

Shawlands Primary School

Reading Policy

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Statement of intent:

At Shawlands Primary School, we prioritise reading. We are determined that every pupil will learn to read, regardless of their background, needs and abilities. We intend to create confident readers who have the ability to develop a deep and true understanding of what they read. It is important for us that children are able to comprehend at a high level. We aim to create a love of reading through encouraging reading at home and working closely with parents to do this is vital. We use a range of reading rewards and techniques to promote a love of reading throughout school.

Process of learning:

A High Quality Read Write Inc Guided Reading Session in Year 1

All children in Year 1 and the Year 2 phonics resit children are currently receiving daily Read Write Inc guided reading sessions four times a week. These sessions run as part of their phonics lessons and are linked to the current sounds that they are learning. The sessions include the children reading with a partner, staff reading to them and on the final session the children answer questions from the text. Each session the children read and identify green and red tricky words.

A High Quality Whole Class Guided Reading Session in Year 2 and above

There will be three novel sessions a week which will follow the VIPERS pedagogical process. These comprehension sessions will run for 30-45 minutes each. It is important that children are ready for a prompt start. There will be whole class teaching based on one content domain at a time however some sessions may touch on other VIPERS taught in previous sessions and where appropriate questions may include a maximum of two VIPERS. It will not be dictated but all content domains should be covered through the year. In one session a week, teachers will focus on an extract text. This is to allow a wider range of texts and also to give more support to our reading recovery groups.

What are VIPERS?

V – Vocabulary

I – Infer

P – Predict

E – Explain

R – Retrieve

S – Summarise

Comprehension week example of a new text

- | | |
|---|--|
| ➤ Day 1- text introduction – discussion around the text focussing on predictions | |
| ➤ Day 2- text- class discussion and teacher modelling of answering written questions focussing on retrieval | |
| ➤ Day 3- text – whole class reading and children to independently answer questions | |
| ➤ Day 4- Extract session – Teacher to focus on recovery group/bottom 20% of readers - minimum | |

Ideas for the structure of a High Quality Guided Reading Session

1. Book Introduction

Set a purpose for the reading with reference to learning objectives. Talk about genre/text type. Make connections to prior reading or previous session.

2. Strategy Check

Discuss strategies, making explicit reference to strategies children will use to help them decode and comprehend what they are reading. Encourage pupils to explain to each other how they will read new/unfamiliar words. Beginner readers will be prompted to use their developing phonic knowledge. Developing readers should be prompted to use comprehension skills; skimming, scanning, re-reading; checking for organisational features, etc. Also highlight any difficult vocabulary or choice of words by the author. These could be written in the children's word banks.

3. Return to the Text

Whole group consideration of text, reviewing the use of particular strategies, revisiting questions asked at the start of the session and encouraging the children to identify issues to be discussed or clarified.

4. Respond to the Text

Allow children time to respond to the text, develop and justify their opinions and explore personal preferences. Children to answer a minimum of 4 questions unless the content of the questions require lengthier answers.

Reading must be embedded throughout the curriculum – every lesson can be used to develop a purpose for reading as well as the application of the skills needed for decoding and comprehension.

Vocabulary

Find and explain the meaning of words in context

Example questions

- What do the words and suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....

Infer

Make and justify inferences using evidence from the text.

Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of show that they are
- How can you tell that.....
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when.....
- Who is telling the story?

Predict

Predict what might happen from the details given and implied.

Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

Explain

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does have on the audience?
- How does the author engage the reader here?
- Which words and phrases did effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?



Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did....?
- What happened to...?
- What does..... do?
- How is
- What can you learn from from this section?
- Give one example of.....
- The story is told from whose perspective?

Summarise

Summarise the main ideas from more than one paragraph

Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

Resourcing:

Texts are carefully selected from a range of age appropriate texts, exemptions can be made for lower-ability year groups. All texts can be found from each year group's topic reading lists. For the extract session, extracts may be linked to topic or be discrete.

Shawlands Reading Lists – Cycle A						
English leader – Hannah Darrington (January 2020)						
Year 1/2 Science History Geography	Autumn 1 Sail away with your Imagination Human body parts Countries in the UK	Autumn 2 Happily Ever After Materials	Spring 1 Around the World Seasonal Changes Christopher Columbus Weather around the world	Spring 2 Creepy Crawlies Animals including humans Joseph Locke Local and familiar features	Summer 1 Abracadabra Plants	Summer 2 Under the sea Animals including humans Titanic
WCGR texts	James and the Giant Peach Guy Fawkes fact files	Jolly Christmas postman The Nativity story	Arctic animals fact files Dragons in the city Australia postcard Mulan Christopher Columbus fact files	Life cycle of a butterfly fact file / explanation text The Cautious Caterpillar	Aladdin Walt Disney fact files	Sea creatures fact files Titanic newspaper reports

Shawlands Reading Lists – Cycle A						
English leader – Hannah Darrington (January 2020)						
Year 4 Science History Geography	Autumn 1 Romans	Autumn 2 Romans	Spring 1 Dinosaurs	Spring 2 Dinosaurs	Summer 1 Egypt	Summer 2 Egypt
Read aloud stories	The Iron Man – Ted Hughes		The Firework Makers Daughter – Phillip Pullman		Secrets of a Sun King – Emma Carroll	
May inform writing						
Guided reading stories	Alex Sparrow and the Really Big Stink – Jennifer Killick		The Train to Impossible Places – P.G. Bell		The Girl who Stole an Elephant – Nizwana Farook	

It is important where needed that teachers are creating questions based on content domains that mirror what question look like in SATS tests, both in wording and format. Below are examples of resources made from scratch. Expectations for differentiation are that this should be done through the level and wording of the questions, task type but NEVER through different texts. Tasks should be differentiated a maximum of 2 ways except where the differentiation is through outcome or support. At the top of each bank of questions the correct VIPER should clearly be shown. A minimum of 4/5 questions should be used unless the content of the questions requires a much lengthier answer.

