

Poetry Progression 2021 - 2022

Through sharing, reading, writing and performing rhymes and poems, we aim to build children's emotional connection to language and the world around us. Poems are used throughout our curriculum to develop vocabulary, fluency, imagination and empathy. We also encourage children to review poetry – to form opinions about their own likes and dislikes and to understand and explain their preferences and respect the thoughts and feelings of others.

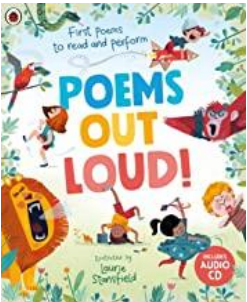
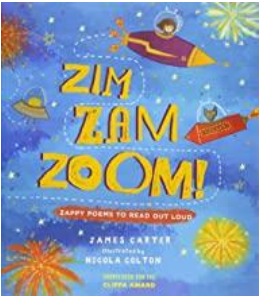
We are committed as a school to developing a love of reading and to reading aloud each day. Alongside our class picture books, novels and non-fiction books, we have two class poetry books to be shared throughout the year. Of course, teachers can add to the core books to further develop children's exposure and enjoyment of poetry.

We have identified a core set of poems for each year group. Each year group will learn by heart two poems to be performed for assembly or to be shared with parents or visitors. Children will also be encouraged to revisit poems previously learnt.

Each year group will encounter a varied selection of poems when used in reading lessons, where vocabulary and meaning can be explored and explained, together with the development of children's wider reading skills.

Poetry also forms part of our writing curriculum and each year group has three forms of poetry to explore and create. This allows children the opportunity to learn more about particular structures of poetry and allows them to write their own poems using a wide range of poetic devices. Children are encouraged to perform their own poetry alongside the poems learnt by their year group.

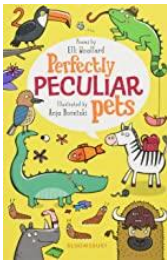
We also seek opportunities throughout the year for children to watch or hear poets reciting and discussing their own work.

EYFS	
Poems to Share	Rhymes, Poems and Songs to Perform
<p>Poems Out Loud - L Stansfield</p> 	<p>Incy Wincy Spider</p> <p>Dingle Dangle Scarecrow</p> <p>Grand Old Duke</p> <p>Humpty Dumpty</p> <p>Oat and Beans and Barley Grow</p>
<p>Zim Zam Zoom - J Carter & N Colton</p> 	

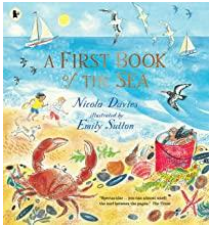
EYFS Rhymes, Songs and Poems to Perform

Incy Wincy Spider	Oats and Beans and Barley Grow	Dingle, Dangle Scarecrow	Humpty Dumpty
<p>Incy wincy spider climbed up the waterspout, Down came the rain and washed the spider out, Out came the sun and dried up all the rain, So Incy wincy spider climbed up the spout again.</p> <p>Incy wincy spider climbed up the waterspout, Down came the rain and washed the spider out, Out came the sun and dried up all the rain, So Incy wincy spider climbed up the spout again</p> <p style="text-align: center;">The Grand Old Duke of York</p>	<p>Oats and beans and barley grow Oats and beans and barley grow Do you or I or anyone know how oats and beans and barley grow?</p> <p>First the farmer plants the seeds Stands up tall and takes his ease Stamps his feet and claps his hands And turns around to view his land</p> <p>Oats and beans and barley grow Oats and beans and barley grow Do you or I or anyone know how oats and beans and barley grow?</p> <p>Then the farmer watches the ground Watches the sun shine all around</p>	<p>When all the cows were sleeping And the sun had gone to bed Up jumped the scarecrow And this is what he said</p> <p>I'm a dingle, dangle scarecrow With a flippy, floppy hat I can shake my hands like this I can shake my feet like that</p> <p>When all the hens were roosting And the moon behind a cloud Up jumped the scarecrow And shouted very loud</p> <p>I'm a dingle, dangle scarecrow With a flippy, floppy hat</p>	<p>Humpty Dumpty sat on a wall, Humpty Dumpty had a great fall, All the king's horses and all the king's men, Couldn't put Humpty together again.</p> <p>He fell off the wall - from the highest high - so high! He had a great fall - from the highest high - high! All the king's horses and all the king's men, Couldn't put Humpty together again.</p> <p>Humpty Dumpty sat on the ground, Humpty Dumpty looked all around, Gone were the chimneys and gone were</p>

