We Are Six</i></b> – AA Milne	<b><i>Buckingham Palace</i></b> -AA Milne	<b><i>On the Nong Ning Nang</i></b> - Spike Milligan	<b><i>Life Doesn't Frighten Me</i></b> - Maya Angelou	<b><i>The Tyger</i></b> - William Blake	<b><i>In Flander's Fields</i></b> - John McCrae
<b><i>Humpty Dumpty</i></b>	<b><i>I Opened a Book</i></b> - Julia Donaldson	<b><i>The Moon</i></b> -Robert Louis Stevenson	<b><i>The Crocodile</i></b> - Robert Louis Stevenson	<b><i>Please Mrs Butler</i></b> - Allan Ahlberg	<b><i>The Tale of Clustered the Dragon</i></b> - Ogden Nash	<b><i>Meeting Midnight</i></b> - Carole Ann Duffy
<b><i>Twinkle Twinkle Little Star</i></b>	<b><i>Tippy Tappy</i></b> - Michael Rosen	<b><i>The Rhythm of Life</i></b> - Michael Rosen	<b><i>The Adventures of Isabel</i></b> - Ogden Nash	<b><i>The Quangle Wangle's Hat</i></b> - Edward Lear	<b><i>The Highwayman</i></b> - Alfred Noyse	<b><i>The Way Through the Woods</i></b> - Rudyard Kipling
<b><i>Hot Cross Buns</i></b>	<b><i>The Morning Rush</i></b> - John Foster	<b><i>Plum</i></b> - Tony Mitton	<b><i>Nature Trail</i></b> - Benjamin Zephaniah	<b><i>From a Railway Carriage</i></b> - Robert Louis Stevenson	<b><i>The Charge of the Life Brigade</i></b> - Alfred Lord Tennyson	<b><i>The Jabberwocky</i></b> - Lewis Carrol
<b><i>Incy Wincy Spider</i></b>	<b><i>Caterpillar</i></b> -Christina Rosetti	<b><i>Fruit Picking</i></b> - Jack Ousbey	<b><i>The Book</i></b> – Michael Rosen	<b><i>Sick</i></b> -Shel Silverstein	<b><i>Still I Rise</i></b> - Maya Angelou	<b><i>McCavity: The Mystery Cap</i></b> - T.S Eliot
<b><i>Sing a Song of Sixpence</i></b>	<b><i>Here is the Seed</i></b> - John Forster	<b><i>See Me Walking</i></b> - Clive Webster	<b><i>Leap Like a Leopard</i></b> - John Forster	<b><i>Mr Moore</i></b> -David Harmer	<b><i>Words Are Ours</i></b> - Michael Rosen	<b><i>Ozymandias</i></b> by Percy Bysshe Shelley

# St George's Poetry Progression



Year Group		Reading NC Objectives	Writing NC Objectives	Famous Classic Poems to Read and Perform
EYFS	Reception	<ul style="list-style-type: none"> <li>To listen, and respond to, a range of poetry around a theme.</li> <li>To look at rhyme within poems.</li> <li>To collect words that rhyme.</li> </ul>	<ul style="list-style-type: none"> <li>enjoy making up funny sentences and playing with words;</li> <li>look carefully at experiences and choose words to describe</li> <li>make word collections or use simple repeating patterns</li> </ul>	<p><i>Choose at least 2 from the list below to read and perform off by heart at some point during the year:</i></p> <p><b><i>Two Little Dickie Birds, Humpty Dumpty, Twinkle Twinkle Little Star, Hot Cross Buns, Incy Wincy Spider, Sing a Song of Sixpence</i></b></p>
		Type of Poetry and Features		Writing Suggestions
		Free Verse	<p>A list poem does exactly as described and collects content in a list form. List poems don't have any fixed rhyme or rhythmic pattern.</p>	<p>From Term 5, children will experiment with writing lists in the form of a poem based on a familiar experience or setting. Templates can be given so that children finish the line in their poem.</p> <p>e.g. In winter I can see... My favourite ....</p>
		Visual Shape poem	<p>The poem usually describes an object. The poem is presented in the shape of the object which it is describing.</p> <p>The layout may either be with the words inside a shape or around the outline of the shape.</p> <p>Concrete poems should not be confused with calligrams (where individual words take on a shape that reveals their meaning).</p>	<p>From Term 5, children will experiment and explore creating simple shape poems using adjectives to describe them, given a template.</p> <p>e.g. leaves, weather, animals, food</p>
		Structured	<p>Children will be immersed in structured rhyming poetry throughout the year, including well-known 'narrative poems' (story books) such as Julia Donaldson books.</p> <p>Discussion and oral work linked to rhyme and spotting words that rhyme.</p>	