Examples of Session 1 resources. These resources should be based around the content domain skill you are learning about in that cycle:

12.4.21

A Planet full of Plastic



Make a prediction:

1. What do you think the book will be about?
2. Do you think this is a fiction or non-fiction book?



Read the blurb

1. Can you find an example of alliteration?
2. What is hurting the planet?
3. What do we need to 'roll up'?

LO – to make predictions about what might happen from details stated and implied

Blurb

Welcome to the imaginative brain of OMAR!

You might not know me yet, but once you open this book you'll laugh so hard that snot will come out of your nose.*

*Snot not 100% guaranteed

It contains:

- A new school
- A stony class Bully
- A Dragon and a Zombie
- An eid feast (yay)
- AND Eid presents (double yay)
- A whole heap of TROUBLE...



1. What sort of story will it be?
2. Who might enjoy the story?
3. What do you predict will happen in the story? **Predict** why Omar might be an accidental trouble magnet


Examples of Session 3 resources.

These resources should both be worded and formatted in test style where possible. Each example shows how differentiation is done through questioning and resourcing. Example A's questions are all selected from the copied piece of text making it easier for the children to locate the questions independently and in example B the children will need to locate the questions from the book.

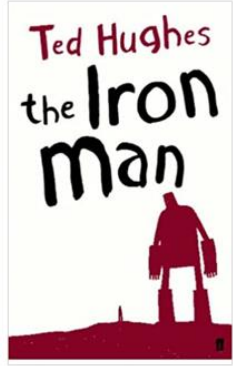
Iron Man page 3

ing, bumping, clanging, down on to the rocky beach far below.
A few rocks tumbled with him.
Then
Silence.
Only the sound of the sea, chewing away at the edge of the rocky beach, where the bits and pieces of the Iron Man lay scattered far and wide, silent and unmoving.
Only one of the iron hands, lying beside an old sand-logged washed-up seaman's boot, waved its fingers for a minute, like a crab on its back. Then it lay still.
While the stars went on wheeling through the sky and the wind went on tugging at the grass on the cliff-top and the sea went on boiling and booming.
Nobody knew the Iron Man had fallen.
Night passed.
Just before dawn, as the darkness grew blue and the shapes of the rocks separated from each other, two seagulls flew crying over the rocks. They landed on a patch of sand. They had two chicks in a nest on the cliff. Now they were searching for food.
One of the seagulls flew up – Aaaaaark! He had seen something. He glided low over the sharp rocks.

Retrieve



Ted Hughes
the Iron man



A

True or False

1. The bits and pieces of the Iron Man were scattered far and wide.
2. Hundreds of rocks fell off the cliff with the Iron Man.
3. Nobody knew the Iron Man had fallen.

Retrieval


1. What was found near a washed up seaman's boot?
2. What animal did the Iron Man's hands look like?
3. How many seagulls landed on the rocks?

LO – to retrieve and record information from fiction texts

Pg 3 - 8


1. Where was the Iron Man standing on the first page?
2. What did the gulls mistake the Iron Man's eye for? (page 4)
3. "the two gulls flew into the air with a frightening cry." – What had frightened the gulls?
4. Where had the Iron Man's missing ear gone?
5. What did the seagulls think the Iron Man's eye was?
6. **Summarise** the first chapter in one paragraph

Retrieve



B

Ted Hughes
the Iron man



Reading Extracts

At least one session of guided reading each week needs to be a lesson focussing on an extract, this allows the children to access more non-fiction texts and also gives them time to work more independently. During this session, your extract could be linked to topic, current events/themes or be discrete. Please use a range of exam style questions and where possible stick to a similar style of format for your questions. Throughout the session, time should be spent with your reading recovery group and your lower ability readers. Ensure your questions are differentiated to allow more independent work for the rest of the class.





You could find these extracts on Literacy Shed Plus, Vocabulary Ninja, Classroom secrets, Twinkl, TestBase or copy extracts from everyday resources e.g. newspapers, non-fiction books, leaflets. Top tip - Try and use snipping tool for your extracts and still using the VIPERs images and title for consistency.

Example of extract lesson questions



Monday 12th September

To retrieve information from a non-fiction text.

The true Antarctic species, those that breed on or near continental Antarctica			
Adelie penguin	Chinstrap penguin	Emperor penguin	Gentoo penguin
			
Height: 70cm - 27.5 inches Weight: 9kg - 11lb	Height: 68cm - 27 inches Weight: 4.5kg - 10lb	Height: 1.1m - 3.6ft Weight: 30kg - 66lb	Height: 71cm - 28 inches Weight: 5.5kg - 12lb
Breeding Season: November - February	Breeding Season: December - March	Breeding Season: April - December	Breeding Season: December - March
Distribution: Antarctic continent and sub-Antarctic islands. The second most southerly breeding penguin species.	Distribution: Sub-Antarctic and Antarctic islands, Antarctic Peninsula.	Distribution: Continental Antarctica on the sea-ice, the most southerly of all species of penguins.	Distribution: Falkland islands and south to the sub-Antarctic islands, the most northerly of the 4 Antarctic species.
Estimated population: 2.5 million breeding pairs	Estimated population: 6 million breeding pairs	Estimated population: 200,000 breeding pairs	Estimated population: 300,000 breeding pairs

- Which penguin weighs between 4.5kg-10lb?

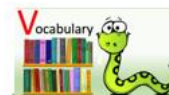
- True or False? The Emperor penguin breeds between December - March?

- Put the penguins in order from the largest to the smallest estimated population. The first one has been done for you.