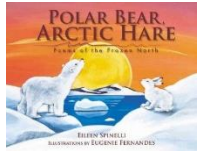
<p>Oh, the grand old Duke of York, He had ten thousand men, He marched them up to the top of The hill and he marched them down again.</p> <p>And when they were up they were up. And when they were down they were down. And when they were only half way up, They were neither up nor down.</p>	<p>Stamps his feet and claps his hands And turns around to view his land</p> <p>Oats and beans and barley grow Oats and beans and barley grow Do you or I or anyone know how oats and beans and barley grow?</p>	<p>I can shake my hands like this I can shake my feet like that</p>	<p>the roofs, All he could see was horses and hooves.</p> <p>He fell off the wall - from the highest high - so high!</p> <p>He had a great fall - from the highest high - high!</p> <p>All the king's horses and all the king's men, Couldn't put Humpty together again.</p>
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Year 1			
Poems to Share	Poems to Perform	Poems to Read	Poems to Write
<p>Perfectly Peculiar Pets - E Woollard & A Boretzki</p> 	<p>Water - Shirley Hughes</p> <p>Queue for the Zoo – Clare Beven</p>	<p>Spaghetti! Spaghetti! - Jack Prelutsky</p> <p>Feasts – Shirley Hughes</p> <p>There was a Crooked Man</p>	<p>Concrete</p> <p>A concrete poem is written in the shape of its subject. As form is the highest consideration here sometimes the poems consist of single words describing their subject rather than complete lines.</p>

A First Book of the Sea -
N Davies & E Sutton



Polar Bear, Arctic Hare-
Eileen Spinelli



Hands – Julia Donaldson

Rickety Train Ride
- Tony Mitton

In the dark, dark wood

Rhyming (Innovate a well-known rhyme)

Rhyming patterns can be in couplets where pairs of lines rhyme or can be alternate where every other line rhymes.

List Poem

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.

Water – Shirley Hughes

I like water.

The shallow, splashy, paddly kind,

The hold-on-tight-it's-deep kind.

Slosh it out of buckets,

spray it all around.

I do like water.

Queue for the Zoo – Clare Beven

Oh no!

There's a queue!

What shall we do?

Act like the animals In the zoo...

Growl like tigers,

Grizzle like bears,

Skip about like Mad March Hares,

Squirm like snakes,

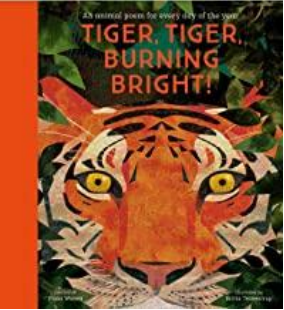
And squeak like rats,

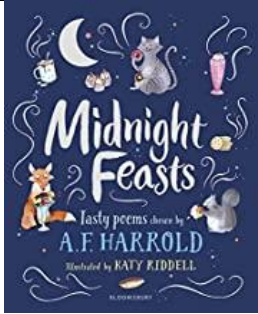
Flap our coats Like vampire bats,

Jump as high as A kangaroo...

I'm glad we're in a queue – Aren't you?

Year 2

Poems to Share	Poems to Perform	Poems to Read	Poems to Write
<p>Tiger Tiger Burning Bright - Fiona Waters</p>  <p>Midnight Feasts: Tasty poems chosen by A.F. Harrold</p>	<p>Daddy Fell into The Pond – Alfred Noyes</p> <p>Cats Sleep Anywhere – Eleanor Farjeon</p>	<p>Footprints in the Sand – B Williams</p> <p>A Tiny Burning Flame - Unknown</p> <p>Owl and the Pussy Cat – E Lear</p> <p>My Lonely Garden from Take off Your Brave – Nadim (aged 4)</p> <p>Cobwebs – Unknown</p> <p>Rumble in the Jungle – Giles Andre</p>	<p>Diamante</p> <p>A diamante is an unrhymed seven-line poem. The first and seventh line of the poem have one word and this word is a noun. The second and sixth lines have two words and these are adjectives connected to the first noun. The third and fifth lines have three words and these are verbs. The fourth line has four words and these are nouns.</p> <p>Acrostic</p> <p>An acrostic is a poem in which the first letters of each line spell out a word or phrase. Usually, the first letter of each line is capitalised. Acrostics do not have to rhyme and there is not set length or rhythm for each line.</p> <p>Shape Poem/Calligram</p>



A poem that is written in the shape of the words on the page match the subject of the poem

Year 2: Poems to Perform

When Daddy Fell into the Pond – Alfred Noyes

Everyone grumbled. The sky was grey.
We had nothing to do and nothing to say.
We were nearing the end of a dismal day,
And there seemed to be nothing beyond,
THEN
Daddy fell into the pond!

