



### Intent

Our poetry curriculum has 2 main aims,






- To introduce the children to a range of poets, exploring their work,
- To give children the opportunity to perform poetry, to an audience, that has been written by established poets and themselves.

### Implementation





- A poem/rhyme will be shared in every class, every day. These can be chosen and read by the teacher or the children or may be a video of the poet reading their own poem.
- Each class will have a designated poetry anthology for the year.
- Two different poets will be studied by each class, in each year group.
- Some of these poets will be revisited in the next key stage to allow the children to further develop their understanding of that poet's work.
- Where possible, the children will have the opportunity to see the poets they are studying perform their works live. Where this is not possible, teachers will make use of videos and recordings that are available from the CLPE, The Children's Poetry Archive and other sources.
- Each poetry unit of work will include opportunities for the children to appreciate, perform and write poetry.
- Planning units from the CLPE can be used to help teachers to plan their units of work although they are also free to create their own plans.
- We want teachers to be free to choose poems that they enjoy, to share with their class or to be able to choose poems that they know their current class will enjoy. Teachers will choose the specific poems that their classes will learn and perform. Where a poet has many anthologies, teachers will also have the freedom to choose which poetry anthology to study.
- When performing poetry, the children will be encouraged to explore rhythm, adding movement or sounds to the poems and playing with the structures they have been given through repetition and use of more than one voice.
- Children will have opportunities to write their own poetry as both shared and independent writing. They will be encouraged to move through the process of writing by firstly imitating a given style, then continuing a pattern, then changing the pattern, before moving into free writing.
- Children will have individual poetry notebooks/journals to make notes, explore ideas etc as they build up to writing. Final poems will be 'published' into English books. This will help the children to understand that poetry writing is different and does not need to stick to the usual grammar and punctuation rules.
- Poetry does not need to fit with the theme of the topic of that term, children will be given freedom to write about their own topics.

### Impact



First and foremost, we want our children to look forward to their poetry work and know that poetry can be an enjoyable genre to study. We want them to be able to talk confidently about some poets they have enjoyed studying and recall some poems from heart. We want them to have had opportunities to write poetry, but our focus is on appreciation and performance.

Year Group/Topics	Class Anthology	Songs and Rhymes	Specific Poems to Share, Learn and Perform	Specific Collections	Poets	Aspects of Poetry Covered by the CLPE Unit
Toucans	A Nursery Rhyme for Every Night of the Year		The Budgie likes to Boogie, Jellyfish, Walking with my Iguana,	The Budgie Likes to Boogie, Walking With My Iguana, Selfies With Komodos, Poems About Families,	Brian Moses 	n/a
			Zim, Zam, Zoom! Funny Faces	<a href="#">Zim, Zam, Zoom!</a> A Ticket to Kalamazoo, Once Upon a Raindrop, Once Upon a Star	James Carter 	Appreciation Performance Alliteration Rhyme Co-composing- Kenning
Robins Year A	A Whale of a Time	Heads, Shoulders, Knees & Toes, We Can- Michael Rosen, Old MacDonald, The Dinosaur Rap- John Foster, On the Ning Nang Nong- Spike Milligan, London Bridge is Falling Down, The Moon Speaks- James Carter, The Wheels on the Bus, The Animals Went in Two by Two, The Toucan- Shel Silverstein, Wiggly Woo, Miss Molly had a Dolly, Splish, Splash, Splosh- James Carter, Row, Row, Row Your Boat, Mary Mary Quite Contrary, Pat-a-cake (one of the earliest rhymes we still sing), Popalong hopcorn- Judith Nicholls, Oh I Do Like To Be Beside the Seaside,	Zany Zoo	<a href="#">Caterpillar Cake</a>	Matt Goodfellow 	Appreciation Performance Rhyme Alliteration Co-composing- Calligram Composing- rhyming or free verse
			The Treasures	<a href="#">Poems to Perform</a> , Shuffle and Squelch, Wriggle and Roar, Crazy Mayonnaisy Mum,	Julia Donaldson 	Choosing Poems Explore, Interpret & Respond Rhythm, Rhyme & Pattern Exploring through Art Compose & Perform
Robins Year B	I am the Seed that Grew the Tree		You Can't See Me	<a href="#">A Great Big Cuddle</a> , <a href="#">Honey for You, Honey for Me, Ready for Spaghetti</a> , Wiggly Wiggly Playtime Rhymes,	Michael Rosen 	Performance Rhyme Appreciation Co-composing- list poem
			The City is Growing	<a href="#">Blow a Kiss, Catch a Kiss</a> , Poems Aloud, Smile Out Loud, Courage Out Loud,	Joseph Coelho 	Appreciation Performance Repetition Metaphor Onomatopoeia Alliteration Co-composing- list poem, rhyming poem,



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Kingfishers Year A	Tiger, Tiger Burning Bright	I Like Eating in the Bath	<a href="#">Midnight Feasts</a> , Welcome to Wild Town, The Book of Not Entirely Useful Advice, Poems for 7 Year Olds, Things You Find in a Poet's Beard,	A.F. Harrold 	Listen and Respond Performance Presentation Draft, Compose and Write
		For Forest, Being Free,	Under the Moon and Over the Sea, <a href="#">A Caribbean Dozen</a> , Asana and the Animals, From Mouth to Mouth, Sun Time, Snow Time, Pumpkin Grumpkin, Everybody Got a Gift,	Grace Nichols 	Appreciation Performance Mood change Imagery Personification Composing
Kingfishers Year B	Read Me and Laugh	Poetry Pie,	<a href="#">Poetry Pie</a> , All the Best, Sensational, Over to You, 80 poems,	Roger McGough 	Listen and Respond Performance Poetic Form- rhyming couplets, clerihews, riddles, concrete poems Draft, Compose & Write
		The Problem with Spelling, My Life as a Goldfish,	<a href="#">A Kid in My Class</a> , <a href="#">My Life as a Goldfish</a> , The Language of Cat,	Rachel Rooney 	Listen and Respond Performance Presentation Draft, Compose and Write Poetic devices- imagery, metaphor, personification, repetition, rhythm, rhyme, word play,



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Owls Year A	The Big Amazing Poetry Book		The Final Year, <a href="#">Let's Chase Stars Together</a> , <a href="#">Being Me</a> , The Same Inside, <a href="#">Bright Bursts of Colour</a> , Chicken on the Roof, Be the Change,	Matt Goodfellow 	Explore Musicality, Rhythm and Rhyme Listen and Respond Interpret Poems for Performance Poetry as a Voice Draft, Compose and Write
		Wardrobe Monkeys,	<a href="#">Moon Juice</a> , <a href="#">Cloud Soup</a> , A Dinosaur at the Bus Stop,	Kate Wakeling 	Listen and Respond Performance Presentation Draft, Compose and Write
Owls Year B	A Poet for Every Day of the Year	If	<a href="#">Stars With Flaming Tails</a> , Hot Like Fire, Jaws and Claws and Things With Wings, The World is Sweet, Whoop an' Shout, Let Me Touch the Sky,	Valerie Bloom 	Explore Musicality, Rhythm and Rhyme Listen and Respond Performance Poet's voice Draft, Compose and Write
			<a href="#">Dark Sky Park</a> , Off Road to Everywhere, Scratch Coty, The All-Nite Café, Manifold Manor,	Philip Gross 	Listen and Respond Performance Respond through Art Figurative Language Draft, Compose and Write