

# Belgrave St. Bartholomew's Academy

## Poetry Curriculum 2021/22



*"Being the best that we can be, together."*

*I can do all things through Him who strengthens me. Philippians 4:13*

### **Planning Sequence:**

Over the two week poetry unit, each year group will study two different types of poems (one poem per week). The first part of the week will be spent reading poetry; the second part will be spent writing poetry.

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Reading: Introduce poem/features	Reading: Share examples/discussion/understanding/inference	Writing: Plan/Draft	Writing: Draft/Edit	Writing: Wow Write/Perform

This sequence will then be repeated in the second week of the unit, with a different poetry type.

Examples of each poetry type can be found on Teams, however teachers can use their own examples. Where possible, please link the theme of the poem that your class writes to a current curriculum topic to embed cross-curricular learning.

## Progression in Poetry:

	Reading		Writing	
	Listen, discuss, respond	Understanding	Composition	Vocabulary, grammar and punctuation
Year 1	<ul style="list-style-type: none"> <li>- Listen and discuss a wide range of poems</li> <li>- Link to own experiences</li> <li>- Join in with predictable phrases</li> <li>- Appreciate rhymes and poems and recite some by heart</li> <li>- Discuss word meanings</li> <li>- Discuss significance of title and events</li> <li>- Participate in discussions</li> </ul>	<ul style="list-style-type: none"> <li>- Draw on background knowledge and vocabulary provided</li> <li>- Check text makes sense, correcting inaccurate reading</li> <li>- Infer and predict on the basis of what is said and done and has been ready so far</li> <li>- Explain understanding</li> </ul>	<p>Write sentences by:</p> <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> <p>Discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p><i>The national curriculum talks about composing sentences and sequences of sentences. Children could compose lines of poems and sequences of lines</i></p>	<ul style="list-style-type: none"> <li>- Leaving spaces</li> <li>- Joining words and clauses using and</li> <li>- Capital letters for names of people, places, days of week and the I</li> </ul>

	Reading		Writing	
	Listen, discuss, respond	Understanding	Composition	Vocabulary, grammar and punctuation
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 clarify the meanings of words, linking new meanings to known vocabulary</li> <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>- Draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>- Check that the text makes sense to them as they read and correct inaccurate reading</li> <li>- Make inferences on the basis of what is being said and done</li> <li>- Answer and ask questions</li> <li>- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>- writing poetry</li> </ul> <p>Consider what they are going to write before beginning by:</p> <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> <li>- encapsulating what they want to say, sentence by sentence</li> </ul> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>- evaluating their writing with the teacher and other pupils</li> <li>- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>- read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>- Explore exclamation marks, question marks, commas for lists, apostrophes (contraction and possessive)</li> <li>- Sentences with different forms: statement, question, exclamation, command</li> <li>- Expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>- The present and past tenses correctly and consistently including the progressive form</li> <li>- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> </ul>

	Reading		Writing	
	Listen, discuss, respond	Understanding	Composition	Vocabulary, grammar and punctuation
Year 3/4	<ul style="list-style-type: none"> <li>- Listen to and discuss a wide range of fiction, poetry</li> <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>- Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>- Ask questions to improve their understanding of a text</li> <li>- Draw inferences and justifying inferences with evidence</li> <li>- Identify main ideas drawn from more than one paragraph (<i>verse</i>) and summarising these</li> <li>- Identify how language, structure, and presentation contribute to meaning</li> </ul>	<p>Plan writing by:</p> <ul style="list-style-type: none"> <li>- discussing writing (<i>forms of poems</i>) 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> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence (<i>line</i>) structures</li> <li>- organising paragraphs (<i>verses</i>) around a theme</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>- assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>- proposing changes to grammar and vocabulary to improve consistency</li> </ul> <p>Read aloud their own writing (<i>poem</i>), to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<ul style="list-style-type: none"> <li>- Use a wider range of conjunctions, including when, if, because, although</li> <li>- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (<i>or repetition for effect</i>)</li> <li>- Conjunctions, adverbs and prepositions to express time and cause</li> <li>- Indicate possession by using the possessive apostrophe with plural nouns</li> <li>- Paragraphs (<i>verses</i>) as a way to group related material</li> <li>- Expanded noun phrases</li> </ul>