And everyone's face grew
merry and bright,

Cats Sleep Anywhere – Eleanor Farjeon

Cats sleep, anywhere,
Any table, any chair
Top of piano, window-ledge,
In the middle, on the edge,
Open drawer, empty shoe,
Anybody's lap will do,
Fitted in a cardboard box,
In the cupboard, with your frocks-

And Timothy danced for sheer delight.

"Give me the camera, quick, oh quick!

He's crawling out of the duckweed!"

Click!

Then the gardener suddenly

slapped his knee,

And doubled up, shaking silently,

And the ducks all quacked

as if they were daft,

And it sounded as if the old drake laughed.

Oh, there wasn't a thing that didn't respond

WHEN

Daddy fell into the pond!

Anywhere! They don't care!

Cats sleep anywhere.

Year 3

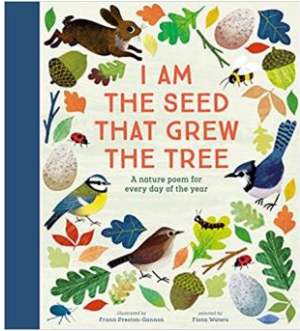
Poems to Share

Poems to Perform

Poems to Read

Poems to Write

I Am the Seed That Grew the Tree -
F Waters & F Preston-Gannon



Stars with Flaming Tails -
Valerie Bloom



The Sound Collector -
Roger McGough

The Adventures of Isabel -
Ogden Nash

The Dragon of Andor –
Reading Explorers

Mr Moore –
David Harmer

Ghost in the Garden -
Berlie Doherty

The Small Dragon -
Brian Patten

If Anger was an Animal -
The Emotional Menagerie

The Witch of Axon -
Reading Explorers

My Brother Might be Bigfoot-
Kenn Nesbitt

List

A list poem collects content in a list form. It can be purely a list without any transitional phrases. List poems don't have any fixed rhyme or rhythmic pattern – this is the poet's choice.

Clerihew

A clerihew is usually a humorous poem written about a specific person. It is a four-line comic verse with two rhyming pairs of lines with the rhyme scheme AABB. The First line of the poem will include the name of the person about whom the verse is written.

Simile Poem

When something is compared to another thing using 'as' or 'like' to paint a picture in reader's mind

Year 3: Poems to Perform

The Sound Collector – Roger McGough

A stranger called this morning
Dressed all in black and grey
Put every sound into a bag
And carried them away

The whistling of the kettle
The turning of the lock
The purring of the kitten
The ticking of the clock
The popping of the toaster
The crunching of the flakes
When you spread the marmalade
The scraping noise it makes

The hissing of the frying pan
The ticking of the grill
The bubbling of the bathtub
As it starts to fill
The drumming of the raindrops
On the windowpane
When you do the washing-up
The gurgle of the drain

The crying of the baby
The squeaking of the chair
The swishing of the curtain

The Adventures of Isabel – Ogden Nash

Isabel met an enormous bear,
Isabel, Isabel, didn't care,
The bear was hungry, the bear was ravenous,
The bear's big mouth was cruel and cavernous.
The bear said, Isabel, glad to meet you,
How do, Isabel, now I'll eat you!

Isabel, Isabel, didn't worry,
Isabel didn't scream or scurry.
She washed her hands and she straightened her hair up,
Then Isabel quietly ate the bear up.

Once in a night as black as pitch
Isabel met a wicked old witch.
The witch's face was cross and wrinkled,
The witch's gums with teeth were sprinkled.
Ho, ho, Isabel! the old witch crowed,
I'll turn you into an ugly toad!

