



Barham Primary School

Poetry Progression

As part of the English curriculum at Barham Primary School, the children will encounter a varied selection of poems, where vocabulary and meaning can be explored and explained, contributing to the development of children's wider reading skills. This is explored through English lessons, Barham Reading Pathways sessions and Destination Reader.

As part of our chosen fully validated phonics programme, Lesley Clarke Letters and Sounds, we are also able to provide our children with fully decodable phonics poems, which have been created for each phonics phase. This supports our pupils in developing not only their ability to read words with the GPCs that they have been taught, but to develop their confidence in reading, learning, reciting and performing short poems in an engaging and interactive way.

Our writing curriculum provides the children with the opportunity to learn more about structures of poetry, which allows them to create their own poems using a wide range of poetic devices. Children are encouraged to perform their own poetry alongside the poems learnt by their year group. We seek opportunities throughout the year for children to watch or hear poets reciting and discussing their own work.

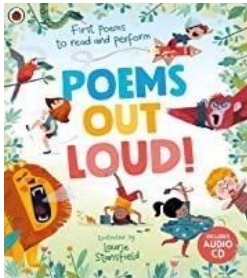
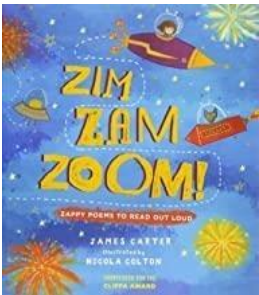
Through sharing, reading, writing and performing rhymes and poems, we aim to build children's emotional connection to language and the world around us. Poems are used throughout our curriculum to develop vocabulary, fluency, imagination and empathy. The children are encouraged to review poetry and to form opinions about their own likes and dislikes, which helps them to develop understanding and the ability to explain their preferences and respect the thoughts and feelings of others.

It is our duty to promote and develop a love and passion for reading thus reading aloud to the children is something that we are committed to as a school. We share a multitude of books and texts with our children including poetry, picture books, novels and non-fiction books throughout the year.

We have identified a core set of poems for each year group. Each year group will learn by heart two poems to be performed for assembly or to be shared with parents or visitors. Children will also be encouraged to revisit poems previously learnt.

****Poetry is taught both as a standalone unit and using link texts which will allow children to use the language across different cross curricular contexts. In each year group, children will be given opportunities for writing poems, reading and discussing poems and opportunities for performing poems – please refer to our reading and writing long term plans for further details.***

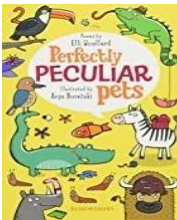

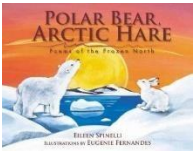
	National curriculum requirements	Poetry forms covered (For specific poems covered see English Reading Journey)
YR		Rhyming words – link to phonics phase 1 Nursery Rhymes

EYFS	
Poems to Share	Rhymes, Poems and Songs to Perform
 <p>Poems Out Loud - L Stansfield</p>  <p>Zim Zam Zoom - J Carter & N Colton</p>	<p>Incy Wincy Spider</p> <p>Dingle Dangle Scarecrow</p> <p>Grand Old Duke</p> <p>Humpty Dumpty</p> <p>Oat and Beans and Barley Grow</p>