	Reading		Writing	
	Listen, discuss, respond	Understanding	Composition	Vocabulary, grammar and punctuation
Year 5/6	<ul style="list-style-type: none"> <li>- Continue to read and discuss an increasingly wide range of poetry</li> <li>- Read books (<i>poems</i>) that are structured in different ways and for a range of purposes</li> <li>- Increase familiarity with a wide range of books, (<i>poems</i>) from our literary heritage, and books (<i>poems</i>) from other cultures and traditions</li> <li>- Recommend books (<i>poems</i>) that they have read to their peers, giving reasons for their choices</li> <li>- Identify and discuss themes and conventions in and across a wide range of writing (<i>poetry</i>)</li> <li>- Make comparisons within and across books (<i>poems</i>)</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 (<i>poems</i>) that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> </ul>	<ul style="list-style-type: none"> <li>- Check that the book (<i>poem</i>) makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>- Ask questions to improve understanding</li> <li>- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</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> <li>- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>- Provide reasoned justifications for views.</li> </ul>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>- noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>- assessing the effectiveness of their own and others' writing</li> <li>- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul> <p>Proof-read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Indicate grammatical and other features (<i>as appropriate</i>) by:</p> <ul style="list-style-type: none"> <li>- using commas to clarify meaning or avoid ambiguity in writing</li> <li>- using hyphens to avoid ambiguity</li> <li>- using brackets, dashes or commas to indicate parenthesis</li> <li>- using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>- using a colon to introduce a list</li> </ul> <p>Layout devices</p>

**Year 1:**

<b>Poetry Type</b>	<b>Key Features</b>	<b>Challenge</b>
Acrostics	<ul style="list-style-type: none"><li>• The first or last letter in each line spell out a word. Most commonly, it is the first letter that spells the word.</li><li>• The acrostic links to a given theme, e.g. winter.</li><li>• Lines usually end with commas.</li></ul>	<ul style="list-style-type: none"><li>• Spell out a word using the last letter of each line.</li><li>• Include rhyme.</li><li>• Add further description</li></ul>
Rhyming Poems	<ul style="list-style-type: none"><li>• A rhyming poem can use a range of rhyming schemes (AABB, ABAB).</li><li>• Children should learn to mark the rhyme scheme of a poem using letters (AABB).</li></ul>	<ul style="list-style-type: none"><li>• Vary the rhyme scheme.</li></ul>

## Year 2:

Poetry Type	Key Features	Challenge:
Riddles	<ul style="list-style-type: none"><li>• The poem describes a noun but does not name it: a tiger described as stripped and furry).</li><li>• The last line addresses the reader with a question: 'What is it?'</li><li>• The mood of the poem is light-hearted.</li></ul>	<ul style="list-style-type: none"><li>• Write in first or third person.</li><li>• Include rhyme.</li></ul>
Rhyming Poems	<ul style="list-style-type: none"><li>• A rhyming poem can use a range of rhyming schemes (AABB, ABAB).</li><li>• Children should learn to mark the rhyme scheme of a poem using letters (AABB).</li></ul>	<ul style="list-style-type: none"><li>• Vary the rhyme scheme.</li></ul>

**Year 3:**

<b>Poetry Type</b>	<b>Key Features</b>	<b>Challenge:</b>
Calligrams (Shape Poems)	<ul style="list-style-type: none"><li>● The poem usually describes an object.</li><li>● The poem is presented in the shape of the object which it is describing.</li><li>● The layout may either be the words inside a shape or around the outline of the shape.</li></ul>	<ul style="list-style-type: none"><li>● Have a consistent number of syllables in each line.</li><li>● Use language devices such as: alliteration, similes or onomatopoeia.</li></ul>
Haiku  <i>The sky is so blue. (5)</i> <i>The sun is so warm up high. (7)</i> <i>I love the summer. (5)</i>	<ul style="list-style-type: none"><li>● The haiku originates from Japan.</li><li>● The mood is serious.</li><li>● The theme often relates to nature.</li><li>● Each line starts with a capital letter and ends with a full stop.</li><li>● Line structure:<ul style="list-style-type: none"><li>○ <i>Line 1: 5 syllables</i></li><li>○ <i>Line 2: 7 syllables</i></li><li>○ <i>Line 3: 5 syllables (14 in total)</i></li></ul></li></ul>	<ul style="list-style-type: none"><li>● Use rhyming words to end lines 1 and 3.</li></ul>