Adelie penguin	
Chinstrap penguin	1
Gentoo penguin	
Emperor penguin	

- Which penguin is 'the most northerly of the 4 Antarctic species'?

The true Antarctic species, those that breed...	
in Antarctica	
on or next to continental Antarctica	
on or near continental Antarctica	



Thursday 18th November



Write the definitions for each of these words.

apocalyptic	
catastrophe	
derelict	
devastation	
dystopia	
evacuate	
futuristic	

Reading Timetable

At Shawlands we realise the importance of reading and ensure that it is timetabled accordingly. Below is our weekly reading timetable, this also shows our Drop Everything and Read (DEAR) sessions. During our DEAR sessions, we expect all children to be in class listening to the teacher read where possible.

	FS1	FS2	Aliens	Elephants	Heroes	Peacocks	Explorers	Cham's	Cobras	Ninjas	Philosophers	
9.00 – 9.15	Phonics	Phonics and Guided Reading	Phonics and Guided Reading	Phonics and Guided Reading	SPaG	Guided Reading	Target readers		Guided Reading		Guided Reading	
9.15 – 9.30										Guided reading		
9.30 – 9.45												
9.45 – 10.00		Individual readers										
10.00 – 10.15												
10.15 – 10.30												
10.45 – 11.00							Guided Reading	Guided Reading / Class Reader				
11.00 – 11.15												
11.15 – 11.30												
11.30 – 11.45	Story time											
11.45 – 12.00												
12.00 – 12.15										Reading for pleasure		
1.00 – 1.15		Reading Interventions		Handwriting/ Guided Reading	Guided Reading		DEAR story time	Silent Reading	Silent Reading	Silent reading		
1.15 – 1.30												
1.30 – 1.45												
1.45 – 2.00			Readers/Story			Readers						
2.00 – 2.15												
2.45-3.00				DEAR time	DEAR time		Library Time		DEAR story time			
3.00	Story Time	Story Time							DEAR time	DEAR time	DEAR time (When no assembly or groups)	

Reading Fluency

At Shawlands, we identify the importance of fluency and are constantly encouraging children to become fluent readers. When a child becomes a more fluent reader, the book content becomes clearer and their comprehension skills improve instantly. We use the Hertfordshire Reading Test to identify a child's reading level alongside the NFER tests for measuring comprehension. We also measure and record a child's fluency using Reading Progress on Microsoft Teams.

Children that are struggling with developing their fluency will be part of a focus group working on modelling and echoing fluency with an adult.

1:1 Reading

We expect children to read 1:1 with an adult at least once every fortnight. In KS1, we would expect children to read at least once per week with target readers being read to more often. Each child has a reading record that children, staff and parents can write comments in. This allows us to track the amount children are reading both in school and at home and gives us the opportunity to set targets that can be worked on. In children's records there are also the school's reading rewards system and our class recommended reads (See below). KS1 children who access phonics all have a Read Write Inc (RWI) phonics book that is matched to their phonetic ability and an additional book to take home that they can be supported with whilst reading to improve their fluency and comprehension. Children in Y2 that have passed phonics also have a more complexed RWI phonics book.

Expected reading book levels in KS1:

Ks1	FS2						Yr1						Yr2					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RWI	LILAC		RED		GREEN		PURPLE	PINK	orange	YELLOW	BLUE	GREY						
ORT	LILAC Level 1	PINK Level 1+	RED Level 2		YELLOW Level 3	L. BLUE Level 4	GREEN Level 5		ORANGE Level 6		Turquoise Level 7		PURPLE Level 8		GOLD Level 9	WHITE Level 10	LIME Level 11 & 12	

Expected reading book levels in KS2:

Ks2	Yr3						Yr4						Yr5						Yr6					
	Au 1	Au 2	Sp 1	Sp 2	Su 1	Su 2	Au 1	Au 2	Sp 1	Sp 2	Su 1	Su 2	Au 1	Au 2	Sp 1	Sp 2	Su 1	Su 2	Au 1	Au 2	Sp 1	Sp 2	Su 1	Su 2
OR T	BROWN N Level 8	BROWN N Level 9	BROWN Level 10	BROWN Level 11	GREY Level 12	GREY Level 13	GREY Level 14	BLUE Level 15		BLUE Level 16		DARK RED Level 17		DARK RED Level 18		DARK RED Level 19		DARK RED Level 20		FREE READER				

Developing a love of reading

Throughout school, we have encourage a love of reading. Our classrooms have engaging reading areas and reading displays. We have a school wishlist with a range of texts that we enjoy for parents and visitors to see where they could buy school a book if they wished to. We have a separate library on the school grounds, each class has access to the library weekly and can borrow a book before school once a week. If we ever raise money in school we try to spend this at our local book shop and take groups of children to select books that they wish to see in their reading areas.

Reading Rewards

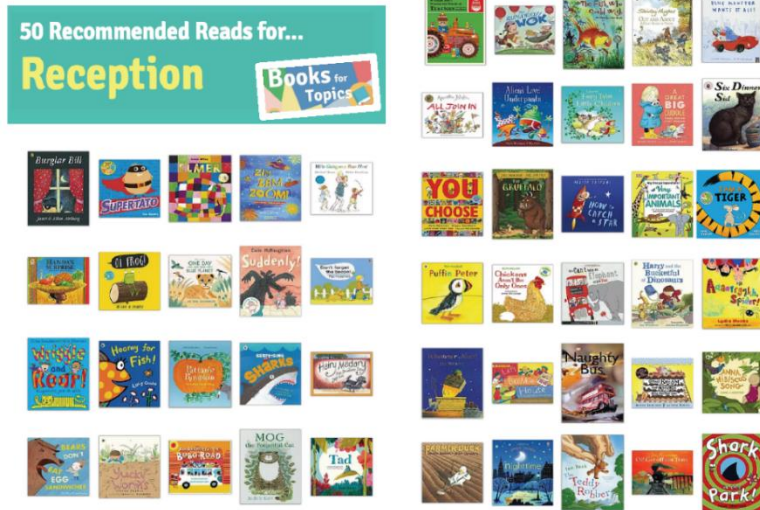
In school we notice that children thrive when they have a challenge to achieve. We have created a reading rewards scheme that engages children to read whilst also encouraging them to access different texts and give their thoughts and opinions on them. Children receive a certificate for completing each challenge.



