



Fairlawn Primary School Poetry Curriculum

Guidance and Expectations for Poetry at Fairlawn

Planning

Each year group is allocated two types of poetry to learn throughout the year. You should also spend at least two weeks of the year on the poet selected for your poet focus. You should add these to the Literacy Unit overview where they best make sense and link to topics. When planning a unit of poetry, you should refer to the key objectives for each key stage as well as the specific details of each poetry type. You will need to complete a medium term plan as usual.

Teaching and Learning

Units of poetry should follow the usual five phase cycle of teaching and learning in Literacy, including the cold write and the hot write. For further detail, see the writing curriculum.

Assessment

The usual assessment arrangements for a Literacy unit apply. See the writing curriculum for full details.

Key Objectives

EYFS/KS1

- To listen, and respond to, a range of poetry around a theme.
- To look at rhyme within poems.
- To collect words that rhyme.
- Recognise and join in with repeated phrases and words

KS1/KS2

- To learn, re-read and recite favourite poems, taking account of punctuation.
- Recognise and join in with repeated phrases and words
- To identify and discuss favourite poems and poets, using appropriate terms (poet, poem, verse, rhyme etc.) and referring to the language of the poem.

- To experience and reflect upon both contemporary and classical poetry and poets.
- Investigating and creating a variety of poetic structures (e.g. calligrams, shape poems and acrostics).
- To discuss choice of words and phrases which describe and create impact (similes, metaphors, repetition, personification adjectives, verbs etc.)
- To discuss meanings of words and phrases that create humour, and sound effects in poetry (nonsense poems, tongue twisters, riddles, limericks).
- To write poetry that uses sound to create effects (e.g. onomatopoeia, alliteration, distinctive rhythms).
- To choose, prepare and rehearse poems for performance choosing appropriate expression, tone, volume and use of voices and other sounds.
- To understand the following terms and identify them in poems: verse, chorus, couplet, rhythm, rhyme, alliteration.

KS2

- To rehearse and improve performance.
- To write new and extended verses for performances based on models of 'performance' and oral poetry, e.g. rhythms, rhymes.
- To interpret/use words/phrases (including figurative language) in order to interpret/convey feelings, reflections or moods.
- To identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes.
- To describe how a poet manipulates the presence/breaks in rhyme.
- To analyse and compare poetic styles, use of forms and the themes of significant poets; to respond to shades of meaning; to explain and justify personal tastes; to consider the impacts of full rhymes, half rhymes, internal rhymes and rhyme interruptions, as well as other sound patterns.
- To be familiar with different types of poems/poetic form, e.g. ballad, sonnet, rap, elegy, narrative poem, haiku/senryu, Limerick.
- To discuss how linked poems relate to one another by themes, format and repetition, e.g. cycle of poems about the seasons.
- To describe and evaluate the style of an individual poet.
- To comment critically on the overall impact of a poem, showing how language and themes have been developed.
- To write their own poems experimenting with active verbs and personification.
- To recognise how poets manipulate words: for their quality of sound (rhythm, rhyme, assonance); for their connotations; for multiple layers of meaning; nonsense words and how meaning can be made of them; where the appeal lies.
- To read and interpret poems in which meanings are implied or multi-layered.

Year 1 Poetry

Type of Poetry	Features	Ensuring Challenge for All	Poet Focus
Acrostics	<ul style="list-style-type: none"> • The first of last letter in each line spell out a word. Most commonly, it is the first letter that spells out the word. • The acrostic links to a given theme, e.g. winter. • Lines usually end with commas. 	<ul style="list-style-type: none"> • Ask children to spell out a word using the last letter of each line. • Ask children to include a rhyme. • Ask children to add further description within their poem. 	<ul style="list-style-type: none"> • Allan Ahlberg
Shape Poems/Calligrams	<ul style="list-style-type: none"> • The poem usually describes an object. • The poem is presented in the shape of the object which it is describing. • The layout may either be with the words inside a shape or around the outline of the shape. 	<ul style="list-style-type: none"> • Ask children to have a consistent number of syllables in each line. • Ask children to include language devices, such as similes, metaphors and alliteration. 	
Riddles	<ul style="list-style-type: none"> • The poem describes a noun (usually an object), but does not name it, i.e. it may describe a tiger as striped and furry. • The last line usually directly addresses the reader and uses a question, e.g. 'What is it?' or 'Can you guess what I could be?' • The mood of the poem is light-hearted. 	<ul style="list-style-type: none"> • Ask children to write a riddle in either first or third person. • Ask children to use rhyming couplets. 	

