



South Farnborough Junior School - Poetry Curriculum.

Teaching

Each year group is allocated three poetry units a year to study, explore, create and perform throughout the year. These will be either free verse or structured poems. When planning a unit of poetry, you should refer to the key objectives from the National curriculum as well as the specific components and features of each poetry type which are outlined below. Each unit should be planned to follow the usual learning journey structure.

1. Stimulate and generate- Children should be immersed in the poem and have time to read, re-read, discuss, explore, review, perform, dramatise
2. Capture, sift and sort- children should unpick the poem and the structure and have a go at imitating certain language features, structures and styles.
3. Create, refine, evaluate- children need to create, draft, edit, redraft, perform, publish and evaluate their poems.

Famous and Classic Poems

Each year group has also been allocated a range of famous or classic poems that the children should have the opportunity to read aloud, discuss and perform **off by heart** (to an audience, where possible- class assemblies would provide a good opportunity for this) throughout the year. Teachers need to select one of these poems per term and allow the class time to spend reciting them off by heart for the purpose of performing. A written outcome for these poems does not need to be produced.

Purposes of Poetry

To convey information, to entertain, to share a story, to amuse, to reflect, to pass on cultural heritage, to pray with thanks, to celebrate, to praise, to persuade. The purpose of poetry should be discussed with pupils.

Glossary

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

Useful dates

National Poetry Day - 6th October 2022

World Poetry Day- 21st March 2023

Poetry Curriculum Overview

Year	Free Verse Poetry	Structured Poems (Visual for Yr6)	Structured Poems
3	Poems using similes	Limericks	Question and Answer Poems
4	Poems using metaphors	Kennings	Haikus
5	Narrative poems	Rhyming couplets- whimsical/nonsense poetry	Cinquains or Tankas
6	Poems using personification	Blackout poetry	Rhyming couplets- themed

Famous/Classic poems for children to perform off by heart.

Please select one a term to explore with children during guided reading sessions and get them to recite from memory and perform.

Year 3	Year 4	Year 5	Year 6
On the Nong Ning Nang by Spike Milligan	Life Doesn't Frighten Me by Maya Angelou	The Tyger By William Blake	In Flander's Fields by John McCree
The Crocodile by Robert Louis Stevenson	Please Mrs Butler by Allan Ahlberg	The Tale of Custard the Dragon by Ogden Nash	Meeting Midnight by Carol Ann Duffy
The adventures of Isabel by Ogden Nash	The Quangle Wangle's Hat by Edward Lear	The Highwayman by Alfred Noyes	The Way Through the Woods by Rudyard Kipling
Nature Trail by Benjamin Zephaniah	From a Railway Carriage by Robert Louis Stevenson	The Charge of the Lightbrigade by Alfred Lord Tennyson	The Jabberwocky by Lewis Carroll
The Book by Michael Rosen	Sick by Shel Silverstein	Still I Rise by Maya Angelou	McCavity: The Mystery Cat by T.S Eliot
Leap like a Leopard by John Foster	Mr Moore by David Harmer	Words Are Ours by Michael Rosen	Checking out me History by John Agard

Year Group	Reading NC Objectives	Writing NC Objectives	
Year 3	<ul style="list-style-type: none"> • Read books (poems) that are structured in different ways and reading for a range of purposes. • Identify themes and conventions in a wide range of books (poems) • Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action • Discuss words and phrases that capture the reader’s interest and imagination • Recognise some different forms of poetry (for example, free verse, narrative poetry) • Participate in discussion about both books (poems) that are read to them and those they can read for themselves, taking turns and listening to what others say. 	<ul style="list-style-type: none"> • 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 • Discussing and recording ideas • 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 	
	Type of poetry and Features	Writing suggestions	Examples
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</p> <p>Colour simile poem</p> <p>On the ground simile poem</p>	<p>Leap Like a Leopard by John Foster</p> <p>On the ground simile poem</p>
Structured Limericks	<p>The poem is five lines in length and follows the rhyme scheme AABBA.</p> <ul style="list-style-type: none"> • 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. <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. 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.</p>	<p>Write limericks on famous book, tv or film characters.</p> <p>Write limericks based on made up people/characters.</p>	<p>Edward Lear limericks</p> <p>Spring Magic by Judith Nicholls</p> <p>Short Visit, Long Stay by Paul Cookson</p> <p>Limerick by John Irwin</p>
Structured Question and Answer poetry	<p>Whilst this is not a traditional poetic structure it is one which poets for children use, often for comic effect. 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.</p>	<p>PUPPY IN THE HOUSE 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>Why Must We Go To School? by Allen Ahlberg</p> <p>I'm just going out by Michael Rosen</p> <p>Conversation Piece by Gareth Owen</p> <p>The Treasures by Clare Bevan</p>

