

Poetry Curriculum Overview

The poetry outcomes are linked to the core poem for each half term. The children will have opportunities to read, recite, perform, write and enjoy poems throughout their time at school learning to appreciate and analyse poetry.

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Poem	A Bundle of Rhymes Nursery Rhymes by Mother Goose: Jack be Nimble Hey Diddle Diddle Hickory Dickory Dock Little Miss Muffet	Creepy Crawly by Anon Busy Bugs by James Carter Hey Little Bug by J. Carter Mad about minibeasts by G Andreae and D Wojtowycz	Into the Pond! When Daddy Fell into the Pond by Alfred Noyes. I promise I'll be careful by The Literacy Company	The Farmyard by A. A. Attwood Rosie's Walk by Pat Hutchins Wriggle and Roar by Julia Donaldson Farmer Duck by Martin Waddell	I Wonder by Margarita Engle To Make a Garden by Mary Ann Hoberman	Eat Your Peas, Louise! by Pegeen Snow & Dinner-time Rhyme by June Crebbin
Poetry outcome	Recite rhymes and use them to build a narrative	Class performance poem	Caption or simple sentence for a class poem	Class poem to be performed for an audience	A class observation poem	Class poem
Communication and Language Reception	Begin to understand how to listen carefully and why listening is important Engage in story times Learn new vocabulary Articulate their ideas and thoughts Begin to use talk to help work out problems and organise thinking and activities Describe events in some detail Learn rhymes poems and songs	Begin to understand how to listen carefully and why listening is important Engage in story times Engage in non-fiction books Learn new vocabulary Articulate their ideas and thoughts Describe events in some detail Learn rhymes poems and songs	Understand how to listen carefully and why listening is important Begin to use vocabulary throughout the day Describe events in some detail Begin to use talk to help work out problems and organise thinking and activities Begin to articulate their ideas and thought in well-formed sentences Learn rhymes poems and songs Listen carefully to rhyme and songs paying attention to how they sound	Understand how to listen carefully and why listening is important Use new vocabulary throughout the day Describe events in some detail Begin to use talk to help work out problems and organize thinking and activities Begin to articulate their ideas and thought in well-formed sentences Learn rhymes poems and songs Listen carefully to rhyme and songs paying attention to how they sound	Use new vocabulary in different contexts Articulate their ideas and thoughts in well-formed sentences Use talk to help work out problems and organize thinking and activities Articulate their ideas and thoughts in well-formed sentences	Use new vocabulary in different contexts Articulate their ideas and thoughts in well-formed sentences Use talk to help work out problems and organize thinking and activities Articulate their ideas and thoughts in
Reading Reception	Develop their phonological awareness so that they can spot and suggest rhymes count and clap syllables in a word and recognise words with the same initial sound.	Develop their phonological awareness so that they can spot and suggest rhymes count and clap syllables in a word and recognise words with the same initial sound.	Read individual letters by saying the sounds for them Blend sounds into words so that they can read short words made up of known letter-sound correspondence	Read individual letters by saying the sounds for them Blend sounds into words so that they can read short words made up of known letter-sound correspondence Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words
Writing Reception			Form lower case letters correctly Spell words by identifying the sounds and then writing the sound with letter/s	Form lower case letters correctly Spell words by identifying the sounds and then writing the sound with letter/s	Form lower case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letter/s Re-read what they have written to check that it makes sense	Form lower case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letter/s Re-read what they have written to check that it makes sense

Year One	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Poem	Sea Songs When I was One- The Pirate Song (Trad.) A Sailor Went to Sea (Trad.) Pirate Pete by James Carter	There Are No Such Things as Monsters!! by Roger Stevens	If I Had a Beak by The Literacy Company	At the Zoo by W. M. Thackeray Off by Heart by R Steven At the Zoo by W. M. Thackeray	Comet by Kate Wakeling Duskingtide by Zaro Weil in Our Earth is a Poem by Little Tiger Telescope by The Literacy Company	Poetry Fruit Salad I Am the Seed that Grew the Tree: A Nature Poem for Every Day of the Year by Fiona Waters: Plum by Tony Mitton Apples by John Siddique If I Were An Apple by Anon
Poetry outcome	Action rhyme and list poem	Descriptive poem based on a mode	Descriptive poem using the senses	List poem	List poem	Senses poem
Poetry Skills	Play with words e.g. <i>onomatopoeia, rhyme</i> List words and phrases. Use simple language patterns e.g. <i>repetition and rhyme</i>	Create imaginative ideas List words and phrases Use simple language patterns e.g. <i>repetition and rhyme</i>	Play with words e.g. <i>onomatopoeia, rhyme</i> Describe using the senses	Play with words e.g. <i>onomatopoeia, rhyme</i> List words and phrases Use simple language patterns e.g. <i>repetition and rhyme</i>	Create imaginative ideas Describe using the senses	Create imaginative ideas Play with words e.g. <i>onomatopoeia, rhyme</i> Describe using the senses
