

Shawlands Primary School
Poetry Curriculum
Updated January 2024



SHAWLANDS
PRIMARY SCHOOL



Our Poetry Curriculum

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 identified a core set of poetry books for each year group.

Each year group will have these core poems shared with them continuously throughout the year by an adult. Teachers can add to the core poems further, to develop children's exposure and enjoyment of poetry.

Each year group will learn one of these poems each term, to be performed in class, assembly, on video or to parents.

Each year group will analyse on poem each half term. This will take place during a guided reading session.

Each year group in KS2 will write three poems each year, as part of a full writing unit. There is progression of poetry types and the skills taught within the units, allowing children the opportunity to learn more about particular structures of poetry and allowing them to write their own poems using a wide range of poetic devices that progress year on year.

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

Poetry Progression


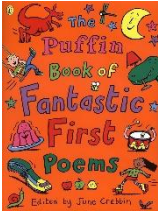
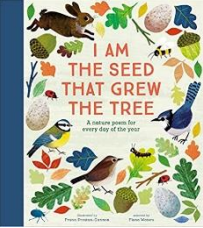
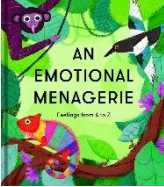


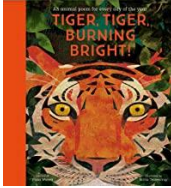
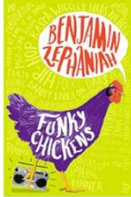
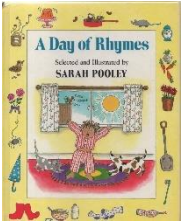
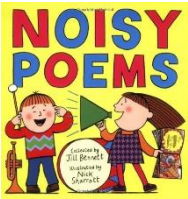
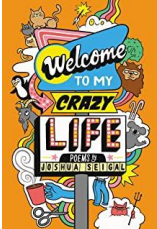

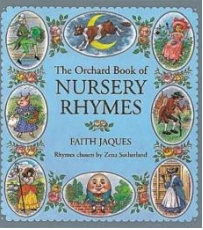
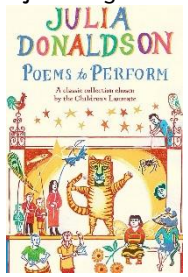

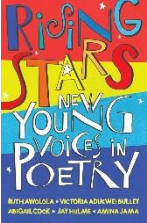
<u>Year Group</u>	<u>Reading</u>	<u>Performing</u>
<u>Reception</u>	<ul style="list-style-type: none"> listen to poems being read and talk about likes and dislikes 	<ul style="list-style-type: none"> join in with class rhymes and poems copy actions
<u>Year 1</u>	<ul style="list-style-type: none"> discuss 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

Poetry Writing Units

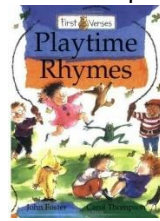
<u>CYCLE A</u>	<u>LKS2</u>	<u>UKS2</u>
<u>Autumn 1</u>	Kennings in acrostic poetry - (Literacy Shed- The Lost Words Y3 lesson 1-5)	Similes in acrostic poetry- (Literacy Shed- The Lost Words Y5 lesson 1-5)
<u>Autumn 2</u>	<u>National Poetry Day project (including KS1)</u>	
<u>Spring 1</u>		
<u>Spring 2</u>	<u>World Poetry Day project (including KS1)</u>	
<u>Summer 1</u>	Question and Answer Poetry - (Literacy Shed Y3 unit)	Figurative Language- (Literacy Shed Y5 unit)
<u>Summer 2</u>	Limericks and Clerihews- (Literacy Shed Y3 unit)	Classic Poetry- (Literacy Shed Y6 unit)

<u>CYCLE B</u>	<u>LKS2</u>	<u>UKS2</u>
<u>Autumn 1</u>	Quatrains- (Literacy Shed – Midnight Feast unit Y3)	Narrative Poetry- (Literacy Shed – Midnight Feast unit Y6)
<u>Autumn 2</u>	<u>National Poetry Day project (including KS1)</u>	
<u>Spring 1</u>		
<u>Spring 2</u>	<u>World Poetry Day project (including KS1)</u>	
<u>Summer 1</u>	Similes and metaphors- (Literacy shed Y4 unit)	Free Verse- (Literacy Shed Y5 unit)
<u>Summer 2</u>	Haikus, Tankas and Cinquains- (Literacy Shed Y4 unit)	Sonnets- (Literacy Shed Y6 unit)

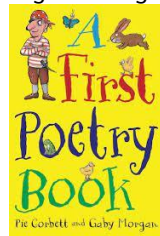
Core Poems to Share and perform

EYFS	KS1	LKS2	UKS2
<p>Poems Out Loud by L Stansfield</p> 	<p>The Puffin Book of Fantastic First Poems</p> 	<p>I Am the Seed That Grew the Tree by F Waters & F Preston-Gannon</p> 	<p>An Emotional Menagerie – Feelings from A -Z by The school of Life</p> 
<p>Zim Zam Zoom by J Carter & N Colton</p> 	<p>The Booktime Book of Fantastic First Poems</p> 	<p>Tiger Tiger Burning Bright by Fiona Waters</p> 	<p>Funky Chickens by Benjamin Zephaniah</p> 
<p>A Day of Rhymes by Sarah Pooley</p> 	<p>Noisy Poems by Jill Bennett</p> 	<p>Welcome to my Crazy Life by Joshua Siegel</p> 	<p>Lost Magic – The Very Best of Brian Moses</p> 
<p>The Orchard Book of Nursery Rhymes by Faith Jaques</p> 	<p>Poems to Perform by Julia Donaldson</p> 	<p>Stars with Flaming Tails by Valerie Bloom</p> 	<p>Rising Stars – New Young Voices in Poetry</p> 

Playtime Rhymes by John Foster and Carol Thompson



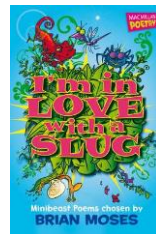
A First Poetry Book by Pie Corbett



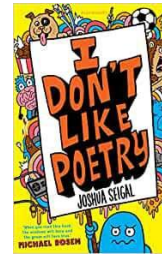
The Amazing Captain Concorde by Paul Cookson



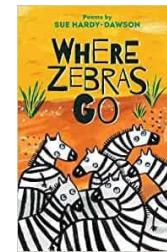
Short Visit, Long Stay / I'm in love with a Slug by Brian Moses



I don't like Poetry – Joshua Siegel



Where Zebras Go by Sue-Hardy Dawson



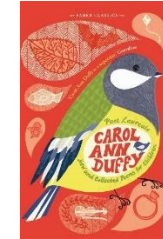
They Think it's All Over! By David Orme



The Lost Words by R Macfarlane



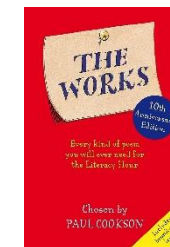
New and Collected Poems for Children by Carol Ann Duffy



Belonging Street by Mandy Coe



The Works by Paul Cookson



The Kingfisher Book of Scary Poems by Gillian Clarke