Isabel, Isabel, didn't worry,
Isabel didn't scream or scurry,
She showed no rage and she showed no rancor,
But she turned the witch into milk and drank her

The creaking of the stair

A stranger called this morning

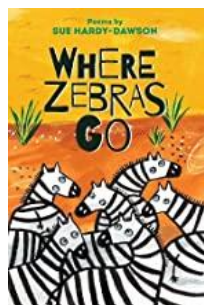
He didn't leave his name

Left us only silence

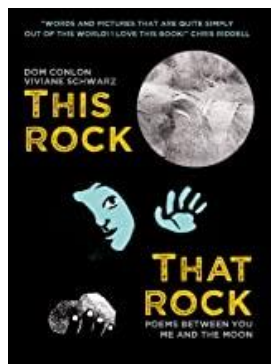
Life will never be the same

Poems to Share

Where Zebras Go – S Hardy-Dawson



This Rock, That Rock - D Conlon



Poems to Perform

Granny's Sugarcake – John Lyons

From a Railway Carriage – R L Stevenson

Poems to Read

It Couldn't Be Done - Edgar A Guest

The Jaberwocky – Lewis Carroll

The Sun – Wes Magee

Don't be scared – Carol Ann Duffy

There's an alien in the classroom – Gervais Phinn

Witches chant (Macbeth) – William Shakespeare

Poems to Write

Ryhming Couplets

Two lines of a poem that have the same rhythm and rhyme

Kennings

Kennings are a means of referring to people or objects without naming them directly. A Kenning names something by describing its qualities in a two-word compound expression (often consisting of a noun and a verb made into a noun using an -er ending). Kennings can be developed into a poem or a riddle.

Free Verse

Free verse poems have no rhyming structure and often don't have a particular rhythm or syllable patterns. Poets use line breaks, punctuation and

			the use of shorter and longer lines to convey meaning.
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Year 4: Poems to Perform

Granny's Sugarcake – John Lyons

Sugarcake!

Sugarcake!

Ah chile sweetie ting

a Trini granny could mek:

She grate de coconut,

put sugar in ah hot pot.

When it bubble-up like crazy

she stir in de coconut;

den she drop in some clove,

ah piece of cinnamon,

an few drops ah vanilla.

She screwin up she face,

keepin she yeye pon it.

She stirrin it,

From a Railway Carriage – R L Stevenson

Faster than fairies, faster than witches,

Bridges and houses, hedges and ditches;

And charging along like troops in a battle,

All through the meadows the horses and cattle:

All of the sights of the hill and the plain

Fly as thick as driving rain;

And ever again, in the wink of an eye,

Painted stations whistle by.

Here is a child who clammers and scrambles,

All by himself and gathering brambles;

Here is a tramp who stands and gazes;

And there is the green for stringing the daisies!

Here is a cart run away in the road

Lumping along with man and load;

she stirrin it
an she whole body shakin-up;
ah tellin yuh, meh Granny got riddum.

Wen de sugarcake ready,
she spoon it out
on greaseproof paper,

an is den meh mout begin to water
but de look meh Granny gimme
tell meh ah got to wait
fuh it to cool down good.

Sugarcake!
Sugarcake!
How ah love de sugarcake
meh Granny does mek

And here is a mill and there is a river:
Each a glimpse and gone for ever!

Year 5

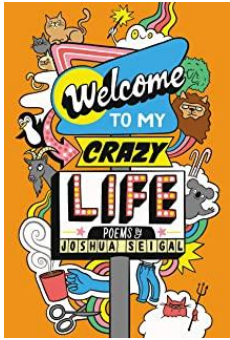
Poems to Share

Poems to Perform

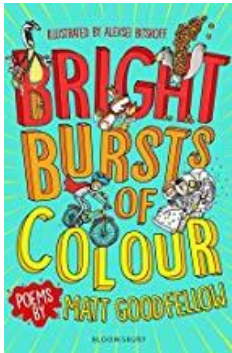
Poems to Read

Poems to Write

Welcome to My Crazy Life – J Seigal



Bright Bursts of Colour – M Goodfellow



Leisure –
W H Davies

Walking with My Iguana –
Brian Moses

Storm in a Rainforest –
Sally Garland

Autumn leaves –
James Mcinerney

The Sky Artist –
Grace Nichols

The British –
Ben Zephaniah

Whispering Waves –
National Poetry Library

Twas the night before Christmas -
Clement Clarke Moore

A Poem to be Spoken Silently –
Pie Corbett

kennings

kennings are a means of referring to people or objects without naming them directly. A kenning names something by describing its qualities in a two-word compound expression (often consisting of a noun and a verb made into a noun using an -er ending). kennings can be developed into a poem or a riddle.

Haiku

Haiku are seventeen syllable poems

Line 1: 5 syllables

Line 2: 7 syllables

Line 3: 5 syllables

The lines are separate and each contains a new thought. A haiku describes one moment of time. Haiku are visual poems usually about the natural world, and leave the reader with a picture.