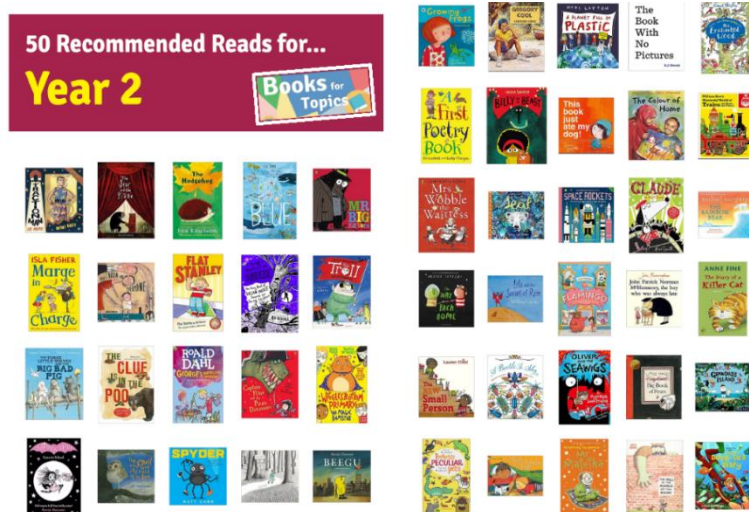
Shawlands' Recommended Reading Lists

At Shawlands, it is important that children have access to a wide range of age related texts that cover both fiction and non-fiction. Each class has a selection of texts in reading areas however we also have a list of texts that we would like children to have access to whilst in their year groups. For split classes, we expect the class teacher to have a selection of texts from each list.

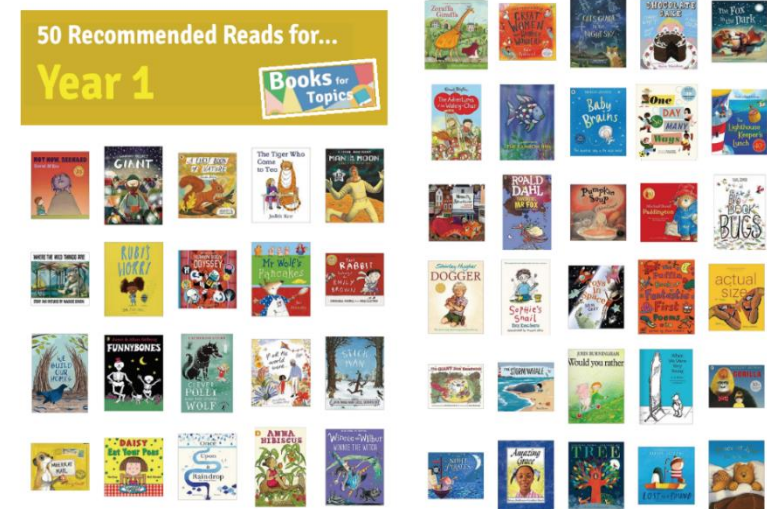
Early Years



Year 2



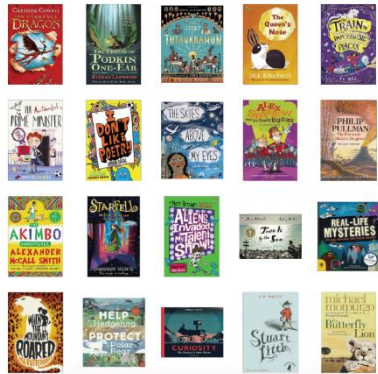
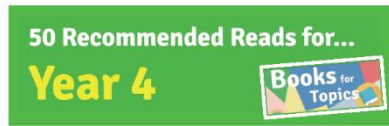
Year 1



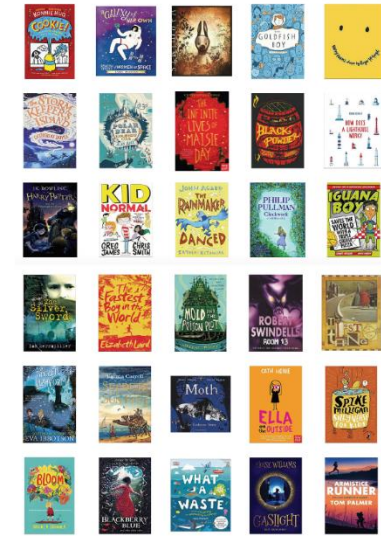
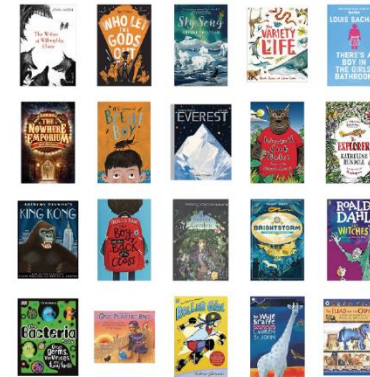
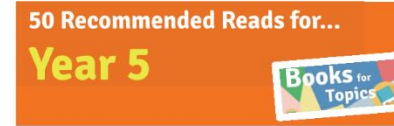
Year 3