EYFS Rhymes, Songs and Poems to Perform

Incy Wincy Spider	Oats and Beans and Barley Grow	Dingle, Dangle Scarecrow	Humpty Dumpty
<p>Incy wincy spider climbed up the waterspout, Down came the rain and washed the spider out, Out came the sun and dried up all the rain, So Incy wincy spider climbed up the spout again. Incy wincy spider climbed up the waterspout, Down came the rain and washed the spider out, Out came the sun and dried up all the rain, So Incy wincy spider climbed up the spout again</p> <p align="center">The Grand Old Duke of York</p> <p>Oh, the grand old Duke of York, He had ten thousand men, He marched them up to the top of The hill and he marched them down again.</p> <p>And when they were up they were up. And when they were down they were down. And when they were only half way up, They were neither up nor down.</p>	<p>Oats and beans and barley grow Oats and beans and barley grow Do you or I or anyone know how oats and beans and barley grow?</p> <p>First the farmer plants the seeds Stands up tall and takes his ease Stamps his feet and claps his hands And turns around to view his land</p> <p>Oats and beans and barley grow Oats and beans and barley grow Do you or I or anyone know how oats and beans and barley grow?</p> <p>Then the farmer watches the ground Watches the sun shine all around Stamps his feet and claps his hands And turns around to view his land</p> <p>Oats and beans and barley grow Oats and beans and barley grow Do you or I or anyone know how oats and beans and barley grow?</p>	<p>When all the cows were sleeping And the sun had gone to bed Up jumped the scarecrow And this is what he said</p> <p>I'm a dingle, dangle scarecrow With a flippy, floppy hat I can shake my hands like this I can shake my feet like that</p> <p>When all the hens were roosting And the moon behind a cloud Up jumped the scarecrow And shouted very loud</p> <p>I'm a dingle, dangle scarecrow With a flippy, floppy hat</p> <p>I can shake my hands like this I can shake my feet like that</p>	<p>Humpty Dumpty sat on a wall, Humpty Dumpty had a great fall, All the king's horses and all the king's men, Couldn't put Humpty together again.</p> <p>He fell off the wall - from the highest high - so high! He had a great fall - from the highest high - high! All the king's horses and all the king's men, Couldn't put Humpty together again.</p> <p>Humpty Dumpty sat on the ground, Humpty Dumpty looked all around, Gone were the chimneys and gone were the roofs, All he could see was horses and hooves.</p> <p>He fell off the wall - from the highest high - so high! He had a great fall - from the highest high - high! All the king's horses and all the king's men, Couldn't put Humpty together again.</p> <p>Reception:</p> <p>My Phonics Poems- Lesley Clarke Phase 4</p> <p>Shall I? Phase 4 Week 1 Monsters- Phase 4 Week 2 5 Little Insects- Phase 4 Week 3 What do you do when you go out?- Phase 4 Week 4</p>

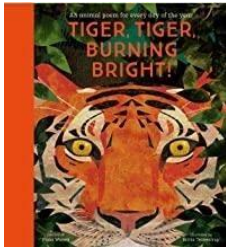
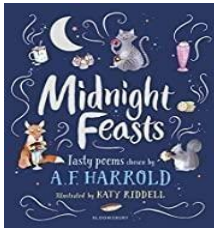
	National curriculum requirements	Poetry forms covered (For specific poems covered see English Reading Journey)
Y1	<p>- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>-learning to appreciate rhymes and poems, and to recite some by heart</p>	<p>Acrostic poems The first of last letter in each line spell out a word. Most commonly, it is the first letter that spells out the word.</p> <p>Riddles The poem describes a noun 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?' Linked to Lesley Clarke's Letters and Sounds- Phase 5b</p>

Year 1			
Poems to Share	Poems to Perform	Poems to Read	Poems to explore
<p>Perfectly Peculiar Pets - E Woollard & A Boretzki</p> 	<p>Water - Shirley Hughes</p> <p>Queue for the Zoo – Clare Beven</p>	<p>Spaghetti! Spaghetti! - Jack Prelutsky</p> <p>Feasts – Shirley Hughes</p> <p>There was a Crooked Man</p>	<p>Concrete A concrete poem is written in the shape of its subject. As form is the highest consideration here sometimes the poems consist of single words describing their subject rather than complete lines.</p> <p>Rhyming (Innovate a well-known rhyme) Rhyming patterns can be in couplets where pairs of lines rhyme or can be alternate where every other line rhymes.</p>
<p>A First Book of the Sea - N Davies & E Sutton</p> 		<p>Hands – Julia Donaldson</p> <p>Rickety Train Ride - Tony Mitton</p> <p>In the dark, dark wood</p>	<p>List Poem A list poem often has a list of words, phrases or sentences on a subject. They often have a starter word or sentence. E.g. For breakfast I will eat... Things that... Words and phrases are often repeated. It may or may not rhyme.</p>
<p>Polar Bear, Arctic Hare- Eileen Spinelli</p> 			<p>A range of poems based on Lesley Clarke's Letters and Sounds Phonics Programme 'My Phonics Poems'</p> <p>Phase 4 including: Shall I? Phase 4 Week 1 Monsters- Phase 4 Week 2 5 Little Insects- Phase 4 Week 3</p>