Blackout

			<p>Blackout poetry is a form of 'found poetry' where the poet selects words from a printed text and omits the unwanted words. The chosen words will form a new poem - giving the original text a whole new meaning.</p>
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Year 5: Poems to Perform and Write

Walking with My Iguana – Brian Moses

I'm walking with my iguana.

I'm walking with my iguana.

When the temperature rises to above eighty-five,
my iguana is looking like he's coming alive.

Leisure – William Henry Davies

What is this life if, full of care,

We have no time to stand and stare?-

No time to stand beneath the boughs

And stare as long as sheep or cows:

So we make it to the beach,
my iguana and me,
then he sits on my shoulder as we stroll by the sea . . .
and I'm walking with my iguana.

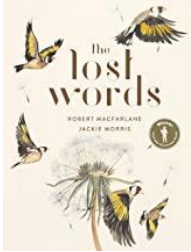

I'm walking with my iguana.
Well if anyone sees us we're a big surprise,
my iguana and me on our daily exercise,
till somebody phones the local police
and says I have an alligator tied to a leash.

When I'm walking with my iguana.
I'm walking with my iguana.
It's the spines on his back that make him look grim,
but he just loves to be tickled under his chin.
And I know that my iguana is ready for bed
when he puts on his pyjamas and lays down his sleepy head.

And I'm walking with my iguana.
Still walking with my iguana.
With my iguana...with my iguana...
and my piranha, and my Chihuahua, and my chinchilla, and my gorilla, my
caterpillar...
and I'm walking...with my iguana...with my iguana...with my iguana.

No time to see, when woods we pass,
Where squirrels hide their nuts in grass:
No time to see, in broad daylight,
Streams full of stars, like skies at night:
No time to turn at Beauty's glance,
And watch her feet, how they can dance:
No time to wait till her mouth can
Enrich that smile her eyes began?
A poor life this if, full of care,
We have no time to stand and stare.

Year 6

Poems to Share	Poems to Perform	Poems to Read	Poems to Write
<p>The Lost Words – R Macfarlane & J Morris</p>  <p>Belonging Street – M Coe</p> 	<p>The River – Valerie Bloom</p> <p>In Flanders' Fields – John McCrea</p>	<p>The Book – Michael Rosen</p> <p>My Grandma's Bonsai Tree – Ben Mayoh</p> <p>The Highwayman – Alfred Noyes</p> <p>The Listeners – Walter de la Mare</p> <p>The Hill We Climb – Amanda Gorman</p> <p>Raven – R Macfarlane</p> <p>Cloud Busting – Malorie Blackman</p> <p>Blackbird</p>	<p>Spoken Word</p> <p>Characterized by rhyme, repetition, improvisation, and word play, spoken word poems frequently refer to issues of social justice, politics, race, and community. Spoken word may draw on music, sound, dance, or other kinds of performance to connect with audiences.</p> <p>Narrative</p> <p>Narrative poems tell a story, usually about a very specific moment in time. They can be written in rhyme and with strict rhythmic pattern but are most often in free verse.</p> <p>Cinquain</p> <p>A cinquain has a 5 line structure. It follows the pattern: Line 1: 2 syllables</p>

		- John Foster	Line 2: 4 syllables Line 3: 6 syllables Line 4: 8 syllables Line 5: 2 syllables
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Year 6: Poems to Perform

The River – Valerie Bloom

The River's a wanderer.
 A nomad, a tramp,
 He doesn't choose one place
 To set up his camp.

The River's a winder,
 Through valley and hill
 He twists and he turns,
 He just cannot be still.

The River's a hoarder,
 And he buries down deep
 Those little treasures
 That he wants to keep.

In Flanders' Fields – John McCrea

In Flanders' fields the poppies blow
 Between the crosses, row on row,
 That mark our place; and in the sky
 The larks, still bravely singing, fly
 Scarce heard amid the guns below.

We are the Dead. Short days ago
 We lived, felt dawn, saw sunset glow,
 Loved and were loved, and now we lie
 In Flanders fields.

The River's a baby,
He gurgles and hums,
And sounds like he's happily
Sucking his thumbs.

The River's a singer,
As he dances along,
The countryside echoes
The notes of his song.

The River's a monster
Hungry and vexed,
He's gobbled up trees
And he'll swallow you next.

Take up our quarrel with the foe:
To you from failing hands we throw
The torch; be yours to hold it high.
If ye break faith with us who die
We shall not sleep, though poppies grow
In Flanders fields.