Writing Composition	Say out loud what is going to be written about Re-read what they have written to check that it makes sense Discuss what has been written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher	Say out loud what is going to be written about Compose a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher	Say out loud what is going to be written about Re-read what they have written to check that it makes sense Discuss what has been written with the teacher or other pupils	Say out loud what is going to be written about Compose a sentence orally before writing it Re-read what they have written to check that it makes sense Discuss what has been written with the teacher or other pupils	Compose a sentence orally before writing it Discuss what has been written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher	Compose a sentence orally before writing it Re-read what they have written to check that it makes sense Discuss what has been written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher
Reading	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which can be read independently. Link what is read or heard to own experiences Recognise and join in with predictable phrases. Learn to appreciate rhymes and poems Participate in discussion about what has been read to them.	Link what is read or heard to own experiences Learn to appreciate rhymes and poems Check that the text makes sense	Recognise and join in with predictable phrases Learn to appreciate rhymes and poems Discuss word meanings, linking new meanings to those already known Explain clearly understanding of what is read to them	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which can be read independently Link what is read or heard to own experiences Learn to appreciate rhymes and poems Recite some rhymes and poems by heart	Discuss word meanings, linking new meanings to those already known Draw on what they already know Check that the text makes sense Check that the text makes sense	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which can be read independently Link what is read or heard to own experiences Learn to appreciate rhymes and poems Recite some rhymes and poems by heart Explain clearly understanding of what is read to them
Spoken Language	Build vocabulary Maintain attention and participate actively in collaborative conversations Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently	Listen and respond Maintain attention and participate actively in collaborative conversations Speak audibly and fluently	Listen and respond Participate in discussions, presentations and performances Use spoken language: speculating, hypothesising, imagining and exploring ideas	Listen and respond Build vocabulary Select and use appropriate registers for effective communication Speak audibly and fluently	Ask relevant questions Maintain attention and participate actively in collaborative conversations Speak audibly and fluently	Listen and respond Ask relevant questions Build vocabulary Articulate and justify answers Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently

Year Two	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Poem	Zebra Question by Shel Silverstein Ten Things Found in a Shipwrecked Sailor's Pocket by Ian McMillan A Menagerie of Animals by A. F. Harrold	The Owl and the Pussycat by Edward Lear	From a Railway Carriage by Robert Louis Stevenson What Can Eye Spy? by The Literacy Company	Night Sounds by Berlie Doherty Questions at Night by Louis Untermeyer	Hide and Seek by Zoro Weil Nature Nurtures by Jay Hulme in Our Earth is a Poem by Little Tiger The Intruder by James Reeves in I Am the Seed That Grew the Tree ed. Fiona Water	Fox by Kathy Henderson Badgers by Richard Edwards Midnight Visitors by Irene Rawnsley
Poetry outcome	Riddles and List Poem	Narrative poem, experimenting with words and patterns	Rhyming 'Bird's – Eye View' poem	Senses poem	Shape poems	Descriptive poem
Poetry Skills	Use adventurous word choices of nouns, adjectives and verbs to describe observations Use structured language patterns, including simple repeating phrases	Experiment with word e.g. <i>alliteration, humour</i> Use adventurous word choices of nouns, adjectives and verbs to describe observations Use structured language patterns, including simple repeating phrases	Experiment with word e.g. <i>alliteration, humour</i> Use structured language patterns, including simple repeating phrases	Use adventurous word choices of nouns, adjectives and verbs to describe observations Use structured language patterns, including simple repeating phrases	Experiment with word e.g. <i>alliteration, humour</i> Use adventurous word choices of nouns, adjectives and verbs to describe observations	Experiment with word e.g. <i>alliteration, humour</i> Use adventurous word choices of nouns, adjectives and verbs to describe observations