			What do you do when you go out? -Phase 4 Week 4
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Year 1: Poems to Perform	
<p>Water – Shirley Hughes</p> <p>I like water. The shallow, splashy, paddly kind, The hold-on-tight-it's-deep kind.</p> <p>Slosh it out of buckets, spray it all around.</p> <p>I do like water.</p>	<p>Queue for the Zoo – Clare Beven</p> <p>Oh no! There's a queue! What shall we do? Act like the animals In the zoo...</p> <p>Growl like tigers, Grizzle like bears, Skip about like Mad March Hares, Squirm like snakes, And squeak like rats, Flap our coats Like vampire bats, Jump as high as A kangaroo...</p> <p>I'm glad we're in a queue – Aren't you?</p> <p>Shall I? Phase 4 Week 1</p> <p>Monsters- Phase 4 Week 2</p> <p>5 Little Insects- Phase 4 Week 3</p> <p>What do you do when you go out? - Phase 4 Week 4</p>

	National curriculum requirements	Poetry forms covered (For specific poems covered see English Reading Journey)	
Y2	<p>-listening to, discussing and expressing views about a wide range of contemporary and classic poetry</p> <p>-recognising simple recurring literary language in stories and poetry</p> <p>-continuing to build up a repertoire of poems learnt by heart</p> <p>-write poetry</p>	<p>Acrostic poems (Building on from Y1) The first of last letter in each line spell out a word. Most commonly, it is the first letter that spells out the word.</p> <p>Riddles The poem describes a noun 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?' Linked to Lesley Clarke's Letters and Sounds- Phase 5b and Phase 5c</p> <p>Rhyming poems ABAB complex rhyme (Links to YR/Y1) In an ABAB Poem, the first and third lines rhyme and the second and fourth lines rhyme. The lines do not need to have the same amount of syllables.</p>	<p>Simile Poems When something is compared to another thing using 'as' or 'like' to paint a picture in reader's mind</p>

Year 2			
Poems to Share	Poems to Perform	Poems to Read	Poems to Write
<p>Tiger Tiger Burning Bright- Fiona Waters</p>   <p>Midnight Feasts: Tasty poems chosen by A.F. Harrold</p>	<p>Daddy Fell into The Pond – Alfred Noyes</p> <p>Cats Sleep Anywhere – Eleanor Farjeon</p> <p>Riddles The poem describes a noun 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?' Linked to Lesley Clarke's Letters and Sounds- Phase 5b</p>	<p>Footprints in the Sand – B Williams</p> <p>A Tiny Burning Flame - Unknown</p> <p>Owl and the Pussy Cat – E Lear</p> <p>My Lonely Garden from Take off Your Brave – Nadim (aged 4)</p> <p>Cobwebs – Unknown</p> <p>Rumble in the Jungle – Giles Andre</p>	<p>Acrostic poems (Building on from Y1) The first of last letter in each line spell out a word. Most commonly, it is the first letter that spells out the word.</p> <p>Rhyming poems ABAB complex rhyme (Links to YR/Y1) In an ABAB Poem, the first and third lines rhyme and the second and fourth lines rhyme. The lines do not need to have the same amount of syllables.</p>

Year 2: Poems to Perform – Home learning

When Daddy Fell into the Pond – Alfred Noyes

Everyone grumbled. The sky was grey.
We had nothing to do and nothing to say.
We were nearing the end of a dismal day,
And there seemed to be nothing beyond,
THEN
Daddy fell into the pond!

And everyone's face grew merry and bright,
And Timothy danced for sheer delight. "Give me the
camera, quick, oh quick! He's crawling out of the
duckweed!" Click!