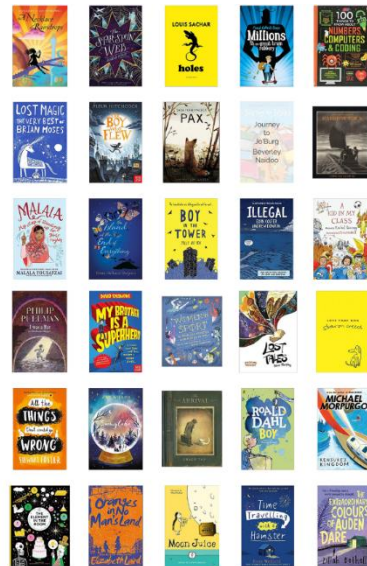
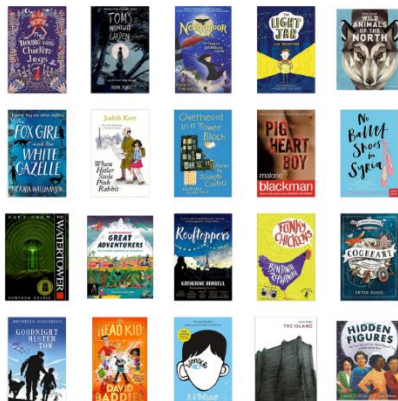
Year 4



Year 5



50 Recommended Reads for... Year 6



Year 6

Poetry at Shawlands Primary

Through sharing, reading, writing and performing rhymes and poems, we aim to build children's emotional connection to language and the world around us. Poems are used throughout our curriculum to develop vocabulary, fluency and prosody, imagination and empathy. We also encourage children to review poetry – to form opinions about their own likes and dislikes and to understand and explain their preferences and respect the thoughts and feelings of others.

We are committed as a school to developing a love of reading and to reading aloud each day. Alongside our class picture books, novels and non-fiction books, we have two class poetry books to be shared throughout the year. Of course, teachers can add to the core books to further develop children's exposure and enjoyment of poetry.

We have identified a core set of poems for each year group. Each year group will learn by heart two poems to be performed for assembly or to be shared with parents or visitors. Children will also be encouraged to revisit poems previously learnt.

Each year group will encounter a varied selection of poems when used in reading lessons, where vocabulary and meaning can be explored and explained, together with the development of children's wider reading skills.



Poetry also forms part of our writing curriculum and each year group has two forms of poetry to explore and create. This allows children the opportunity to learn more about particular structures of poetry and allows them to write their own poems using a wide range of poetic devices. Children are encouraged to perform their own poetry alongside the poems learnt by their year group.

We also seek opportunities throughout the year for children to watch or hear poets reciting and discussing their own work.

Poetry Progression

<u>Year Group</u>	<u>Reading</u>	<u>Performing</u>
<u>Reception</u>	<ul style="list-style-type: none">• listen to poems being read and talk about likes and dislikes	<ul style="list-style-type: none">• join in with class rhymes and poems• copy actions
<u>Year 1</u>	<ul style="list-style-type: none">• discuss own response and what the poem is about• talk about favourite words or parts of a poem• notice the poem's pattern	<ul style="list-style-type: none">• perform in unison, following the rhythm and keeping time• imitate and invent actions
<u>Year 2</u>	<ul style="list-style-type: none">• talk about own views, the subject matter and possible meanings• comment on which words have most effect, noticing alliteration;• discuss simple poetry patterns	<ul style="list-style-type: none">• perform individually or together; speak clearly and audibly.• use actions and sound effects to add to the poem's meaning

<u>Year 3</u>	<ul style="list-style-type: none"> describe the effect a poem has and suggest possible interpretations; discuss the choice of words and their impact, noticing how the poet creates 'sound effects' by using alliteration, rhythm or rhyme and creates pictures using similes; explain the pattern of different simple forms 	<ul style="list-style-type: none"> perform individually or chorally; vary volume, experimenting with expression and use pauses for effect use actions, voices, sound effects and musical patterns to add to a performance
<u>Year 4</u>	<ul style="list-style-type: none"> describe poem's impact and explain own interpretation by referring to the poem; comment on the use of similes and expressive language to create images, sound effects and atmosphere; discuss the poem's form and suggest the effect on the reader 	<ul style="list-style-type: none"> vary volume, pace and use appropriate expression when performing use actions, sound effects, musical patterns and images to enhance a poem's meaning
<u>Year 5</u>	<ul style="list-style-type: none"> discuss poet's possible viewpoint, explain and justify own response and interpretation; explain the use of unusual or surprising language choices and effects, such as onomatopoeia and metaphor; comment on how this influences meaning; explore imagery including metaphor and personification; compare different forms and describe impact 	<ul style="list-style-type: none"> vary pitch, pace, volume, expression and use pauses to create impact; use actions, sound effects, musical patterns, images and dramatic interpretation
<u>Year 6</u>	<ul style="list-style-type: none"> interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes explain the impact of figurative and expressive language, including metaphor; comment on poems' structures and how these influence meaning 	<ul style="list-style-type: none"> vary pitch, pace volume, rhythm and expression in relation to the poem's meaning and form use actions, sound effects, musical patterns, images and dramatic interpretation, varying presentations by using ICT

EYFS	
Poems to Share	Rhymes, Poems and Songs to Perform
<p>Poems Out Loud - <i>L Stansfield</i></p>  <p><i>Zim Zam Zoom - J Carter & N Colton</i></p> 	<p>Incy Wincy Spider</p> <p>Dingle Dangle Scarecrow</p> <p>Grand Old Duke</p> <p>Humpty Dumpty</p> <p>Oat and Beans and Barley Grow</p>

EYFS Rhymes, Songs and Poems to Perform

Incy Wincy Spider

Incy wincy spider climbed up the waterspout,
Down came the rain and washed the spider out,
Out came the sun and dried up all the rain,
So Incy wincy spider climbed up the spout again.
Incy wincy spider climbed up the waterspout,
Down came the rain and washed the spider out,
Out came the sun and dried up all the rain,
So Incy wincy spider climbed up the spout again

The Grand Old Duke of York

Oh, the grand old Duke of York,
He had ten thousand men,
He marched them up to the top of
The hill and he marched them down again.