Year 2 Poetry

Type of Poetry	Features	Ensuring Challenge for All	Poet Focus
<p>Diamantes</p> <p>E.g.</p> <p style="text-align: center;"><i>Bike</i> <i>Shiny, quiet,</i> <i>Pedalling, spinning, weaving</i> <i>Whizzing round corners,</i> <i>zooming along roads</i> <i>Racing, roaring, speeding</i> <i>Fast, loud,</i> <i>Car</i></p>	<ul style="list-style-type: none"> • The poem is presented in the shape of a diamond. • The line structure is as follows: <ul style="list-style-type: none"> ○ Line 1: Beginning subject; ○ Line 2: Two adjectives about line 1; ○ Line 3: Three verbs or words ending ‘-ing’ about line 1; ○ Line 4: A short phrase about line 1, a short phrase about line 7; ○ Line 5: Three verbs or words ending ‘-ing’ about line 7; ○ Line 6: Two adjectives about line 7; ○ Line 7: End subject. • Precise verbs and adjectives are used in the relevant lines indicated above. • Each line starts with a capital letter; commas are used between verbs and adjectives; no punctuation at the end of lines. 	<ul style="list-style-type: none"> • Children use increasingly precise adjectives and verbs in their verse. 	<ul style="list-style-type: none"> • John Lyons
<p>Haikus (or ‘Hokku’)</p> <p>E.g.</p> <p><i>The sky is so blue. (5)</i> <i>The sun is so warm up high.(7)</i> <i>I love the summer. (5)</i></p>	<ul style="list-style-type: none"> • The haiku Originates from Japan, and is similar in structure to a Tanka poem. • The mood of a haiku is generally serious (with the exception of the senryu form), and can relate to many themes, including nature or love. • The line structure is as follows: <ul style="list-style-type: none"> ○ Line 1: 5 syllables; ○ Line 2: 7 syllables; ○ Line 3: 5 syllables. (14 in total). 	<ul style="list-style-type: none"> • Ask children to select rhyming words to end lines 1 and 3. 	

	<ul style="list-style-type: none">• Each line starts with a capital letter.		
Free Verse	<p><i>Free verse does not follow a set syllable pattern or rhyme scheme. It may be written on a range of themes. Refer to the KS1 key objectives and writing curriculum content for Year 2.</i></p>		

Year 3 Poetry

Type of Poetry	Features	Ensuring Challenge for All	Poet Focus
<p>Limericks E.g.</p> <p><i>There was an old man with a beard, Who said, 'It is just as I feared, Two owls and a hen A lark and a wren Have all built their nests in my beard!</i></p>	<ul style="list-style-type: none"> • The poem is five lines in length and follows the rhyme scheme AABBA. • The line structure is as follows: <ul style="list-style-type: none"> ○ Line 1: 7-10 syllables (3 stressed); ○ Line 2: 7-10 syllables (3 stressed); ○ Line 3: 5-7 syllables (2 stressed) ; ○ Line 4: 5-7 syllables (2 stressed); ○ Line 5: 7-10 syllables (3 stressed). • The first line usually begins with ‘There was a...’ and ends with the name of a person or place. • The last line should be rather unusual or far-fetched. • Each line starts with a capital letter. Lines often end with a comma. <p>The mood of this type of poem is comic, and it can even be nonsense.</p>	<ul style="list-style-type: none"> • Provide scaffolding with gapped words for lower attainers. • Ask children to write in nonsense style, considering how their nonsense words could be similar to real words to suggest meaning. • Ask children to devise a limerick around a given theme. 	<ul style="list-style-type: none"> • Michael Rosen
<p>Free Verse</p>	<p><i>Free verse does not follow a set syllable pattern or rhyme scheme.</i></p> <p><i>It may be written on a range of themes.</i></p> <ul style="list-style-type: none"> • Refer to the KS2 key objectives and writing curriculum content for Year 3. 	<ul style="list-style-type: none"> • 	