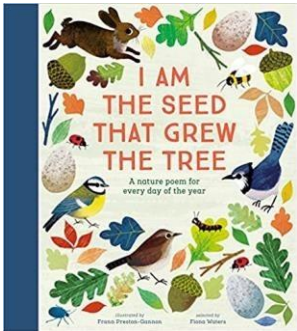
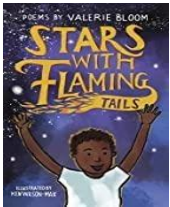
Then the gardener suddenly
slapped his knee,
And doubled up, shaking silently, And the
ducks all quacked as if they were daft,
And it sounded as if the old drake laughed.
Oh, there wasn't a thing that didn't respond
WHEN
Daddy fell into the pond!

Cats Sleep Anywhere – Eleanor Farjeon

Cats sleep, anywhere,
Any table, any chair
Top of piano, window-ledge,
In the middle, on the edge,
Open drawer, empty shoe,
Anybody's lap will do,
Fitted in a cardboard box,
In the cupboard, with your frocks-
Anywhere! They don't care!
Cats sleep anywhere.

	National curriculum requirements	Poetry forms covered (For specific poems covered see English Reading Journey)
Y3	<p>-listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>-preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>-recognising some different forms of poetry</p> <p>-listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>-preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>-recognising some different forms of poetry</p>	<p>Limericks</p> <p>The poem is five lines in length and follows the rhyme scheme AABBA. The line structure is as follows: Line 1: 7-10 syllables; Line 2: 7-10 syllables; Line 3: 5-7 syllables; Line 4: 5-7 syllables; Line 5: 7-10 syllables.</p> <p>The first line usually begins with 'There was a...' and ends with the name of a person or place.</p> <p>The last line should be rather unusual or far-fetched.</p> <p>Each line starts with a capital letter. Lines often end with a comma. The mood of this type of poem is comic, and it can even be nonsense</p> <p>Haikus</p> <p>The haiku Originates from Japan, and is similar in structure to a Tanka poem.</p> <p>The mood of a haiku is generally serious, and can relate to many themes, including nature or love.</p> <p>The line structure is as follows: Line 1: 5 syllables; Line 2: 7 syllables; Line 3: 5 syllables.</p>

Y4		<p>Kennings</p> <p>A 'kenning' is a two word phrase which describes an object, often using a metaphor to do so.</p> <p>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.</p> <p>The kennings should be ordered within the poem with consideration of the impact on the reader.</p> <p>E.G. <i>My Sister</i> <i>Dummy-sucker</i> <i>Teddy-thrower</i> <i>Anything-chewer</i></p>
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Year 3			
Poems to Share	Poems to Perform	Poems to Read	Poems to Write
<p>I Am the Seed That Grew the Tree - F Waters & F Preston-Gannon</p>  <p>Stars with Flaming Tails - Valerie Bloom</p> 	<p>The Sound Collector - Roger McGough</p> <p>The Adventures of Isabel - Ogden Nash</p>	<p>The Dragon of Andor – Reading Explorers</p> <p>Mr Moore – David Harmer</p> <p>Ghost in the Garden - Berlie Doherty</p> <p>The Small Dragon - Brian Patten</p> <p>If Anger was an Animal - The Emotional Menagerie</p> <p>The Witch of Axon - Reading Explorers</p> <p>My Brother Might be Bigfoot- Kenn Nesbitt</p>	<p>List</p> <p>A list poem collects content in a list form. It can be purely a list without any transitional phrases. List poems don't have any fixed rhyme or rhythmic pattern – this is the poet's choice.</p> <p>Clerihew</p> <p>A clerihew is usually a humorous poem written about a specific person. It is a four-line comic verse with two rhyming pairs of lines with the rhyme scheme AABB. The First line of the poem will include the name of the person about whom the verse is written.</p> <p>Simile Poem</p> <p>When something is compared to another thing using 'as' or 'like' to paint a picture in reader's mind</p>

Year 3: Poems to Perform

The Sound Collector – Roger McGough

A stranger called this morning
Dressed all in black and grey
Put every sound into a bag
And carried them away

The whistling of the kettle
The turning of the lock
The purring of the kitten
The ticking of the clock
The popping of the toaster
The crunching of the flakes
When you spread the marmalade
The scraping noise it makes

