



Poetry Curriculum Progression

Intent

Poetry allows children to play with language and sentence structure. This creativity teaches them to experiment with language and to find new ways to communicate. The use of rhythm, rhyme and repetition is also brilliant for speaking aloud. At Cockwood School we want to foster a love of words and language and what better vehicle than through the listening, performing, analysing and learning of poetry.

Implementation

We weave poetry throughout our curriculum and it is part and parcel of everyday learning at Cockwood School.

- Our youngest children are exposed to rhymes, poems and songs from the minute they join the school
- Class 1 and 2 pupils have their own Poetry Anthology, which travels with them through the school
- Class 1 have a Poetry Wall, where they can compose poems and perform with their peers
- By our school reception we have a Poet-tree where we display poems reflecting the different seasons and events throughout the year
- We use Somerset Literacy Network resources for Poetry Guided Reading and Poetry planning
- Poem of the Day

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading Poetry	<p>Action rhymes Nursery rhymes Counting rhymes Rhyming stories</p> <p>Rhythmic poems</p> <p>Patterned poems that feature alliteration and word play</p>	<p>Poems about senses</p> <p>Nonsense poetry</p> <p>Poems dealing with feelings/emotion</p> <p>Poems and rhyming stories with patterns and repetitions</p>	<p>Humorous/nonsense verse</p> <p>Poems with descriptive language <i>Eg. colour poems, poems about the seasons</i></p> <p>Poems based on close observation of the natural world.</p>	<p>Poems about people and animals</p> <p>Limericks</p> <p>Acrostics</p> <p>Poems from/about other cultures</p>	<p>Older poetry <i>Eg. Walter de La mare, Edward Lear</i></p> <p>Haiku</p> <p>Poems based on place</p> <p>Poems that address issues</p> <p>Concrete (shape) poems</p>	<p>Poems from/about other cultures</p> <p>Kennings</p> <p>Narrative poems/ballads</p> <p>Poems about feelings; friendships; bullying awareness</p>	<p>Older, classical poems</p> <p>Poems in a wider range of forms <i>Eg. sonnet;ode. Epitaph</i></p> <p>Spells/chants</p> <p>Poems that address issues <i>Eg. equality'homelessness;environment</i></p>
Performing Poetry	<p>Copy and perform action songs and rhymes.</p> <p>Move to strongly rhythmic songs and rhymes.</p>	<p>Create own actions to go with poems.</p> <p>Watch poets perform online <i>Eg. Chocolate Cake by Michael</i></p>	<p>Paired/individual performance</p> <p>Add sounds effects to a poem <i>Eg. The Sound Collector by Roger McGough</i></p>	<p>Prepare presentations of own poems in groups using eg . <i>music, artwork, ICT</i></p> <p>Learn and present</p>	<p>Learn and present an older or classical poem</p> <p>Present a poem on an issue important to the children</p>	<p>Perform a poem rhythmically- perhaps to a drum beat</p> <p>Dramatise a narrative poem</p>	<p>Dramatise/perform an older narrative poem. <i>Eg. The Pied Piper</i></p> <p>Dramatise /perform a modern poem</p>

	<p>Tap out the rhythm of individual words and phrases. <i>Eg. caterpillar, Blg Red Boots</i></p>	<p><i>Rosen</i></p> <p>Encourage small group performances learnt by heart. <i>Eg. Perform 'My Hat' by Tony Mitton, with hats the chn have made.</i></p>		<p>a favourite poem by heart.</p> <p>Perform poems and limericks from memory by nonsense poets such as Edward Lear and Spike Milligan.</p>		<p><i>Eg. Miller's End by Charles Causley or The Highwayman by Alfred Noyes</i></p>	<p>that addresses an issue. <i>Eg. Malala by Michaela Morgan from Reaching the Stars</i></p>
<p>Writing Poetry</p>	<p>Create group/class poems which are modelled by the teacher, using children;s ideas.</p> <p>Alliteration strings.</p> <p>Silly/funny sentences</p> <p>Simple poems based on experience <i>Eg. I went to the zoo and I saw...</i></p>	<p>List poems <i>Eg. Favourite things (SLN)</i></p> <p>Class poem based on 'My Best ice-cream' by Terry Jones (100 Best Poems)</p> <p>Simile strings, as big as...</p> <p>Sensory writing- I can see/touch/smell/hear</p>	<p>Write simple rhyming strings and couplets.</p> <p>Invent alliterative tongue twisters</p> <p>Non-rhyming .poems based on personal experience. <i>Eg. firework night</i></p> <p>Write a poem based on close observation of a flower/snail/pet</p>	<p>Write a poem describing a friend or family member.</p> <p>Write a poem along the lines of AF Harold's 'Poem for My Mum' (SLN)</p> <p>Write a poem in which you dream up an animal.</p>	<p>Write haiku or other poems to display in the environment they describe. <i>Eg. about trees- displayed on Poet tree</i></p> <p>Use ICT to create poems in the shape of what they describe. <i>Eg. The Moon</i></p>	<p>Write a poem about yourself based on poems in Rachel Rooney's book A Kid in my Class.</p> <p>Write a poem about different aspects of your personality based on 'Russian Doll' by</p>	<p>Write a free verse poem about an issue of concern.</p> <p>Compose a spell or chant after Macbeth.</p> <p>Write an ode in praise of something in the natural world.</p> <p>Compose an acrostic poem similar to those in Lost Words.</p>

				Animal personification poems.		rachel Rooney Write kennings	
Vocabulary	Nursery rhyme Poem Letter Sound Word Beat Rhyme	List poem Nonsense poem Repetition pattern	Alliteration Onomatopoeia Stanza Simile Couplet	Metaphor Personification Limerick Acrostic	Metaphor Assonance haiku	Narrative poem Rhyme scheme Metre Free verse Ballad rap	Sonnet Ode epitaph

Suggested Poetry Books (not an exhaustive list)

Foundation stage and Key Stage One

100 Best Poems edited by Roger Mc Gough
I am The Seed that Grew the Tree -anthology published by The National Trust
My Many Coloured Days- by Dr Seuss
Noisy Poems- edited by Jill Bennett
Perform A Poem - by Julia Donaldson
Tanka Tanka Skunk -by Steve Webb
Twinkle Twinkle Chocolate Bar -edited by John Foster
Zim Zam zoom - by James Carter

Key Stage Two

100 Best Poems- edited by Roger Mc Gough
The Puffin Utterly Brilliant Book of Poetry-edited by Brian Patten
Charles Causley's Collected Poems for Children
A Caribbean Dozen- edited by John Agard
Plum- by Tony Mitton
Come into This Poem by Tony Mitton
The Language of Cat by Rachel Rooney
A Kid in my Class by Rachel Rooney
The Lost Words by Robert Mc Farlane and Jackie Morris
Rhythm and Poetry by Karl Nova

Impact

By the time children leave Cockwood Primary School, they will have explored a wide range of poetic styles. They will have had experience writing their own compositions, along with performing their own and well-known poems by heart, They will have a good understanding of key poetic devices and be able to recognise and talk about them with confidence. They will leave Cockwood School with their own personal anthology to keep as a reminder of their poetry journey through the school.