Year 4 Poetry

Type of Poetry	Features	Ensuring Challenge for All	Poet Focus
<p>Kenning Poems E.g.</p> <p><i>My Sister</i></p> <p><i>Dummy-sucker</i> <i>Teddy-thrower</i> <i>Anything-chewer</i></p> <p><i>Kiss-giver</i> <i>Slave-employer</i> <i>Dolly-hugger</i> <i>Calm-destroyer</i></p> <p><i>Milk-drinker</i> <i>Nappy-leaker</i> <i>Peace-breaker</i> <i>Scream-shrieker</i></p> <p><i>Unlike any other</i> <i>My sister.</i></p>	<ul style="list-style-type: none"> • A 'kenning' is a two word phrase which describes an object, often using a metaphor to do so. • Kenning poems are a type of riddle which use kennings to describe something or someone. • Each line consists of one kenning. There is no set number of lines in each verse. • The kennings should be ordered within the poem with consideration of the impact on the reader. 	<ul style="list-style-type: none"> • Ask children to make precise word choices. • Encourage children to use language devices, such as metaphors and alliteration. 	<ul style="list-style-type: none"> • Maya Angelou
<p>Free Verse</p>	<p><i>Free verse does not follow a set syllable pattern or rhyme scheme.</i> <i>It may be written on a range of themes.</i> <i>Refer to the KS2 key objectives and writing curriculum content for Year 4.</i></p>		

Year 5 Poetry

Type of Poetry	Features	Ensuring Challenge for All	Poet Focus
Haikus	Please see Year 2 guidance.	<ul style="list-style-type: none"> • Vary the theme to ensure that this style is appropriate for Year 5. • Ask children to follow an ABA rhyme scheme. 	<ul style="list-style-type: none"> • Shev Silverstein
Senryus	<ul style="list-style-type: none"> • The structure of a senryu is identical to that of a haiku. • It is three lines in length. • The line structure is as follows: <ul style="list-style-type: none"> ○ Line 1: 5 syllables; ○ Line 2: 7 syllables; ○ Line 3: 5 syllables. (14 in total). • Each line starts with a capital letter. • The last line ends with a full stop; no other punctuation is necessary. • Where senryus differ from haikus is in their subject. Senryus are typically about humans rather than concepts such as nature of love. 		
Renga ('linked poem') E.g. <i>The final leaf falls (5)</i> <i>The tree branches are so bare (7)</i>	<ul style="list-style-type: none"> • Renga poems are written by more than one poet. Poet A would write three lines following the structure below. Poet B would then write the last two lines of the verse following the given structure. This is repeated within a pair or small group until the poem is complete. • The line structure is as follows: 	<ul style="list-style-type: none"> • Ask children to approach a range of themes with different opinions, i.e. a verse from the perspective of someone who dislikes autumn, 	<ul style="list-style-type: none"> •

<p><i>Autumn has arrived (5)</i> <i>Remember Summer's warm</i> <i>kiss (7)</i> <i>So gentle, it will be missed.</i> <i>(7)</i></p>	<ul style="list-style-type: none"> ○ Line 1: 5 syllables; ○ Line 2: 7 syllables; ○ Line 3: 5 syllables; ○ Line 4: 7 syllables; ○ Line 5: 7 syllables. ● There is no set rhyme scheme. ● The themes within a verse need to be consistent. ● Each line starts with a capital letter and the last line of each verse ends with a full stop. 	<p>followed by a verse by someone who likes autumn.</p> <ul style="list-style-type: none"> ● Ask children to mirror the structure with a syllable pattern of their choosing, e.g. 6, 8, 6, 8, 8. 	
<p>Free Verse</p>	<p><i>Free verse does not follow a set syllable pattern or rhyme scheme.</i> <i>It may be written on a range of themes.</i> <i>Refer to the KS2 key objectives and writing curriculum content for Year 5.</i></p>		

Year 6 Poetry

Type of Poetry	Features	Ensuring Challenge for All	Poet Focus
<p>Ottava Rima E.g.</p> <p><i>Quickly did the tiger begin his fast run Over hilly ground you see him fly and leap The passive prey laying grazing in the sun Suddenly its life that it wanted to keep Tiger pounces, quickly getting the job done The prey collapsing in a really big heap Tiger sleeps as night takes over from the day Will we ever see the hunter become prey?</i></p>	<ul style="list-style-type: none"> • It is an Italian style of poetry. • It is eight lines in length; each line consists of eleven syllables. • The rhyme scheme is ABABABCC. • Each line opens with a capital letter. • It is optional whether lines end with commas or not. • A poem may consist of several verses following the structure above. • The last line of the poem may end with a question mark or a full stop. 	<ul style="list-style-type: none"> • Ask children to consider the precision of their vocabulary choices. They should use a thesaurus to develop this (linked to Y5 and Y6 writing curriculum objective). 	<ul style="list-style-type: none"> • John Agard
<p>Free Verse</p>	<p><i>Free verse does not follow a set syllable pattern or rhyme scheme. It may be written on a range of themes. Refer to the KS2 key objectives and writing curriculum content for Year 6.</i></p>		