**Year 4:**

<b>Poetry Type</b>	<b>Key Features</b>	<b>Challenge:</b>
Limericks	<ul style="list-style-type: none"><li>● The poem is five lines in length and follows the rhyme scheme: AABBA</li><li>● Line structure:<ul style="list-style-type: none"><li>○ <i>Line 1: 7-10 syllables</i></li><li>○ <i>Line 2: 7-10 syllables</i></li><li>○ <i>Line 3: 5-7 syllables</i></li><li>○ <i>Line 4: 5-7 syllables</i></li><li>○ <i>Line 5: 7-10 syllables</i></li></ul></li><li>● The first line usually begins 'There was...' and the poem ends with a person or place.</li><li>● The last line is unusual or far-fetched.</li><li>● Each line starts with a capital letter and ends with a comma.</li><li>● The mood is comic/nonsense.</li></ul>	<ul style="list-style-type: none"><li>● Provide scaffolding with gapped words for LA.</li><li>● Write in a nonsense style, considering how nonsense words are similar to real words of the same meaning.</li></ul>

Diamantes

*Bike*  
*Shiny, quiet,*  
*Peddalling, spinning, weaving*  
*Whizzing round corners*  
*Zooming along road,*  
*Racing, roaring , speeding,*  
*Fast, loud*  
*Car*

- The poem is represented in the shape of a diamond.
- Line structure:
  - *Line 1: Beginning subject*
  - *Line 2: Two adjectives about line 1*
  - *Line 3: Three 'ing' verbs about line 1*
  - *Line 4: A short phrase linking line 1 and 7*
  - *Line 5: Three 'ing' verbs about line 7*
  - *Line 6: Two adjectives about line 7*
  - *Line 7: End subject*
- Each line starts with a capital letter.
- Commas between adjectives and verbs.

- Use precise adjectives and verbs.

**Year 5:**

<b>Poetry Type</b>	<b>Key Features</b>	<b>Challenge:</b>
<p>Cinquain</p> <p><i>Planet (2)</i> <i>Graceful, ringed (4)</i> <i>Spinning, twirling, whirling (6)</i> <i>Dances with neighbour Jupiter (8)</i> <i>Saturn (2)</i></p>	<ul style="list-style-type: none"><li>• The cinquain originates from Japan.</li><li>• Each line starts with a capital letter and ends with a full stop.</li><li>• Line structure:<ul style="list-style-type: none"><li>○ <i>Line 1: 2 syllables</i></li><li>○ <i>Line 2: 4 syllables</i></li><li>○ <i>Line 3: 6 syllables</i></li><li>○ <i>Line 4: 8 syllables</i></li><li>○ <i>Line 5: 2 syllables</i></li></ul></li><li>• Each line starts with a capital letter.</li><li>• Commas between adjectives and verbs.</li></ul>	<ul style="list-style-type: none"><li>• Use rhyme.</li><li>• Use figurative language.</li></ul>

<p>Narrative (Free Verse)</p>	<ul style="list-style-type: none"><li>• Does not follow a set verse pattern, syllable pattern or rhyme scheme.</li><li>• Tells a story.</li><li>• Includes characters, setting and plot.</li><li>• Usually long poems.</li><li>• Feature a single speaker: the narrator.</li></ul>	<ul style="list-style-type: none"><li>• Use rhyme.</li><li>• Use figurative language.</li><li>• Use speech.</li><li>• Include both the voice of the narrator and characters.</li></ul>
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**Year 6:**

<b>Poetry Type</b>	<b>Key Features</b>	<b>Challenge:</b>
<p>Kennings</p> <p><i>My Sister</i></p> <p><i>Dummy-sucker</i></p> <p><i>Teddy-thrower</i></p> <p><i>Anything-chewer</i></p> <p><i>Slave employer</i></p> <p><i>Dolly-hugger</i></p> <p><i>Calm-destroyer</i></p>	<ul style="list-style-type: none"><li>• A 'kenning' is a two-word phrase that describes an object.</li><li>• A type of riddle that describes something or someone.</li><li>• Each line consists of one 'kenning'.</li><li>• There are no set numbers of lines or verses.</li><li>• The kennings should be ordered in consideration of impact on the reader.</li></ul>	<ul style="list-style-type: none"><li>• Precise word choices.</li><li>• Use figurative language devices: metaphors/alliteration.</li></ul>

Imagery (Free Verse)

- Does not follow a set verse pattern, syllable pattern or rhyme scheme.
- Descriptive poems that appeal to readers' senses and imagination.
- Includes the five senses.
- Includes figurative language.
- The poem can represent an idea, object or action.

- Precise word choices.