# St George's Poetry Progression



Year Group		Reading NC Objectives	Writing NC Objectives	Famous Classic Poems to Read and Perform
Key Stage 1	Year 1	<ul style="list-style-type: none"> <li>To listen to and discuss a wide range of poems at a level beyond that at which they can read independently.</li> <li>To learn to appreciate rhymes and poems commenting on rhymes, word choice, humour and favourite poems.</li> <li>Usually joins in with reciting some by heart.</li> <li>To comment on things that interest them. To say what they like or dislike about a text.</li> <li>With support, to justify their views about a poem they have had read to them.</li> <li>To recognise patterns in texts, e.g. repeated patterns or phrases</li> </ul>	<ul style="list-style-type: none"> <li>Write sentences by:                             <ul style="list-style-type: none"> <li>- saying out loud what they are going to write about</li> <li>- composing a sentence orally before writing it</li> <li>- sequencing sentences to form short narratives</li> <li>- re-reading what they have written to check that it makes sense</li> </ul> </li> <li>Discuss what they have written with the teacher or other pupils</li> <li>Read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul>	<p><i>Choose at least 2 from the list below to read and perform off by heart at some point during the year:</i></p> <p><b>Now We Are Six</b> by AA Milne</p> <p><b>I Opened a Book</b> by Julia Donaldson</p> <p><b>Tippy Tappy</b> by Michael Rosen</p> <p><b>Caterpillar</b> by Christina Rossetti</p>
		Type of Poetry and Features	Writing Suggestions	Example Poems

# St George's Poetry Progression



	Free Verse	<p><b>Alphabet List Poem</b></p> <p>A list poem does exactly as described and collects content in a list form. List poems don't have any fixed rhyme or rhythmic pattern.</p> <p>List poems usually have a list in the middle, plus a few lines at the beginning and a few lines at the end. You can think of the beginning and end of a list poem like the top and bottom slices of bread in a sandwich.</p>	<p>Collect/explore new words beginning with each letter. Write an Alphabet list poem.</p> <p>Practise letter formation for letters of the alphabet (including capital letters)</p>	<p><b>A to Z</b> by Michaela Morgan</p> <p><b>The You Can Be A B C</b> – Roger Stevens</p> <p><b>A Monster Alphabet</b> by Gervase Phinn</p> <p><b>An Alphabet of Horrible Habits</b> by Colin West</p>
	Visual	<p><b>Shape Poem/ Concrete Poem</b></p> <p>The poem usually describes an object. The poem is presented in the shape of the object which it is describing.</p> <p>The layout may either be with the words inside a shape or around the outline of the shape.</p> <p>Concrete poems should not be confused with calligrams (where individual words take on a shape that reveals their meaning).</p>	<p>Create a poem in the shape of a noun (linked to a project) using a template if needed (ideas on twinkl) e.g. weather, oceans, seaside, seasons, animals</p> <p>The poem can just be words or phrases to describe the noun, then written as the outline shape or within a template of the shape.</p>	<p><b>The Shape I'm In</b> by James Carter</p> <p><b>Rhythm Machine</b> by Trevor Harvey</p> <p><b>Undersea Tea</b> by Tony Mitton</p> <p><b>+ more in The Works</b> (every kind of poem you will ever need for the literacy hour) by Paul Cookson</p>
	Structured	<p><b>Riddles</b></p> <p>The poem describes a noun (usually an object), but does not name it, i.e. it may describe a tiger as striped and furry.</p> <p>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?'</p> <p>The mood of the poem is light-hearted.</p>	<p>Write riddles and test them out on friends and family.</p> <p>Riddles about subjects they have experienced / matter to them / familiar objects e.g:</p> <p>animals, seasons, food, household objects</p>	<p><b>What Am I?</b> by Jo Peters</p> <p><b>Animal Riddle</b> by Pie Corbett</p> <p><b>Teaser</b> by Tony Mitton</p> <p><b>Riddle</b> by John Foster</p>