The hissing of the frying pan
The ticking of the grill
The bubbling of the bathtub
As it starts to fill
The drumming of the raindrops
On the windowpane
When you do the washing-up
The gurgle of the drain

The crying of the baby
The squeaking of the chair
The swishing of the curtain
The creaking of the stair

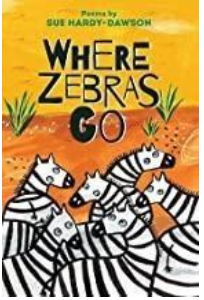
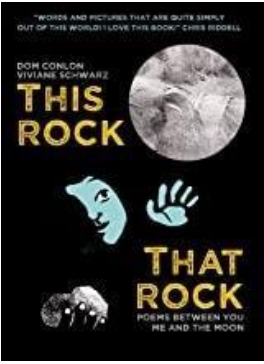
A stranger called this morning
He didn't leave his name
Left us only silence
Life will never be the same

The Adventures of Isabel – Ogden Nash

Isabel met an enormous bear,
Isabel, Isabel, didn't care,
The bear was hungry, the bear was ravenous, The bear's big mouth was cruel and cavernous. The bear said,
Isabel, glad to meet you, How do, Isabel, now I'll eat you!
Isabel, Isabel, didn't worry, Isabel didn't scream or scurry. She washed her hands and she straightened her hair up, Then Isabel quietly ate the bear up.
Once in a night as black as pitch Isabel met a wicked old witch. The witch's face was cross and wrinkled, The witch's gums with teeth were sprinkled. Ho, ho, Isabel! the old witch crowed, I'll turn you into an ugly toad!

Isabel, Isabel, didn't worry,
Isabel didn't scream or scurry,
She showed no rage and she showed no rancor,
But she turned the witch into milk and drank her

Year 4

Poems to Share	Poems to Perform	Poems to Read	Poems to Write
<p>Where Zebras Go – S Hardy-Dawson</p>  <p>This Rock, That Rock -_D Conlon</p> 	<p>Granny's Sugarcake – John Lyons</p> <p>From a Railway Carriage – R L Stevenson</p>	<p>It Couldn't Be Done - Edgar A Guest</p> <p>The Jaberwocky – Lewis Carroll</p> <p>The Sun – Wes Magee</p> <p>Don't be scared – Carol Ann Duffy</p> <p>There's an alien in the classroom – Gervais Phinn</p> <p>Witches chant (Macbeth) – William Shakespeare</p>	<p>Ryhming Couplets</p> <p>Two lines of a poem that have the same rhythm and rhyme</p> <p>Kennings</p> <p>Kennings are a means of referring to people or objects without naming them directly. A Kenning names something by describing its qualities in a two word compound expression (often consisting of a noun and a verb made into a noun using an -er ending). Kennings can be developed into a poem or a riddle.</p> <p>Free Verse</p> <p>Free verse poems have no rhyming structure and often don't have a particular rhythm or syllable patterns. Poets use line breaks, punctuation and the use of shorter and longer lines to convey meaning.</p>

Year 4: Poems to Perform

Granny's Sugarcake – John Lyons

Sugarcake!
Sugarcake!
Ah chile sweetie ting a Trini granny
could mek:

She grate de coconut, put sugar in ah hot
pot. When it bubble-up like crazy she
stir in de coconut; den she drop in some
clove, ah piece of cinnamon, an few
drops ah vanilla.

She screwin up she face, keepin she
yeye pon it. She stirrin it,
she stirrin it
an she whole body shakin-up; ah
tellin yuh, meh Granny got riddum.

Wen de sugarcake ready,
she spoon it out
on greaseproof paper,

an is den meh mout begin to water
but de look meh Granny gimme
tell meh ah got to wait
fuh it to cool down
good.

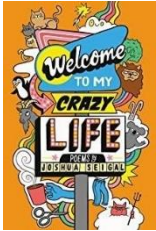
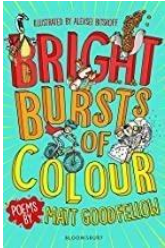
Sugarcake!
Sugarcake!
How ah love de sugarcake meh Granny
does mek

From a Railway Carriage – R L Stevenson

Faster than fairies, faster than witches,
Bridges and houses, hedges and ditches;
And charging along like troops in a battle,
All through the meadows the horses and cattle:
All of the sights of the hill and the plain
Fly as thick as driving rain;
And ever again, in the wink of an eye, Painted
stations whistle by.