And when they were up they were up.
And when they were down they were down.
And when they were only half way up,
They were neither up nor down.

Oats and Beans and Barley Grow

Oats and beans and barley grow
Oats and beans and barley grow
Do you or I or anyone know how
oats and beans and barley grow?

First the farmer plants the seeds
Stands up tall and takes his ease
Stamps his feet and claps his hands
And turns around to view his land

Oats and beans and barley grow
Oats and beans and barley grow
Do you or I or anyone know how
oats and beans and barley grow?

Then the farmer watches the ground
Watches the sun shine all around
Stamps his feet and claps his hands
And turns around to view his land

Oats and beans and barley grow
Oats and beans and barley grow
Do you or I or anyone know how
oats and beans and barley grow?

Dingle, Dangle Scarecrow

When all the cows were sleeping
And the sun had gone to bed
Up jumped the scarecrow
And this is what he said

I'm a dingle, dangle scarecrow
With a floppy, floppy hat
I can shake my hands like this
I can shake my feet like that

When all the hens were roosting
And the moon behind a cloud
Up jumped the scarecrow
And shouted very loud

I'm a dingle, dangle scarecrow
With a floppy, floppy hat
I can shake my hands like this
I can shake my feet like that

Humpty Dumpty

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall,
All the king's horses and all the king's men,
Couldn't put Humpty together again.

He fell off the wall - from the highest
high - so high!
He had a great fall - from the highest
high - high!
All the king's horses and all the king's men,
Couldn't put Humpty together again.

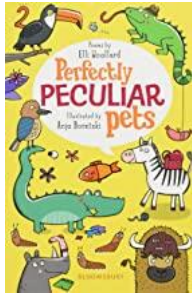
Humpty Dumpty sat on the ground,
Humpty Dumpty looked all around,
Gone were the chimneys and gone were
the roofs,
All he could see was horses and hooves.

He fell off the wall - from the highest
high - so high!
He had a great fall - from the highest
high - high!
All the king's horses and all the king's men,
Couldn't put Humpty together again.

Year 1

Poems to Share

Perfectly Peculiar Pets -
E Woodland & A Boretzki



A First Book of the Sea -
N Davies & E Sutton



Poems to Perform

Water
- Shirley Hughes

Rickety Train Ride
- Tony Mitton

Poems to Read

Spaghetti! Spaghetti!
- Jack Prelutsky

Feasts
- Shirley Hughes

Poems to Write

Concrete

A concrete poem is written in the shape of its subject. As form is the highest consideration here sometimes the poems consist of single words describing their subject rather than complete lines.

Rhyming

Rhyming patterns can be in couplets where pairs of lines rhyme or can be alternate where every other line rhymes.

Year 1: Poems to Perform

Water – Shirley Hughes

I like water.

The shallow, splashy, paddly kind,
The hold-on-tight-it's-deep kind.

Slosh it out of buckets,
spray it all around.

I do like water.

Rickety Train Ride - Tony Mitton

I'm taking the train to Ricketywick
Clickety clickety clack

I'm sat in my seat
With a sandwich to eat
As I travel the tricky track.

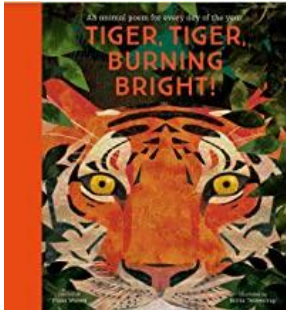
It's an ever so rickety tricky train,
And I honestly thickety think

That before it arrives
At the end of the line
It will tip up my drippety drink.

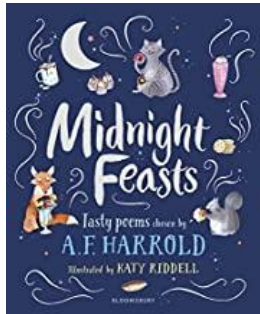
Year 2

Poems to Share

Tiger Tiger Burning Bright
- Fiona Waters



Midnight Feasts: Tasty poems chosen
by A.F. Harrold



Poems to Perform

Daddy Fell into The Pond –
Alfred Noyes

Cats Sleep Anywhere –
Eleanor Farjeon

Poems to Read

Footprints in the Sand – B
Williams

A Tiny Burning Flame - Unknown

Owl and the Pussy Cat – E Lear

My Lonely Garden from Take off
Your Brave
– Nadim (aged 4)

Cobwebs - Unknown

Poems to Write

Diamante

A diamante is an unrhymed seven-line poem. The first and seventh line of the poem have one word and this word is a noun. The second and sixth lines have two words and these are adjectives connected to the first noun. The third and fifth lines have three words and these are verbs. The fourth line has four words and these are nouns.

Acrostic

An acrostic is a poem in which the first letters of each line spell out a word or phrase. Usually, the first letter of each line is capitalised. Acrostics do not have to rhyme and there is not set length or rhythm for each line.

Year 2: Poems to Perform

When Daddy Fell into the Pond – Alfred Noyes

Everyone grumbled. The sky was grey.
We had nothing to do and nothing to say.
We were nearing the end of a dismal day,
And there seemed to be nothing beyond,
THEN
Daddy fell into the pond!

And everyone's face grew
merry and bright,
And Timothy danced for sheer delight.
"Give me the camera, quick, oh quick!
He's crawling out of the duckweed!"
Click!

Then the gardener suddenly
slapped his knee,
And doubled up, shaking silently,
And the ducks all quacked
as if they were daft,
And it sounded as if the old drake laughed.
Oh, there wasn't a thing that didn't respond
WHEN
Daddy fell into the pond!