# St George's Poetry Progression



Year Group		Reading NC Objectives		Writing NC Objectives	Famous Classic Poems to Read and Perform
Key Stage 1	Year 2	<ul style="list-style-type: none"><li>Listen to, discuss and express views about a wide range of contemporary and classic poetry</li><li>Recognise simple recurring literary language in poetry</li><li>Discuss and clarifying the meanings of words, linking new meanings to known vocabulary</li></ul> <ul style="list-style-type: none"><li>Discuss their favourite words and phrases</li><li>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li><li>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li></ul>		<ul style="list-style-type: none"><li>Develop positive attitudes towards and stamina for writing by: writing poetry</li><li>Consider what they are going to write before beginning by:<ul style="list-style-type: none"><li>planning or saying out loud what they are going to write about</li><li>writing down ideas and/or key words, including new vocabulary</li></ul></li><li>Read aloud what they have written with appropriate intonation to make the meaning clear.</li></ul>	<i>Choose at least 2 from the list below to read and perform off by heart (using actions if needed).</i>  <b>Buckingham Palace</b> by AA Milne  <b>The Moon</b> by Robert Louis Stevenson  <b>The Rhythm of Life</b> by Michael Rosen  <b>Plum</b> by Tony Mitton
			Type of Poetry and Features	Writing Suggestions	Example Poems
		Free Verse	Onomatopoeia and alliteration	Onomatopoeia, according to the Oxford Dictionary, is the 'formation of a word which describes its sound'. Examples of onomatopoeic words include sizzle, clap, moo, roar, etc.  It is a common feature in many poems written with children in mind. The onomatopoeia can sometimes form a refrain, that repeats through the poem, providing structure.	Firework, bonfire night poetry The noises around a house / outside Poem about a science experiment A poem about the senses

# St George's Poetry Progression



		Visual Diamantes	<p>The poem is presented in the shape of a diamond:</p> <ul style="list-style-type: none"> <li>o Line 1: Beginning subject;</li> <li>o Line 2: Two adjectives about line 1;</li> <li>o Line 3: Three verbs or words ending '-ing' about line 1;</li> <li>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;</li> <li>o Line 6: Two adjectives about line 7;</li> <li>o Line 7: End subject.</li> </ul> <ul style="list-style-type: none"> <li>• Precise verbs and adjectives are used in the relevant lines indicated above.</li> <li>• Each line starts with a capital letter; commas are used between verbs and adjectives; no punctuation at the end of lines.</li> </ul>	<p>Ideas for teaching sequence at:</p> <p><a href="https://www.poetry4kids.com/?s=how+to+write+a+diamanté+poem">https://www.poetry4kids.com/?s=how+to+write+a+diamanté+poem</a></p> <p>Online interactive programme with example poems and activity to make diamante poems: <a href="https://www.readwritethink.org/search?s=diamante+poems">https://www.readwritethink.org/search?s=diamante+poems</a></p>	<p><i>Bike</i> <i>Shiny, quiet</i> <i>Pedalling, spinning, weaving</i> <i>Whizzing round corners, zooming along roads</i> <i>Racing, roaring, speeding</i> <i>Fast, loud Car</i></p>
		Structured Acrostic	<p>An acrostic poem is a type of poetry where the first, last or other letters in a line spell out a particular word or phrase. The most common and simple form of an acrostic poem is where the first letters of each line spell out the word or phrase.</p>	<p>Link to project theme?</p>	<p><b>An Acrostic</b> by Roger McGough</p> <p><b>Giant</b> by Jack Ousbey</p> <p><b>My Glasses</b> by John Hegley</p>



# St George's Poetry Progression



Year Group		Reading NC Objectives	Writing NC Objectives	Famous Classic Poems to Read and Perform
Lower Key Stage 2	Year 3	<ul style="list-style-type: none"> <li>Read books (poems) that are structured in different ways and reading for a range of purposes</li> <li>Identify themes and conventions in a wide range of books (<i>poems</i>)</li> <li>Prepare poems to read aloud and to perform, showing understanding through  intonation, tone, volume and action</li> <li>Discuss words and phrases that capture the reader's interest and imagination</li> <li>Recognise some different forms of poetry (for example, free verse, narrative poetry)</li> <li>Participate in discussion about both books (<i>poems</i>) that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>	<ul style="list-style-type: none"> <li>discussing writing (forms of poems) similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> <li>Read aloud their own writing (poem), to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	<p><i>Choose at least 2 from the list below to read and perform off by heart (using actions if needed).</i></p> <p><b>On the Nong Ning Nang</b> by Spike Milligan</p> <p><b>The Crocodile</b> by Robert Louis Stevenson</p> <p><b>The Adventures of</b> -Isabel Ogden Nash</p> <p><b>Nature Trail</b> by Benjamin Zephaniah</p>
		Type of Poetry and Features	Writing Suggestions	Poem Examples