Writing composition	Write poetry Write down ideas, key words, new vocabulary Make simple additions, revisions and corrections Evaluate writing with the teacher and other pupils Proof-read to check for errors in spelling, grammar and punctuation	Write poetry Write down ideas, key words, new vocabulary Read aloud with intonation	Write poetry Write down ideas, key words, new vocabulary Plan or say aloud what is going to be written about Encapsulate what is to be written, sentence by sentence Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently	Write poetry Plan or say aloud what is going to be written about Write down ideas, key words, new vocabulary Read aloud with intonation	Write poetry Plan or say aloud what is going to be written about Write down ideas, key words, new vocabulary Evaluate writing with the teacher and other pupils Proof-read to check for errors in spelling, grammar and punctuation	Write poetry Plan or say aloud what is going to be written about Write down ideas, key words, new vocabulary Make simple additions, revisions and corrections Evaluate writing with the teacher and other pupils
Reading	Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which can be read independently Discuss and clarify the meanings of words Make inferences on the basis of what is being said and done Answer and ask questions. Participate in discussion about books, poems and other works	Continue to build up a repertoire of poems learnt by heart Check that the text makes sense Participate in discussion about books, poems and other works	Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which can be read independently Discuss and clarify the meanings of words Draw on what is already known or on background information and vocabulary provided by the teacher Explain and discuss understanding of books, poems and other material	Continue to build up a repertoire of poems learnt by heart Answer and ask questions Participate in discussion about books, poems and other works Explain and discuss understanding of books, poems and other material	Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which can be read independently Recognise simple recurring literary language Check that the text makes sense Explain and discuss understanding of books, poems and other material	Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which can be read independently Discuss and clarify the meanings of words Make inferences on the basis of what is being said and done
Spoken Language	Listen and respond Build vocabulary Maintain attention and participate actively in collaborative conversations Use spoken language: speculating, hypothesising, imagining and exploring ideas Participate in discussions	Give well-structured descriptions, explanations and narratives Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently	Listen and respond Ask relevant questions Give well-structured descriptions, explanations and narratives Maintain attention and participate actively in collaborative conversations	Listen and respond Build vocabulary Articulate and justify answers Speak audibly and fluently	Listen and respond Ask relevant questions Build vocabulary Use spoken language: speculating, hypothesising, imagining and exploring ideas	Build vocabulary Speak audibly and fluently Gain, maintain and monitor the interest of the listener(s)

Year Three	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Poem	The Shell by John Foster Squishy Words by Alistair Reid Sea Shell by Amy Lowell	Dance with Me, Autumn by The Literacy Company The Garden year by S. Coleridge Autumn's Begun by A. J. Roma Frost by V. Bloom	The River's Tale by Rudyard Kipling (extract) The Fossil by Ogden Nash	The Magnificent Bull from the Dinka tribe Leap Like a leopard by John Foster As, as, as by Robert Hull	I Saw a Peacock (Traditional) What is the Pond Doing? by Diana Hendry in Our Earth is a Poem by Little Tiger Where Will I Ride? Kenning poem by The Literacy Company	Apes to Zebras Various animal poems from the above text The Shape I'm In by James Carter
Poetry outcome	Sense Poem	Descriptive Poem	Descriptive Poem	Dinka-inspired Poem	Nonsense Poem	Shape Poems
Poetry skills	Use language with increasing effect: choices of nouns, adjectives and verbs; alliteration; repetition and rhyme	Use language with increasing effect: choices of nouns, adjectives and verbs; alliteration; repetition and rhyme Create own repeating patterns and use simple forms	Use language with increasing effect: choices of nouns, adjectives and verbs; alliteration; repetition and rhyme Create own repeating patterns and use simple forms	Create similes	Create similes Create own repeating patterns and use simple forms	Use language with increasing effect: choices of nouns, adjectives and verbs; alliteration; repetition and rhyme
Writing composition	Plan writing by discussing the structure, vocabulary and grammar of similar writing Discuss and record ideas Compose and rehearse sentences orally Proof-read for spelling and punctuation errors	Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Compose and rehearse sentences orally Proof-read for spelling and punctuation errors	Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Assess the effectiveness of own and others' writing Propose changes to grammar and vocabulary to improve consistency Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Compose and rehearse sentences orally Proof-read for spelling and punctuation errors	Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Assess the effectiveness of own and others' writing Propose changes to grammar and vocabulary to improve consistency Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Reading	Show understanding through