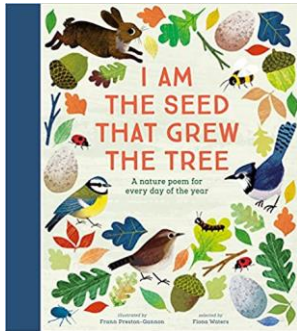
Cats Sleep Anywhere – Eleanor Farjeon

Cats sleep, anywhere,
Any table, any chair
Top of piano, window-ledge,
In the middle, on the edge,
Open drawer, empty shoe,
Anybody's lap will do,
Fitted in a cardboard box,
In the cupboard, with your frocks-
Anywhere! They don't care!
Cats sleep anywhere.

Year 3

Poems to Share

*I Am the Seed That Grew the Tree -
F Waters & F Preston-Gannon*



*Stars with Flaming Tails -
Valerie Bloom*



Poems to Perform

*The Sound Collector -
Roger McGough*

*The Adventures of Isabel -
Ogden Nash*

Poems to Read

*The Dragon of Andor -
Reading Explorers*

*Mr Moore -
David Harmer*

*Ghost in the Garden -
Berlie Doherty*

*The Small Dragon -
Brian Patten*

*If Anger was an Animal -
The Emotional Menagerie*

*The Witch of Axon -
Reading Explorers*

*My Brother Might be Bigfoot-
Kenn Nesbitt*

Poems to Write

List

A list poem collects content in a list form. It can be purely a list without any transitional phrases. List poems don't have any fixed rhyme or rhythmic pattern – this is the poet's choice.

Clerihew

A clerihew is usually a humorous poem written about a specific person. It is a four-line comic verse with two rhyming pairs of lines with the rhyme scheme AABB. The First line of the poem will include the name of the person about whom the verse is written.

Year 3: Poems to Perform

The Sound Collector – Roger McGough

A stranger called this morning
Dressed all in black and grey
Put every sound into a bag
And carried them away

The whistling of the kettle
The turning of the lock
The purring of the kitten
The ticking of the clock
The popping of the toaster
The crunching of the flakes
When you spread the marmalade
The scraping noise it makes

The hissing of the frying pan
The ticking of the grill
The bubbling of the bathtub
As it starts to fill
The drumming of the raindrops
On the windowpane
When you do the washing-up
The gurgle of the drain

The crying of the baby
The squeaking of the chair
The swishing of the curtain
The creaking of the stair

A stranger called this morning
He didn't leave his name
Left us only silence
Life will never be the same

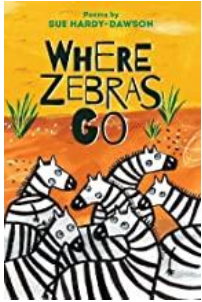
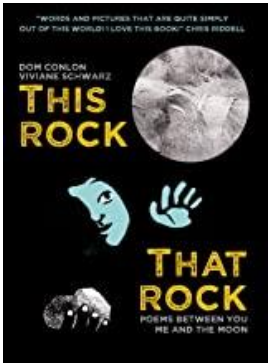
The Adventures of Isabel – Ogden Nash

Isabel met an enormous bear,
Isabel, Isabel, didn't care,
The bear was hungry, the bear was ravenous,
The bear's big mouth was cruel and cavernous.
The bear said, Isabel, glad to meet you,
How do, Isabel, now I'll eat you!

Isabel, Isabel, didn't worry,
Isabel didn't scream or scurry.
She washed her hands and she straightened her hair up,
Then Isabel quietly ate the bear up.

Once in a night as black as pitch
Isabel met a wicked old witch.
The witch's face was cross and wrinkled,
The witch's gums with teeth were sprinkled.
Ho, ho, Isabel! the old witch crowed,
I'll turn you into an ugly toad!

Isabel, Isabel, didn't worry,
Isabel didn't scream or scurry,
She showed no rage and she showed no rancor,
But she turned the witch into milk and drank her

Poems to Share	Poems to Perform	Poems to Read	Poems to Write
<p>Where Zebras Go – S Hardy-Dawson</p>  <p>1. This Rock, That Rock - D Conlon</p> 	<p>Granny's Sugarcake – John Lyons</p> <p>From a Railway Carriage – R L Stevenson</p>	<p>It Couldn't Be Done - Edgar A Guest</p> <p>Hey Diddle Diddle</p> <p>The Jaberwocky – Lewis Carroll</p> <p>Add more</p>	<p>Kennings</p> <p>Kennings are a means of referring to people or objects without naming them directly. A Kenning names something by describing its qualities in a two-word compound expression (often consisting of a noun and a verb made into a noun using an -er ending). Kennings can be developed into a poem or a riddle.</p> <p>Free Verse</p> <p>Free verse poems have no rhyming structure and often don't have a particular rhythm or syllable patterns. Poets use line breaks, punctuation and the use of shorter and longer lines to convey meaning.</p>

Year 4: Poems to Perform

Granny's Sugarcake – John Lyons

Sugarcake!
Sugarcake!
Ah chile sweetie ting
a Trini granny could mek:

She grate de coconut,
put sugar in ah hot pot.
When it bubble-up like crazy
she stir in de coconut;
den she drop in some clove,
ah piece of cinnamon,
an few drops ah vanilla.

She screwin up she face,
keepin she yeye pon it.
She stirin it,
she stirin it
an she whole body shakin-up;
ah tellin yuh, meh Granny got riddum.

Wen de sugarcake ready,
she spoon it out
on greaseproof paper,

an is den meh mout begin to water
but de look meh Granny gimme
tell meh ah got to wait
juh it to cool down good.

