

The Priestley Progress Path

Poetry



Placing learning at the heart of everything we do.



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:

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 of the poetry type you are exploring.
4. **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

Each year group has also been allocated a range of 'well-known' 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.

Year Group	Free Verse Poetry	Visual Poems	Structured Poems
EYFS	Short list poems	Simple shape poems	Reciting rhyming poems – nursery rhymes & narrative poems (reading & reciting only)
Yr1	Alphabet List poem	Shape poem / concrete poems	Riddles
Yr2	Poems using onomatopoeia and alliteration	Diamantes	Acrostic poems
Yr3	Poems using similes		Kennings & Question & Answer Poems
Yr4	Poems using metaphors		Limericks & Haikus
Yr5	Poems using personification		Cinquains or Tankas
Yr6	Narrative poems	Blackout poetry	Rhyming couplets – whimsical/nonsense poetry Rhyming couplets – themed

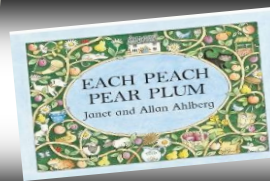
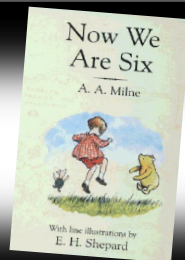
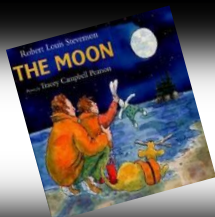
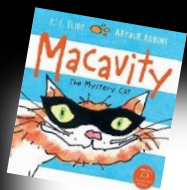
Famous / Classic Poems for children to perform off by heart We learn to recite poems from memory. We discuss them as part of a reading unit and perform them to other classes, year groups or perform in assemblies.



Year A

1,2,3 It's Good to Be Me	Now We Are Six by AA Milne	Buckingham Palace by AA Milne	The Coming of the Iron Man By Brenda Williams	Life Doesn't Frighten Me by Maya Angelou	Mirror by John Foster	The Highwayman by Alfred Noyes
Away in a Manger	I Opened a Book by Julia Donaldson	The Moon by Robert Louis Stevenson	The Adventures of Isabel By Ogden Nash	Please Mrs Butler by Allan Ahlberg	The Tale of Custard the Dragon by Ogden Nash	In Flander's Fields by John McCrae
Each Peach Pear Plum	Tippy Tappy by Michael Rosen	The Rhythm of Life by Michael Rosen	The Sound Collector by Rough Gough	The Quangle Wangle's Hat by Edward Lear	The Charge of the Light Brigade by Alfred Lord Tennyson	The Way Through the Woods by Rudyard Kipling
A Tiny Seed was Sleeping	The Morning Rush by John Foster	Plum by Tony Mitton	Cosmic Disco by Grace Nichols	Punctuating the Silence by John Agard	Still I Rise by Maya Angelou	Meeting Midnight by Carol Ann Duffy
There's a Tiny Caterpillar on a Leaf	Caterpillar by Christina Rossetti	Fruit Picking by Jack Ousbey	Instructions for Giants by John Rice	For Forest Grace Nichols	Words Are Ours by Michael Rosen	McCavity: The Mystery Cat by T.S Eliot
Little Rescuers - Postcode Poem	Here is the Seed by John Foster	See Me Walking by Clive Webster	Leap like a Leopard by John Foster	Mr Moore by David Harmer	Conversation Piece by Gareth Owen	Ozymandias by Percy Bysshe Shelley

A Selection From The Poetry Bookshelf

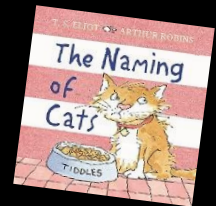
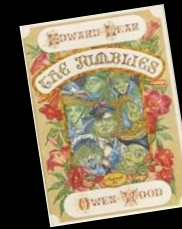
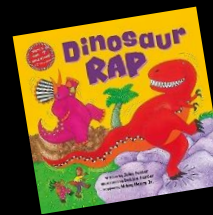
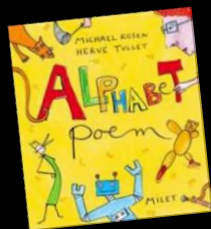
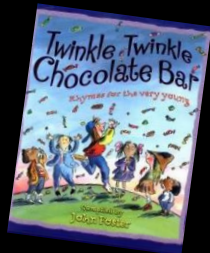




Year B

EYFS	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
<i>Miss Poly had a Dolly</i>	<i>Buttercup</i> by Mandy Cole	<i>If You Could See Laughter</i> by Mandy Cole	<i>The Hearer of this Poem</i> by Roger McGough	<i>Gran Can you Rap</i> by Jack Ousby	<i>The Listeners</i> by Walter de la Mare	<i>The Naming of Cats</i> by TS Eliot
<i>Twinkle Twinkle Chocolate Bar Book</i>	<i>Alphabet Poem</i> by Michael Rosen	<i>Fireworks</i> by Gervais Phinn	<i>Nature Trail</i> by Benjamin Zephaniah	<i>The Sun</i> by Wes Magee	<i>Matilda</i> by Hilaire Belloc	<i>Colour</i> by Christina Rossetti
<i>10 Dancing Dinosaurs</i> by John Foster	<i>The Star</i> by Jane Taylor	<i>The Dinosaur Rap</i> by John Foster	<i>The Magic Box</i> by Kit Wright	<i>The Treasures</i> by Clare Bevan	<i>Night Mail</i> by W H Auden	<i>If</i> by Rudyard Kipling
<i>Hot Cross Buns</i>	<i>Voices of Water</i> by Tony Mitton	<i>I'm Walking with my Iguana</i> by Brian Moses	<i>The City Jungle</i> by Pie Corbett	<i>Rum Tum Tiger</i> by T.S Eliot	<i>The Jumblies</i> by Edward Lear,	<i>Daffodils</i> by William Wordsworth
<i>One, Two Buckle My Shoe</i>	<i>My Colours</i> by Colin West	<i>The Wind</i> by Christina Rosseti	<i>On the Nong Ning Nang</i> by Spike Milligan	<i>The Ocean's Blanket</i> by Carol Ann Duffy	<i>The Tyger</i> by William Blake	<i>From a Railway Carriage</i> by Robert Louis Stevenson
<i>There was a Crooked Man</i>	<i>Hands</i> by Julia Donaldson	<i>Food Stop</i> by Benjamin Zephaniah	<i>Registration</i> by Alan Ahlberg	<i>The Witches Spell</i> Macbeth	<i>The Jabberwocky</i> by Lewis Carroll	<i>The Owl and the Pussycat</i> by Edward Lear

A Selection From The Poetry Bookshelf





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>
Diamante	
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>



Poetic forms and devices cont.

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 & 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>

Useful Websites

- <https://childrens.poetryarchive.org/>
- <https://www.bbc.co.uk/teach/school-radio/english-ks2-talking-poetry/z77vmfr>
- <https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-understanding-poetry/zdwxbdm>
- <https://www.ianbland.com/poems-to-learn-and-perform/>
- <https://www.bbc.co.uk/bitesize/articles/z3b6qfr>
- [https://www.poetryfoundation.org/poems/browse#page=1&sort by=recently added&filter poetry children=1](https://www.poetryfoundation.org/poems/browse#page=1&sort%20by=recently%20added&filter%20poetry%20children=1)