intonation, tone, volume and action Discuss words and phrases that capture the reader's interest and imagination Explain meaning of words in context Identify how language, structure, and presentation contribute to meaning	Prepare poems and play scripts to read aloud and to perform Show understanding through intonation, tone, volume and action Discuss words and phrases that capture the reader's interest and imagination Explain meaning of words in context	Use dictionaries to check the meaning of words Discuss words and phrases that capture the reader's interest and imagination Recognise different forms of poetry Explain meaning of words in context Ask questions to improve understanding of a text	Identify themes and conventions Prepare poems and play scripts to read aloud and to perform Show understanding through intonation, tone, volume and action Discuss words and phrases that capture the reader's interest and imagination Draw inferences such as inferring characters' feelings, thoughts and motives from their actions Identify how language, structure, and presentation contribute to meaning	Listen to and discuss a wide range of texts Use dictionaries to check the meaning of words Discuss words and phrases that capture the reader's interest and imagination Recognise different forms of poetry Identify how language, structure, and presentation contribute to meaning	Listen to and discuss a wide range of texts Identify themes and conventions Prepare poems and play scripts to read aloud and to perform Discuss words and phrases that capture the reader's interest and imagination Identify how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction Participate in discussion about books
Spoken Language	Listen and respond Build vocabulary Give well-structured descriptions, explanations and narratives Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently Participate in discussions and role play	Build vocabulary Speak audibly and fluently Gain, maintain and monitor the interest of the listener(s)	Listen and respond Ask relevant questions Build vocabulary Participate in discussions and role play	Listen and respond Build vocabulary Maintain attention and participate actively in collaborative conversations Speak audibly and fluently	Listen and respond Ask relevant questions Build vocabulary Articulate and justify answers Participate in discussions	Listen and respond Ask relevant questions Build vocabulary Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently Consider and evaluate different viewpoints

Year four	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Poem	Family Album Me and My Brother & other poems online by Michael Rosen Tricks in Quick, Let's get Out of Here by Michael Rosen	The Lost Lost-Property Office Roger McGough Words Are Ours by Michael Rosen	The Roman Centurion's Song by Rudyard Kipling (edited extract) The Fossil by Ogden Nash	Windrush Child by John Agard Windrush Child by John Agard December by Valerie Bloom	Mountain Gorilla by Janet Wong Our Earth is a Poem by Little Tiger The Tree in the Wood (Traditional)	Look Closely Various haiku by Arakida Moritake Icy Morning Haiku by James Carter Acorn Haiku by Kit Wright Seeds by Walter de La Mare
Poetry outcome	Free verse narrative poem	List poem	Cinquain	Free verse, personal narrative poem	A cumulative list poem	A series of haiku
Poetry skills	Use language with increasing effect: choices of nouns, adjectives, adverbs and verbs; alliteration; hyperbole Create own repeating patterns and experiment with simple forms	Use language with increasing effect: choices of nouns, adjectives, adverbs and verbs; alliteration; hyperbole Create own repeating patterns and experiment with simple forms	Use language with increasing effect: choices of nouns, adjectives, adverbs and verbs; alliteration; hyperbole Create own repeating patterns and experiment with simple forms	Use increasingly effective similes to create imagery Use language with increasing effect: choices of nouns, adjectives, adverbs and verbs; alliteration; hyperbole	Use increasingly effective similes to create imagery Create own repeating patterns and experiment with simple forms	Use language with increasing effect: choices of nouns, adjectives, adverbs and verbs; alliteration; hyperbole Create own repeating patterns and experiment with simple forms
Writing composition	Plan writing by discussing the structure, vocabulary and grammar of similar writing Discuss and record ideas. Propose changes to grammar and vocabulary to improve consistency Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear	Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Compose and rehearse sentences orally Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear	Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Propose changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear	Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Compose and rehearse sentences orally Assess the effectiveness of own and others' writing Propose changes to grammar and vocabulary to improve consistency Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear	Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Assess the effectiveness of own and others' writing Proof-read for spelling and punctuation errors	Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Compose and rehearse sentences orally Assess the effectiveness of own and others' writing Proof-read for spelling and punctuation errors Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear
Reading	Prepare poems and play scripts to read aloud and to perform Show understanding through intonation, tone, volume and action Ask questions to improve understanding of a text Identify how language, structure, and presentation contribute to meaning	Use dictionaries to check the meaning of words Prepare poems and play scripts to read aloud and to perform Show understanding through intonation, tone, volume and action Recognise different forms of poetry Discuss words and phrases that capture the reader's interest and imagination Explain meaning of words in context Ask questions to improve understanding of a text	Prepare poems and play scripts to read aloud and to perform Discuss words and phrases that capture the reader's interest and imagination Explain meaning of words in context Identify how language, structure, and presentation contribute to meaning	Use dictionaries to check the meaning of words Prepare poems and play scripts to read aloud and to perform Show understanding through intonation, tone, volume and action Recognise different forms of poetry Discuss words and phrases that capture the reader's interest and imagination Explain meaning of words in context Ask questions to improve understanding of a text	Recognise different forms of poetry Discuss words and phrases that capture the reader's interest and imagination Explain meaning of words in context Identify how language, structure, and presentation contribute to meaning	Use dictionaries to check the meaning of words Recognise different forms of poetry Discuss words and phrases that capture the reader's interest and imagination Identify how language, structure, and presentation contribute to meaning
Spoken Language	Listen and respond Give well-structured descriptions, explanations and narratives Participate in discussions Gain, maintain and monitor the interest of the listener(s) Select and use appropriate registers for effective communication	Build vocabulary Gain, maintain and monitor the interest of the listener(s) Select and use appropriate registers for effective communication	Build vocabulary Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently Participate in discussions	Build vocabulary Use spoken language: speculating, hypothesising, imagining and exploring ideas Gain, maintain and monitor the interest of the listener(s) Select and use appropriate registers for effective communication	Listen and respond Build vocabulary Maintain attention and participate actively in collaborative conversations Use spoken language: speculating, hypothesising, imagining and exploring ideas	Listen and respond Ask relevant questions Build vocabulary Articulate and justify answers Use spoken language: speculating, hypothesising, imagining and exploring ideas

Year Five	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Poem	<p>listen and respond</p> <p>Build vocabulary</p> <p>Give well-structured descriptions, explanations and narratives</p> <p>Use spoken language: speculating, hypothesising, imagining and exploring ideas</p> <p>Participate in performances</p>	<p>The Moon</p> <p>Is the moon tired by Christina Rossetti</p> <p>The moon at Knowle Hill by Jackie Kay</p> <p>She walks in beauty by Lord Byron</p> <p>Silver by Walter de la Mare</p>	<p>Viking Kennings & Spells</p> <p>Sigrdrifa's Prayer</p>	<p>Finding Magic by Eric Finney</p> <p>What is green by Mary O'Neil</p> <p>The Ferns by Gene Baro</p> <p>Great, Wide, Beautiful, Wonderful World by William Brighty Rands</p> <p>Give and take by Roger McGough</p> <p>Leisure by William Henry Davies</p>	<p>A Year Well Lived-in by Tom Denbigh</p> <p>Solitude by Archibald Lampman</p> <p>In I Am the Seed That Grew the Tree ed. Fiona Waters</p> <p>The Juggler of Day by Emily Dickinson</p>	<p>Animals of Africa</p> <p>Good Morning Mr Croco-Doco-Dile by Charles Causley</p> <p>The Rum Tum Tugga by T. S. Eliot</p> <p>Jellicle Cats by T. S. Eliot</p> <p>The Squirrel by Anon</p>
Poetry outcome	Narrative poem	Free verse with refrains and verses	Songs and word play: good luck spells	Free verse	Free verse	Poem using puns and wordplay
Poetry Skills	<p>Use a range of descriptive language techniques to create effective imagery e.g. <i>metaphor, simile, playing with word order</i></p> <p>Experiment with a range of poetry forms</p>	<p>Use a range of descriptive language techniques to create effective imagery e.g. <i>metaphor, simile, playing with word order</i></p> <p>Experiment with a range of poetry forms</p>	<p>Experiment with metaphor to make effective comparisons</p> <p>Experiment with a range of poetry forms</p>	<p>Experiment with metaphor to make effective comparisons</p> <p>Experiment with a range of poetry forms</p>	<p>Experiment with metaphor to make effective comparisons</p> <p>Use a range of descriptive language techniques to create effective imagery e.g. <i>metaphor, simile, playing with word order</i></p>	<p>Use a range of descriptive language techniques to create effective imagery e.g. <i>metaphor, simile, playing with word order</i></p> <p>Experiment with a range of poetry forms</p>