# St George's Poetry Progression



		Free Verse Simile Poem	<p>Simile is common poetic device. The subject of the poem is described by comparing it to another object or subject, using 'as' or 'like'. For example, the subject may be 'creeping as quietly as a mouse' or be 'sly, like a fox.'</p> <p>Keep the structure simple, non-rhyming and explore similes first. It may take the form of a 'list poem'.</p>	<p>Animal simile poem Colour simile poem On the ground simile poem</p>	<b><i>Leap Like a Leopard</i></b> by John Foster
		Structured Limericks	<p>The poem is five lines in length and follows the rhyme scheme AABBA.</p> <ul style="list-style-type: none"> <li>o Line 1: 7-10 syllables;</li> <li>o Line 2: 7-10 syllables;</li> <li>o Line 3: 5-7 syllables;</li> <li>o Line 4: 5-7 syllables;</li> <li>o Line 5: 7-10 syllables.</li> </ul> <p>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.</p> <p>Each line starts with a capital letter. Lines often end with a comma.</p> <p>The mood of this type of poem is comic, and it can even be nonsense.</p>	<p>Write limericks on famous book, tv or film characters.</p> <p>Write limericks based on made up people/characters.</p>	<p><b>Edward Lear limericks</b></p> <p><b><i>Spring Magic</i></b> by Judith Nicholls</p> <p><b><i>Short Visit, Long Stay</i></b> by Paul Cookson</p> <p><b><i>Limerick</i></b> by John Irwin</p>

# St George's Poetry Progression



		<p><b>Structured</b></p> <p><b>Question and Answer Poetry</b></p>	<p>Whilst this is not a traditional poetic structure it is one which poets for children use, often for comic effect.</p> <p>The poem is structured as a dialogue between two people. This kind of poem is great for performance as there are clear roles and voices within it and the children can have fun adding character to the lines. A simple q and a structure would work well with lower KS2 children.</p> <p>Create ideas using a whole class plan and provide a template for LA children.</p>	<p>PUPPY IN THE HOUSE</p> <p>Who broke the window? It wasn't me. Wag, wag! Who chewed the rug? It wasn't me. Lick, lick! Who made a puddle? It wasn't me. Woof, woof!</p>	<p><b><i>Why Must We Go to School?</i></b> by Allen Ahlberg</p> <p><b><i>Conversation</i></b> by Michael Rosen</p> <p><b><i>From Poems to Perform</i></b> by Julia Donaldson</p> <p><b><i>Conversation Piece</i></b> by Gareth Owen</p> <p><b><i>The Treasures</i></b> by Clare Bevan</p>
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# St George's Poetry Progression



Year Group		Reading NC Objectives	Writing NC Objectives	Famous Classic Poems to Read and Perform
Lower Key Stage 2	Year 4	<ul style="list-style-type: none"> <li>Read books (poems) that are structured in different ways and reading for a range of purposes</li> <li>Identify themes and conventions in a wide range of books (<i>poems</i>)</li> <li>Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>Discuss words and phrases that capture the reader's interest and imagination</li> <li>Recognise some different forms of poetry (for example, free verse, narrative poetry)</li> <li>Participate in discussion about both books (<i>poems</i>) that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>	<ul style="list-style-type: none"> <li>discussing writing (forms of poems) similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> <li>Read aloud their own writing (poem), to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	<p><i>Choose at least 2 from the list below to read and perform off by heart (using actions if needed).</i></p> <p><b>Life Doesn't Frighten Me</b> by Maya Angelou</p> <p><b>Please Mrs Butler</b> by Allan Ahlberg</p> <p><b>The Quangle Wangle's Hat</b> by Edward Lear</p> <p><b>From a Railway Carriage</b> by Robert Louis Stevenson</p> <p><b>Sick</b> by Shel Silverstein</p>
		Type of Poetry and Features	Writing Suggestions	