Sugarcake!
Sugarcake!
How ah love de sugarcake
meh Granny does mek

From a Railway Carriage – R L Stevenson

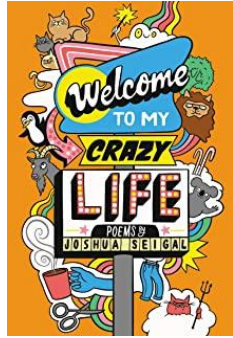
Faster than fairies, faster than witches,
Bridges and houses, hedges and ditches;
And charging along like troops in a battle,
All through the meadows the horses and cattle:
All of the sights of the hill and the plain
Fly as thick as driving rain;
And ever again, in the wink of an eye,
Painted stations whistle by.

Here is a child who clambers and scrambles,
All by himself and gathering brambles;
Here is a tramp who stands and gazes;
And there is the green for stringing the daisies!
Here is a cart run away in the road
Lumping along with man and load;
And here is a mill and there is a river:
Each a glimpse and gone for ever!

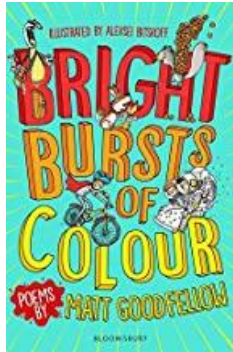
Year 5

Poems to Share

Welcome to My Crazy Life – J Seigal



Bright Bursts of Colour – M Goodfellow



Poems to Perform

Leisure –
W H Davies

Walking with My Iguana –
Brian Moses

Poems to Read

Storm in a Rainforest –
Sally Garland

Autumn leaves –
James Mcinerney

The Sky Artist –
Grace Nichols

The British –
Ben Zephaniah

Whispering Waves –
National Poetry Library

Twas the night before Christmas -
Clement Clarke Moore

A Poem to be Spoken Silently –
Pie Corbett

Poems to Write

Haiku

Haiku are seventeen syllable poems with the following structure:

Line 1: 5 syllables

Line 2: 7 syllables

Line 3: 5 syllables

The lines are separate and each contains a new thought. A haiku describes one moment of time. Haiku are visual poems usually about the natural world, and leave the reader with a picture.

Blackout

Blackout poetry is a form of 'found poetry' where the poet selects words from a printed text and redacts the unwanted words. The chosen words will form a new poem - giving the original text a whole new meaning.

Year 5: Poems to Perform and Write

Walking with My Iguana – Brian Moses

I'm walking with my iguana.
I'm walking with my iguana.
When the temperature rises to above eighty-five,
my iguana is looking like he's coming alive.
So we make it to the beach,
my iguana and me,
then he sits on my shoulder as we stroll by the sea . . .
and I'm walking with my iguana.

I'm walking with my iguana.
Well if anyone sees us we're a big surprise,
my iguana and me on our daily exercise,
till somebody phones the local police
and says I have an alligator tied to a leash.

When I'm walking with my iguana.
I'm walking with my iguana.
It's the spines on his back that make him look grim,
but he just loves to be tickled under his chin.
And I know that my iguana is ready for bed
when he puts on his pyjamas and lays down his sleepy head.

And I'm walking with my iguana.
Still walking with my iguana.
With my iguana...with my iguana...
and my piranha, and my Chihuahua, and my chinchilla, and my
gorilla, my caterpillar...
and I'm walking...with my iguana...with my iguana...with my iguana.

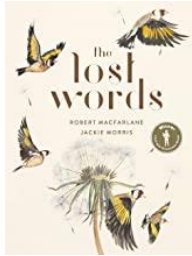
Leisure – William Henry Davies

What is this life if, full of care,
We have no time to stand and stare? -
No time to stand beneath the boughs
And stare as long as sheep or cows:
No time to see, when woods we pass,
Where squirrels hide their nuts in grass:
No time to see, in broad daylight,
Streams full of stars, like skies at night:
No time to turn at Beauty's glance,
And watch her feet, how they can dance:
No time to wait till her mouth can
Enrich that smile her eyes began?
A poor life this if, full of care,
We have no time to stand and stare.

Year 6

Poems to Share

The Lost Words –
R Macfarlane & J Morris



Belonging Street – M Coe



Poems to Perform

The River – Valerie Bloom
In Flanders' Fields – John McCrea

Poems to Read

The Book –
Michael Rosen
My Grandma's Bonsai Tree –
Ben Mayoh
The Highwayman –
Alfred Noyes
The Listeners –
Walter de la Mare
The Hill We Climb –
Amanda Gorman
Raven –
R Macfarlane
Cloud Busting –
Malorie Blackman

Poems to Write

Spoken Word

Characterized by rhyme, repetition, improvisation, and word play, spoken word poems frequently refer to issues of social justice, politics, race, and community. Spoken word may draw on music, sound, dance, or other kinds of performance to connect with audiences.

Narrative

Narrative poems tell a story, usually about a very specific moment in time. They can be written in rhyme and with strict rhythmic pattern but are most often in free verse.

Year 6: Poems to Perform

The River – Valerie Bloom

The River's a wanderer.
A nomad, a tramp,
He doesn't choose one place
To set up his camp.

The River's a winder,
Through valley and hill
He twists and he turns,
He just cannot be still.

The River's a hoarder,
And he buries down deep
Those little treasures
That he wants to keep.

The River's a baby,
He gurgles and hums,
And sounds like he's happily
Sucking his thumbs.

The River's a singer,
As he dances along,
The countryside echoes
The notes of his song.

The River's a monster
Hungry and vexed,
He's gobbled up trees
And he'll swallow you next.

In Flanders' Fields – John McCrea

In Flanders' fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.

We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie
In Flanders fields.

Take up our quarrel with the foe:
To you from failing hands we throw
The torch; be yours to hold it high.
If ye break faith with us who die
We shall not sleep, though poppies grow
In Flanders fields.