Writing composition	<p>Note and develop initial ideas, drawing on reading and research</p> <p>Enhance meaning through selecting appropriate grammar and vocabulary</p> <p>Describe settings, characters and atmosphere</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Perform own compositions using appropriate intonation, volume and movement</p>	<p>Note and develop initial ideas, drawing on reading and research</p> <p>Enhance meaning through selecting appropriate grammar and vocabulary</p> <p>Describe settings, characters and atmosphere</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Perform own compositions using appropriate intonation, volume and movement</p>	<p>Identify the audience for and purpose of writing</p> <p>Use consistent and correct tense</p> <p>Distinguish between the language of speech and writing</p> <p>Choose the appropriate register</p> <p>Perform own compositions using appropriate intonation, volume and movement</p>	<p>Note and develop initial ideas, drawing on reading and research</p> <p>Enhance meaning through selecting appropriate grammar and vocabulary</p> <p>Describe settings, characters and atmosphere</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Perform own compositions using appropriate intonation, volume and movement</p>	<p>Identify the audience for and purpose of writing</p> <p>Note and develop initial ideas, drawing on reading and research</p> <p>Enhance meaning through selecting appropriate grammar and vocabulary</p> <p>Describe settings, characters and atmosphere</p> <p>Perform own compositions using appropriate intonation, volume and movement</p>	<p>Note and develop initial ideas, drawing on reading and research</p> <p>Enhance meaning through selecting appropriate grammar and vocabulary</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Perform own compositions using appropriate intonation, volume and movement</p>
Reading	<p>Read and discuss a wide range of texts</p> <p>Learn poetry by heart.</p> <p>Prepare poems and plays for performance</p> <p>Draw inferences (characters' feelings, thoughts and motives); justify with evidence</p> <p>Summarise main ideas, identifying key details</p> <p>Evaluate authors' language choice</p> <p>Participate in discussion about books.</p> <p>Explain and discuss understanding of reading.</p> <p>Provide reasoned justifications for views</p>	<p>Identify and discuss themes and conventions</p> <p>Make comparisons within and across books</p> <p>Learn poetry by heart</p> <p>Prepare poems and plays for performance</p> <p>Identify how language, structure and presentation contribute to meaning</p>	<p>Read and discuss a wide range of texts</p> <p>Identify and discuss themes and conventions</p> <p>Make comparisons within and across books</p> <p>Learn poetry by heart</p> <p>Prepare poems and plays for performance</p> <p>Check sense, discuss understanding and explore meaning of words in context</p>	<p>Identify and discuss themes and conventions</p> <p>Make comparisons within and across books</p> <p>Learn poetry by heart</p> <p>Prepare poems and plays for performance</p> <p>Check sense, discuss understanding and explore meaning of words in context</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Provide reasoned justifications for views</p>	<p>Read and discuss a wide range of texts</p> <p>Identify and discuss themes and conventions</p> <p>Learn poetry by heart</p> <p>Prepare poems and plays for performance</p> <p>Participate in discussion about books</p> <p>Explain and discuss understanding of reading</p>	<p>Learn poetry by heart</p> <p>Prepare poems and plays for performance</p> <p>Check sense, discuss understanding and explore meaning of words in context</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Evaluate authors' language choice</p>
Spoken language	<p>Listen and respond</p> <p>Build vocabulary</p> <p>Give well-structured descriptions, explanations and narratives</p> <p>Use spoken language: speculating, hypothesising, imagining and exploring ideas</p> <p>Participate in performances</p>	<p>Listen and respond</p> <p>Build vocabulary</p> <p>Speak audibly and fluently</p> <p>Participate in performances</p>	<p>Ask relevant questions</p> <p>Use spoken language: speculating, hypothesising, imagining and exploring ideas</p> <p>Speak audibly and fluently</p> <p>Participate in performances</p> <p>Select and use appropriate registers for effective communication</p>	<p>Listen and respond</p> <p>Build vocabulary</p> <p>Speak audibly and fluently</p> <p>Participate in performances</p>	<p>Build vocabulary</p> <p>Use spoken language: speculating, hypothesising, imagining and exploring ideas</p> <p>Consider and evaluate different viewpoints</p>	<p>Listen and respond</p> <p>Build vocabulary</p> <p>Speak audibly and fluently</p> <p>Participate in performances</p>

Year Six	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Poem	Blitz by Mary Désirée Anderson Autumn Blitz by Frances Cornford Bombed Church by Elizabeth Berridge The Black-out by Mary Desiree Anderson Black-out by Valentine Ackland My Friend the Enemy by Dan Smith (Chapter 1)	A Tiger in the Zoo by Leslie Norris Tyger, Tyger by M Morgan All the Wild Wonders of our Earth by W Cooling Tell me Tiger by C Bevan Captivating Creature and Captive Creature by Gina Douthwaite	Shackleton's Journey- William Grill	The Sea by James Reeves Selected poems from I Am the Seed that Grew the Tree: A Nature Poem for Every Day of the Year by Fiona Waters	For Forest by Grace Nichols	Sonnet Written at the Close of Spring by Charlotte Smith Sonnet 33 by William Shakespeare Sonnet Written at the Close of Spring By Charlotte Smith Plus selected poems from Poems from a Green and Blue Planet edited by Sabrina Mahfouz