# St George's Poetry Progression



		Free Verse List Poem	<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 4. Alliteration and similes (non clichéd) should be expected and encouraged as children have come across this in Year 2 and 3.</p>	<p>Putting items into a box/suitcase</p> <p>Walking through a door into a different land/world</p> <p>Link to project</p>	<p><b><i>The Magic Box</i></b> by Kit Wright.</p> <p><b><i>The Sound Collector</i></b> by Roger McGough</p> <p><b><i>Ten Things Found in a Wizard's Pocket</i></b> by Ian McMillan</p> <p><b><i>Things I'd Do If It Weren't For Mum</i></b> by Tony Mitton</p> <p><b><i>The Teacher's Day in Bed</i></b> by David Orme</p>
		Structured Kennings	<p>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.</p> <p>Each line consists of one kenning. There is no set number of lines in each verse. The kennings should be ordered within the poem with consideration of the impact on the reader.</p>	<p>Teach metaphors explicitly first</p> <p>Encourage precise word choices and other features learned in previous years such as alliteration, similes.</p>	<p><b><i>Beowulf</i></b></p> <p><b><i>BEwARE! Poem from Zim Zam Zoom!</i></b> by James</p> <p><b><i>Carter Guess Who?</i></b> By Coral Rumble</p> <p><b><i>Squirrel</i></b> by Celia Warren</p>

# St George's Poetry Progression



		<p><b>Structured Haiku</b></p> <p>The haiku originates from Japan, and is similar in structure to a Tanka poem (year 5)</p> <p>The mood of a haiku is generally serious, and can relate to many themes, including nature or love. The line structure is as follows:</p> <p>Line 1: 5 syllables; Line 2: 7 syllables; Line 3: 5 syllables. (14 in total). Each line starts with a capital letter.</p>	<p>Write a Haiku linked to project/class text or for a specific theme-day.</p>	<p><b>Haikus</b> by Basho</p> <p><b>Four Seasons Haiku</b> by Adrian Henri</p> <p><b>Bumble-bee</b> by Angela Topping</p> <p><b>Policemand Haiku</b> by Roger Stevens</p>
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# St George's Poetry Progression



Year Group		Reading NC Objectives		Writing NC Objectives		Famous Classic Poems to Read and Perform	
Upper Key Stage 2	Year 5	<ul style="list-style-type: none"> <li>Continue to read and discuss an increasingly wide range of poetry</li> <li>Read books (poems) that are structured in different ways and for a range of purposes</li> <li>Make comparisons within and across books (poems)</li> <li>Learn a wider range of poetry by heart</li> <li>Prepare poems to read aloud/perform, showing understanding through intonation/tone/volume so that the meaning is clear to an audience</li> <li>Participate in discussions about books (poems) that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>Identify how language, structure and presentation contribute to meaning</li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>		<p>Follow the National Curriculum guidelines for writing in Upper Key Stage 2.</p> <p>Children should be encouraged to include a range of the poetic language features learned in KS1 and Lower Key Stage 2, and choose which are appropriate to use in their writing (authorial intent).</p>		<p><i>Choose at least 2 from the list below to read and perform off by heart (using actions if needed).</i></p> <p><b>The Tyger</b> by William Blake</p> <p><b>The Tale of Custard The Dragon</b> by Ogden Nash</p> <p><b>The Highwayman</b> by Alfred Noyes</p> <p><b>The Charge of the Lightbrigsade</b> by Alfred Lord Tennyson</p> <p><b>Still I Rise</b> by Maya Angelou</p> <p><b>Words Are Ours</b> by Michael Rosen</p>	
			Type of Poetry and Features	Writing Suggestions		Poem Examples	
		Free Verse Narrative Poems	A narrative poem in literature is a poem which tells a story. It has a full storyline with all the elements of a traditional story. These elements include characters, plot, conflict and resolution, setting and action. ... Narrative poems include old epics, lays and ballads.	Link to project or class text – could a story be changed into a narrative poem?		<p><b>The Highwayman</b> by Alfred Noyes</p> <p><b>Maggie and the Dinosaur</b> by Dave Ward</p> <p><b>Me and my Brother</b> by Michael Rosen</p>	

