

Belgrave St. Bartholomew's Academy

Poetry Curriculum 2022/23



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

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

Planning Sequence:

Three (one week) poetry units will be taught over the year (one per term). Children will learn about a different type of poetry in each unit. The first part of the week will be spent reading poetry; the second part will be spent writing poetry.

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

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.

Some poem types are repeated in year groups to embed, and build on, previous learning.

Progression in Poetry:

Year 1

		Objectives
Reading	Listen, Discuss, Respond	I can recite some poems by heart.
		I can show my enthusiasm for listening and responding to rhymes and poems.
		I can participate in discussion about poetry.
		I can recognise simple, recurring literary language in poetry.
	Understanding	I can answer and ask questions about poetry.
		I can make inferences on the basis of what is being said and done.
Writing	Composition	I can check that the poem makes sense as I read and correct inaccurate reading.
		I can plan and say out loud what I am writing about.
		I can write down ideas and key words, including new vocabulary.
		I can encapsulate what I want to say, line by line.
Performing	Performance Skills	I can evaluate my writing with a teacher or other pupils.
		I can read aloud what I have written with appropriate intonation to make the meaning clear.

Year 2

		Objectives
Reading	Listen, Discuss, Respond	I can continue to build a repertoire of poems learnt by heart.
		I can show my enthusiasm for listening and responding to rhymes and poems.
		I can participate in discussion about poetry.
		I can recognise simple, recurring literary language in poetry.
	Understanding	I can answer and ask questions about poetry.
		I can make inferences on the basis of what is being said and done.
Writing	Composition	I can check that the poem makes sense as I read and correct inaccurate reading.
		I can plan and say out loud what I am writing about.
		I can write down ideas and key words, including new vocabulary.
		I can encapsulate what I want to say, line by line.
Performing	Performance Skills	I can evaluate my writing with a teacher or other pupils.
		I can read aloud what I have written with appropriate intonation to make the meaning clear.

Year 3/4

		Objectives
Reading	Listen, Discuss, Respond	I can identify and name some different forms of poetry.
		I can identify themes and conventions in a range of poetry.
		I can discuss words and phrases that capture the reader's interest and imagination.
	Understanding	I can ask questions to improve understanding of poetry.
		I can draw inferences and justify inferences with evidence.
		I can identify how language, structure and presentation contribute to meaning.
Writing	Composition	I can discuss writing similar to which I am planning to write to learn from its structure, vocabulary and grammar.
		I can compose and rehearse sentences orally building a varied and rich vocabulary and an increasing range of line structures.
		I can organise verses around a theme.
		I can assess the effectiveness of own writing and suggest improvements.
Performing	Performance Skills	I can perform poems, using intonation, volume and tone, using drama approaches to aid understanding.

Year 5/6

		Objectives
Reading	Listen, Discuss, Respond	I can identify themes and conventions in and across a wide range of poetry.
		I can read poems that are structured in different ways and for a range of purposes.
		I can make comparisons within and across poems.
		I can participate in discussions about poems, building on their own and others' ideas and challenging views courteously.
	Understanding	I can ask questions to improve understanding of poetry.
		I can draw inferences, such as inferring characters' thoughts, feelings and motives from their actions, and justifying inferences with evidence.
		I can identify how language, structure and presentation contribute to meaning.
		I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
Writing	Composition	I can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
		I can note and develop initial ideas, drawing on reading and research where necessary.
		I can select appropriate grammar and vocabulary understanding how such choices can change and enhance meaning.
		I can assess the effectiveness of own writing and others', proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
Performing	Performance Skills	I can select and learn by heart an increasing range of age appropriate poems.
		I can prepare poems and plays to read aloud and to perform, show an increasing understanding through intonation, tone and volume so as to gain and maintain the attention of an audience.