Year Group	Reading NC Objectives	Writing NC Objectives	
Year 4	<ul style="list-style-type: none"> • Read books (poems) that are structured in different ways and reading for a range of purposes • Identify themes and conventions in a wide range of books (poems) • Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action Discuss words and phrases that capture the reader’s interest and imagination • Recognise some different forms of poetry (for example, free verse, narrative poetry) • Participate in discussion about both books (poems) that are read to them and those they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> • 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 • Discussing and recording ideas • 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 	
	Type of poetry and Features	Writing suggestions	Examples
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.</p> <p>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>The Magic Box by Kit Wright</p> <p>The Sound Collector by Roger McGough</p> <p>Ten Things Found in a Wizard’s Pocket by Ian McMillan</p> <p>Things I’d Do If It Weren’t For Mum by Tony Mitton</p> <p>The Teacher’s Day in Bed 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.</p> <p>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.</p> <p>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>Chapter 4 of Cloud Busting by Malorie Blackman</p> <p>Beowolf BEwARe! Poem from Zim Zam Zoom! by James Carter</p> <p>Guess Who? By Coral Rumble</p> <p>Squirrel by Celia Warren</p>
Structured Haikus	<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.</p> <p>The line structure is as follows:</p> <p>Line 1: 5 syllables;</p> <p>Line 2: 7 syllables;</p> <p>Line 3: 5 syllables. (14 in total). Each line starts with a capital letter.</p>	<p>Write a Haiku linked to class text</p>	<p>Chapter 3 of Cloud Busting by Malorie Blackman</p> <p>Haikus by Basho</p> <p>Four Seasons Haiku by Adrian Henri</p> <p>Bumble-bee by Angela Topping</p> <p>Policeman Haiku by Roger Stevens</p>

Year Group	Reading NC Objectives	Writing NC Objectives	
Year 5	<ul style="list-style-type: none"> Continue to read and discuss an increasingly wide range of poetry Read books (poems) that are structured in different ways and for a range of purposes Make comparisons within and across books (poems) Learn a wider range of poetry by heart Prepare poems to read aloud/perform, showing understanding through intonation/tone/volume so that the meaning is clear to an audience 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 Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Identify how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 	<ul style="list-style-type: none"> 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). 	
	Type of poetry and Features	Writing suggestions	Examples
Free verse Narrative Poem	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?	The Highwayman by Alfred Noyes Maggie and the Dinosaur by Dave Ward Me and my Brother by Michael Rosen
Structured Cinquains or Tankas	A cinquain poem is a verse of five lines that do not rhyme Line 1: 2 syllables Line 2: 4 syllables Line 3: 6 syllables Line 4: 8 syllables Line 5: 2 syllables Tanka A Japanese form of five lines with 5, 7, 5, 7, and 7 syllables—31 in all.	Consider a theme for the cinquains – linked to a project or theme/national/world celebration day.	Cinquains: Birds of a Feather by Bernard Young School Trip by Tracey Blance Yo You by Angela Topping Tankas: Silver Aeroplane by John Foster Red by Coral Rumble
Structured Rhyming couplets	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: Rhyming couplets: AA BB CC DD EE etc Alternate rhyming couplets: ABAB CDCD Unbounded couplets: A B C B	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).	Kicking up Leaves by Matt Simpson My Brother Bert by Ted Hughes Where do all the teachers go? By Peter Dixon Alien's Stole my Underpants by Brian Moses The Bonfire by Eleanor Farjeon

Year Group	Reading NC Objectives	Writing NC Objectives	
Year 6	<ul style="list-style-type: none"> Continue to read and discuss an increasingly wide range of poetry Read books (poems) that are structured in different ways and for a range of purposes Make comparisons within and across books (poems) Learn a wider range of poetry by heart Prepare poems to read aloud/perform, showing understanding through intonation/tone/volume so that the meaning is clear to an audience 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 Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Identify how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 	<ul style="list-style-type: none"> 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). 	
	Type of poetry and Features	Writing suggestions	Examples
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>The Sea (is a hungry dog) by James Reeves</p> <p>Children in Wartime by Isobel Thrilling</p> <p>For Forest by Grace Nichols</p>
Visual Blackout Poetry	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.	Exploring with children how poetry can be used to project their 'voice' on issues important to them. Themes may include controversial issues such as climate change, racism, bullying, animal cruelty.	
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.</p> <p>Possible structures include:</p> <p>Rhyming couplets: AA BB CC DD EE etc</p> <p>Alternate rhyming couplets: ABAB CDCD</p> <p>Unbounded couplets: A B C B</p>	Write a more serious themed poem using a rhyming couplet structure from the suggestions.	<p>Fire, Burn: and Cauldron Bubble by William Shakespeare</p> <p>Matilda by Hilaire Belloc</p> <p>Upon Westminster Bridge by William Wordsworth</p> <p>McCavity: The Mystery Cat by T.S Eliot</p> <p>The Evacuee by Shirley Tomlinson</p>

Glossary

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 1st, 2nd and 5th line rhyme with each other and the 3rd and 4th 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>

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>