# St George's Poetry Progression



		Structured Cinquains or Tanka	<p>A cinquain poem is a verse of five lines that do not rhyme</p> <p>Line 1: 2 syllables Line 2: 4 syllables Line 3: 6 syllables Line 4: 8 syllables. Line 5: 2 syllables</p> <p>Tanka</p> <p>A Japanese form of five lines with 5, 7, 5, 7, and 7 syllables—31 in all.</p>	Consider a theme for the cinquains – linked to a project or theme/national/world celebration day.	<p><b><i>Cinquains Birds of a Feather</i></b> by Bernard Young</p> <p><b><i>School Trip</i></b> by Tracey Blance</p> <p><b><i>Yo You</i></b> by Angela Topping</p> <p><b><i>Tanka Silver Aeroplane</i></b> by John Foster</p> <p><b><i>Red</i></b> by Coral Rumble</p>
		Structured Rhyming Couplets	<p>Writing rhyming poetry is not easy, despite children's enthusiasm to want to create poems that rhyme further down the school. The rhyming words and rhythmic beats of each line need to be appropriate to the mood and theme of the poem. Possible structures include:</p> <p>Rhyming couplets: AA BB CC DD EE etc Alternate rhyming couplets: ABAB CDCD Unbounded couplets: A B C B</p>	Write a whimsical / light-hearted/ nonsense themed rhyming couplet poem (in Year 6 pupils will repeat this poem structure with a more serious tone/theme).	<p><b><i>Kicking up Leaves</i></b> by Matt Simpson</p> <p><b><i>My Brother Bert</i></b> by Ted Hughes</p> <p><b><i>Where do all the teachers go?</i></b> By Peter Dixon</p> <p><b><i>Alien's Stole my Underpants</i></b> by Brian Moses</p> <p><b><i>The Bonfire</i></b> by Eleanor Farjeon</p>



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Year Group		Reading NC Objectives	Writing NC Objectives	Famous Classic Poems to Read and Perform
Upper Key Stage 2	Year 6	<ul style="list-style-type: none"> <li>Continue to read and discuss an increasingly wide range of poetry</li> <li>Read books (poems) that are structured in different ways and for a range of purposes</li> <li>Make comparisons within and across books (poems)</li> <li>Learn a wider range of poetry by heart</li> <li>Prepare poems to read aloud/perform, showing understanding through intonation/tone/volume so that the meaning is clear to an audience</li> <li>Participate in discussions about books (poems) that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>Identify how language, structure and presentation contribute to meaning</li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>	<p>Follow the National Curriculum guidelines for writing in Upper Key Stage 2.</p> <ul style="list-style-type: none"> <li>Children should be encouraged to include a range of the poetic language features learned in KS1 and Lower Key Stage 2, and choose which are appropriate to use in their writing (authorial intent).</li> </ul>	<p><i>Choose at least 2 from the list below to read and perform off by heart (using actions if needed).</i></p> <p><b>In Flander's Fields</b> by John McCrae</p> <p><b>Meeting Midnight</b> by Carol Ann Duffy</p> <p><b>The Way Through the Woods</b> by Rudyard Kipling</p> <p><b>The Jabberwocky</b> by Lewis Carroll</p> <p><b>McCavity: The Mystery Cat</b> by T.S Eliot</p> <p><b>Ozymandias</b> by Percy Bysshe Shelley</p>
		Type of Poetry and Features	Writing Suggestions	Poem Examples

# St George's Poetry Progression



		Free Verse Personification	<p>In poetry, personification is used to allow non-human things to take on human traits and emotions. Poets can use personification to make inanimate objects, such as a mirror, express feelings and perform actions.</p> <p>In Year 6 children should have the opportunity to read a range of poems where personification is used and comment on why the author has chosen to do this.</p>	Free verse personification poems – link to projects.	<p><b><i>The Sea (is a hungry dog)</i></b> by James Reeves</p> <p><b><i>Children in Wartime</i></b> by Isobel Threlling</p> <p><b><i>For Forest</i></b> by Grace Nichols</p>
		Visual Blackout Poetry	<p>A blackout poem is when a poet takes a marker (usually black marker) to already established text--like in a newspaper--and starts redacting words until a poem is formed. The key thing with a blackout poem is that the text AND redacted text form a sort of visual poem.</p>	<p>Exploring with children how poetry can be used to project their 'voice' on issues important to them.</p> <p>Themes may include controversial issues such as climate change, racism, bullying, animal cruelty.</p>	