Year 1:

Poetry Type	Key Features	Challenge
Rhyming Poems	<ul style="list-style-type: none">• A rhyming poem can use a range of rhyming schemes (AABB, ABAB).• Children should learn to mark the rhyme scheme of a poem using letters (AABB).	<ul style="list-style-type: none">• Vary the rhyme scheme.
Acrostics	<ul style="list-style-type: none">• The first or last letter in each line spell out a word. Most commonly, it is the first letter that spells the word.• The acrostic links to a given theme, e.g. winter.• Lines usually end with commas.	<ul style="list-style-type: none">• Spell out a word using the last letter of each line.• Include rhyme.• Add further description
Riddles	<ul style="list-style-type: none">• The poem describes a noun but does not name it: a tiger described as striped and furry).• The last line addresses the reader with a question: 'What is it?'• The mood of the poem is light-hearted.	<ul style="list-style-type: none">• Write in first or third person.• Include rhyme.

Year 2:

Poetry Type	Key Features	Challenge:
Rhyming Poems	<ul style="list-style-type: none">• A rhyming poem can use a range of rhyming schemes (AABB, ABAB).• Children should learn to mark the rhyme scheme of a poem using letters (AABB).	<ul style="list-style-type: none">• Vary the rhyme scheme.
Riddles	<ul style="list-style-type: none">• The poem describes a noun but does not name it: a tiger described as striped and furry).• The last line addresses the reader with a question: 'What is it?'• The mood of the poem is light-hearted.	<ul style="list-style-type: none">• Write in first or third person.• Include rhyme.
Calligrams (Shape Poems)	<ul style="list-style-type: none">• The poem usually describes an object.• The poem is presented in the shape of the object which it is describing.• The layout may either be the words inside a shape or around the outline of the shape.	<ul style="list-style-type: none">• Use language devices such as: alliteration• Use an expanded noun phrase

Year 3:

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

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 4:

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

<p>Diamantes</p> <p style="text-align: center;"><i>Bike</i> <i>Shiny, quiet,</i> <i>Pedalling, spinning, weaving</i> <i>Whizzing round corners</i> <i>Zooming along road,</i> <i>Racing, roaring , speeding,</i> <i>Fast, loud</i> <i>Car</i></p>	<ul style="list-style-type: none"> ● The poem is represented in the shape of a diamond. ● Line structure: <ul style="list-style-type: none"> ○ <i>Line 1: Beginning subject</i> ○ <i>Line 2: Two adjectives about line 1</i> ○ <i>Line 3: Three 'ing' verbs about line 1</i> ○ <i>Line 4: A short phrase linking line 1 and 7</i> ○ <i>Line 5: Three 'ing' verbs about line 7</i> ○ <i>Line 6: Two adjectives about line 7</i> ○ <i>Line 7: End subject</i> ● Each line starts with a capital letter. ● Commas between adjectives and verbs. 	<ul style="list-style-type: none"> ● Use precise adjectives and verbs.
<p>Narrative (Free Verse)</p>	<ul style="list-style-type: none"> ● Does not follow a set verse pattern, syllable pattern or rhyme scheme. ● Tells a story. ● Includes characters, setting and plot. ● Usually long poems. ● Feature a single speaker: the narrator. 	<ul style="list-style-type: none"> ● Use rhyme. ● Use figurative language. ● Use speech. ● Include both the voice of the narrator and characters.

Year 5:

Poetry Type	Key Features	Challenge:
<p>Haiku</p> <p><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></p>	<ul style="list-style-type: none"> • The haiku originates from Japan. • The mood is serious. • The theme often relates to nature. • Each line starts with a capital letter and ends with a full stop. • Line structure: <ul style="list-style-type: none"> ○ <i>Line 1: 5 syllables</i> ○ <i>Line 2: 7 syllables</i> ○ <i>Line 3: 5 syllables (14 in total)</i> 	<ul style="list-style-type: none"> • Use rhyming words to end lines 1 and 3.
<p>Kennings</p> <p><i>My Sister</i></p> <p><i>Dummy-sucker</i> <i>Teddy-thrower</i> <i>Anything-chewer</i></p> <p><i>Slave employer</i> <i>Dolly-hugger</i> <i>Calm-destroyer</i></p>	<ul style="list-style-type: none"> • A 'kenning' is a two-word phrase that describes an object. • A type of riddle that describes something or someone. • Each line consists of one 'kenning'. • There are no set numbers of lines or verses. • The kennings should be ordered in consideration of impact on the reader. 	<ul style="list-style-type: none"> • Precise word choices. • Use figurative language devices: metaphors/alliteration.

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

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

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