

Poetry will be taught both as a standalone unit and through the use of link texts which will allow children to use the language across different cross curricular contexts.

In each year group, children will be given opportunities for writing poems, reading and discussing poems and opportunities for performing poems

	National curriculum requirements	Poetry forms covered (For specific poems covered see English Reading Journey)
YR		<p><b>Rhyming words</b> – link to phonics phase 1</p> <p><b>Nursery Rhymes</b></p>
Y1	<p>- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>-learning to appreciate rhymes and poems, and to recite some by heart</p>	<p><b>Acrostic poems</b> The first of last letter in each line spell out a word. Most commonly, it is the first letter that spells out the word.</p> <p><b>Riddles</b> The poem describes a noun 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?’</p> <p><b>Shape poems</b> (Links to YR and phonics) – <b><u>Standalone unit- taught in Autumn 2</u></b> Poems that are in the shape of what they are about.</p>
Y2	<p>-listening to, discussing and expressing views about a wide range of contemporary and classic poetry</p> <p>-recognising simple recurring literary language in stories and poetry</p> <p>-continuing to build up a repertoire of poems learnt by heart</p> <p>-write poetry</p>	<p><b>Rhyming poems</b> ABAB complex rhyme (Links to YR/Y1)</p> <p><b>Diamantes - <u>standalone unit taught in Summer 2</u></b> The poem is presented in the shape of a diamond. The line structure is as follows: Line 1: Beginning subject; Line 2: Two adjectives about line 1; Line 3: Three verbs or words ending ‘-ing’ about line 1 Line 4: A short phrase about line 1, a short phrase about line Line 5: Three verbs or words ending ‘-ing’ about line 7; Line 6: Two adjectives about line 7; Line 7: End subject.</p> <p align="center"> <i>Bike</i>  <i>Shiny, quiet,</i>  <i>Peddalling, spinning, weaving</i>  <i>Whizzing round corners, zooming along roads</i>  <i>Racing, roaring, speeding</i>  <i>Fast, loud,</i>  <i>Car</i> </p>

Y3	<p>-listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>-preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>-recognising some different forms of poetry</p> <p>-listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>-preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>-recognising some different forms of poetry</p>	<p><b>Limericks</b></p> <p>The poem is five lines in length and follows the rhyme scheme AABBA. The line structure is as follows:  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> <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><b>Haikus</b></p> <p>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:  Line 1: 5 syllables;  Line 2: 7 syllables;  Line 3: 5 syllables.</p>
Y4		<p><b> kennings</b></p> <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. 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>E.G. <i>My Sister</i>  <i>Dummy-sucker</i>  <i>Teddy-thrower</i>  <i>Anything-chewer</i></p> <p><b>Y4 also look at Twelfth Night by William Shakespeare and will look at the poetical language used</b></p>
Y5	<p>-continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>-learning a wider range of poetry by heart</p> <p>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>	<p><b>Study of poetical devices – use of personification, onomatopoeia and metaphors</b></p> <p>Look at a range of poems from Joseph Coelho, Carol Ann Duffy, Grace Nichols</p> <p>Study of the poetical devices used.</p> <p><b>Free Verse – study of language</b></p> <p>Free verse does not follow a set syllable pattern or rhyme scheme. It may be written on a range of themes.</p>
Y6	<p>-Use knowledge of language from poetry to support increasing fluency and facilitate writing and comprehension</p>	<p>Each of the types of poems are studied in a standalone unit in Autumn 2 focusing on the use of metaphorical language and personification</p> <p><b>Free Verse – study of language</b></p> <p>Free verse does not follow a set syllable pattern or rhyme scheme. It may be written on a range of themes.</p> <p><b>Rhyming poems – study of language</b></p>