# St George's Poetry Progression



		Structured Rhyming Couplets	<p>Writing rhyming poetry is not easy, despite children's enthusiasm to want to create poems that rhyme further down the school. The rhyming words and rhythmic beats of each line need to be appropriate to the mood and theme of the poem. Possible structures include:</p> <p>Rhyming couplets: AA BB CC DD EE etc  Alternate rhyming couplets: ABAB CDCD  Unbounded couplets: A B C B</p>	<p>Write a more serious themed poem using a rhyming couplet structure from the suggestions.</p>	<p><b><i>Fire, Burn: and Cauldron Bubble</i></b> by William Shakespeare</p> <p><b><i>Matilda</i></b> by Hilaire Belloc</p> <p><b><i>Upon Westminster Bridge</i></b> by William Wordsworth</p> <p><b><i>McCavity: The Mystery Cat</i></b> by T.S Eliot</p> <p><b><i>The Evacuee</i></b> by Shirley Tomlinson</p>
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## St George's Poetry Progression



**Purposes for poetry:** 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, to persuade etc. The purpose for poetry should be discussed with pupils.

Poetic forms and devices	
Alliteration	<i>This is when words that start with the same sound are used repeatedly in a phrase or sentence</i>
Assonance	<i>This is the repetition of a vowel sound within nearby words</i>
Blackout poem	<i>This is when a poet takes a piece of text and crosses out much of the original text. The words left form a new poem.</i>
Ballad	<i>A poem or song that narrates a story in short stanzas. It may use rhythm and rhyme</i>
Calligram	<i>This is a word, phrase or poem that is presented in a visual way. This may be by the shape of the letters, some words or the whole poem which links to the meaning/theme of the words/poems.</i>
Cinquain	<i>A cinquain has a 5 line structure. It follows the pattern: Line 1: 2 syllables Line 2: 4 syllables Line 3: 6 syllables Line 4: 8 syllables Line 5: 2 syllables</i>
Comic Verse	<i>There are no fixed rules for rhyme and rhythm. Comic verse often involves a play on words and focuses on amusing the reader</i>
Concrete poem	<i>A poem that is written in the shape of the words on the page match the subject of the poem</i>
Conversation poems	<i>A poem that creates the appearance of a conversation that has been inserted into the structure of a poem.</i>
Couplet	<i>Two lines of a poem that have the same rhythm and rhyme</i>
Free verse	<i>Free verse poems do not follow particular forms and are without rhythm and rhyme. Some examples could be monologue, list poems, narrative</i>
Haiku	<i>This is a Japanese poem with the intention of evoking images. It follows the structure Line 1: 5 syllables Line 2: 7 syllables Line 3: 5 syllables</i>
Kennings	<i>A kenning describes the qualities of something using two-word phrases in the place of a noun. Kenning poems uses two-word phrases on each line and may include metaphors</i>
Limerick	<i>A five line comic verse where the 1<sup>st</sup>, 2<sup>nd</sup> and 5<sup>th</sup> line rhyme with each other and the 3<sup>rd</sup> and 4<sup>th</sup> line rhyme with each other</i>
List poem	<i>A list poem often has a list of words, phrases or sentences on a subject. They often have a starter word or sentence. E.g. For breakfast I will eat... Things that... Words and phrases are often repeated. It may or may not rhyme.</i>
Metaphor	<i>This is when something is described as being the same as an unrelated object. They are often used to create effects and images.</i>
Narrative	<i>A narrative poem tells a story. It may be free verse or involve rhythm and rhyme.</i>

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Onomatopoeia	<i>This is a word that describes its sound</i>
Personification	<i>This is when objects, animals and plants are given human qualities to help paint a picture in the reader's mind</i>
Quatrain	<i>A stanza with four lines where usually alternate lines rhyme</i>
Question and answer	<i>This is structured as a dialogue between two people and often follows the structure of a question followed by an answer.</i>
Rap	<i>This is a musical vocal delivery involving rhythm and rhyme</i>
Riddle	<i>This is generally presented as a puzzle to be solved. They may often have clues to a unknown object or person.</i>
Simile	<i>When something is compared to another thing using 'as' or 'like' to paint a picture in reader's mind</i>
Structured grammar poem	<i>A poem that follows a specific grammar structure. Children can then use this structure to create their own poem</i>
Tongue twister	<i>Short poems or lines that are hard to say because they use a lot of similar sounds</i>