Poetry outcome	Free verse narrative poem	Free verse which conveys a message	Free verse poem	Narrative Poem	Free verse poem	Narrative Poem in the style of a sonnet
Poetry Skills	Experiment with personification to create effective imagery Make effective language choices, drawing on a range of descriptive techniques	Make effective language choices, drawing on a range of descriptive techniques Make authorial choices, selecting from a range of forms, to suit the purpose	Make effective language choices, drawing on a range of descriptive techniques Make authorial choices, selecting from a range of forms, to suit the purpose	Experiment with personification to create effective imagery Make effective language choices, drawing on a range of descriptive techniques	Experiment with personification to create effective imagery Make effective language choices, drawing on a range of descriptive techniques	Experiment with personification to create effective imagery Make effective language choices, drawing on a range of descriptive techniques
Writing Composition	Note and develop initial ideas, drawing on reading and research Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Use organisational and presentational devices to structure text Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use consistent and correct tense Perform own compositions using appropriate intonation, volume and movement	Identify the audience for and purpose of writing Note and develop initial ideas, drawing on reading and research Enhance meaning through selecting appropriate grammar and vocabulary Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Perform own compositions using appropriate intonation, volume and movement	Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Distinguish between the language of speech and writing Choose the appropriate register Perform own compositions using appropriate intonation, volume and movement	Note and develop initial ideas, drawing on reading and research Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use consistent and correct tense Perform own compositions using appropriate intonation, volume and movement	Identify the audience for and purpose of writing Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Perform own compositions using appropriate intonation, volume and movement	Note and develop initial ideas, drawing on reading and research Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Use organisational and presentational devices to structure text Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Perform own compositions using appropriate intonation, volume and movement
Reading	Make comparisons within and across books Learn poetry by heart Prepare poems and plays for performance Ask questions to improve understanding Predict from details stated and implied Evaluate authors' language choice Explain and discuss understanding of reading	Make comparisons within and across books Learn poetry by heart Prepare poems and plays for performance Ask questions to improve understanding Evaluate authors' language choice Explain and discuss understanding of reading	Identify and discuss themes and conventions Learn poetry by heart Prepare poems and plays for performance Draw inferences (characters' feelings, thoughts and motives); justify with evidence Identify how language, structure and presentation contribute to meaning Participate in discussion about books	Read and discuss a wide range of texts Identify and discuss themes and conventions Learn poetry by heart Prepare poems and plays for performance Check sense, discuss understanding and explore meaning of words in context Identify how language, structure and presentation contribute to meaning Evaluate authors' language choice	Identify and discuss themes and conventions Learn poetry by heart Prepare poems and plays for performance	Identify and discuss themes and conventions Make comparisons within and across books Learn poetry by heart Prepare poems and plays for performance Check sense, discuss understanding and explore meaning of words in context Ask questions to improve understanding Identify how language, structure and presentation contribute to meaning Evaluate authors' language choice Explain and discuss understanding of reading
Spoken Language	Listen and respond Build vocabulary Maintain attention and participate actively in collaborative conversations Speak audibly and fluently Participate in performances	Listen and respond Build vocabulary Maintain attention and participate actively in collaborative conversations Speak audibly and fluently Participate in performances	Ask relevant questions Build vocabulary Articulate and justify answers Give well-structured descriptions, explanations and narratives	Build vocabulary Maintain attention and participate actively in collaborative conversations Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently Participate in performances and role play	Listen and respond Use spoken language: speculating, hypothesising, imagining and exploring ideas Participate in discussions and performances Gain, maintain and monitor the interest of the listener(s)	Listen and respond Ask relevant questions Build vocabulary Maintain attention and participate actively in collaborative conversations Speak audibly and fluently