Here is a child who clammers and scrambles,
All by himself and gathering brambles;
Here is a tramp who stands and gazes;
And there is the green for stringing the daisies!
Here is a cart run away in the road
Lumping along with man and load;
And here is a mill and there is a river: Each a glimpse and gone for ever!

	National curriculum requirements	Poetry forms covered (For specific poems covered see English Reading Journey)
Y5	<p>-continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>-learning a wider range of poetry by heart</p>	<p>Study of poetical devices – use of personification, onomatopoeia and metaphors</p> <p>Look at a range of poems from Joseph Coelho, Carol Ann Duffy, Grace Nichols Study of the poetical devices used.</p> <p>Free Verse – study of language</p> <p>Free verse does not follow a set syllable pattern or rhyme scheme. It may be written on a range of themes.</p>
Y6	<p>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>-Use knowledge of language from poetry to support increasing fluency and facilitate writing and comprehension</p>	<p>Each of the types of poems are studied in a standalone unit in Autumn 2 focusing on the use of metaphorical language and personification</p> <p>Free Verse – study of language</p> <p>Free verse does not follow a set syllable pattern or rhyme scheme. It may be written on a range of themes.</p> <p>Rhyming poems – study of language</p>

Year 5			
Poems to Share	Poems to Perform	Poems to Read	Poems to Write
<p>Welcome to My Crazy Life – J Seigal</p>  <p>Bright Bursts of Colour – M Goodfellow</p> 	<p>Leisure – W H Davies</p> <p>Walking with My Iguana – Brian Moses</p>	<p>Storm in a Rainforest – Sally Garland</p> <p>Autumn leaves – James Mcinerney</p> <p>The Sky Artist – Grace Nichols</p> <p>The British – Ben Zephaniah</p> <p>Whispering Waves – National Poetry Library</p> <p>Twas the night before Christmas - Clement Clarke Moore</p> <p>A Poem to be Spoken Silently – Pie Corbett</p>	<p> kennings</p> <p>Kennings are a means of referring to people or objects without naming them directly. A Kenning names something by describing its qualities in a two word compound expression (often consisting of a noun and a verb made into a noun using an -er ending). Kennings can be developed into a poem or a riddle.</p> <p> Haiku</p> <p>Haiku are seventeen syllable poems</p> <p>Line 1: 5 syllables</p> <p>Line 2: 7 syllables</p> <p>Line 3: 5 syllables</p> <p>The lines are separate and each contains a new thought. A haiku describes one moment of time. Haiku are visual poems usually about the natural world, and leave the reader with a picture.</p> <p> Blackout</p> <p>Blackout poetry is a form of 'found poetry' where the poet selects words from a printed text and omits the unwanted words. The chosen words will form a new poem - giving the original text a whole new meaning.</p>

Year 5: Poems to Perform and Write

Walking with My Iguana – Brian Moses

I'm walking with my iguana.
I'm walking with my iguana.
When the temperature rises to above eighty-five, my iguana is looking like he's coming alive.
So we make it to the beach, my iguana and me, then he sits on my shoulder as we stroll by the sea . . . and I'm walking with my iguana.

I'm walking with my iguana.
Well if anyone sees us we're a big surprise, my iguana and me on our daily exercise, till somebody phones the local police and says I have an alligator tied to a leash.


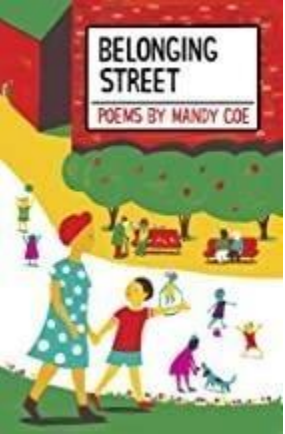
When I'm walking with my iguana.
I'm walking with my iguana.
It's the spines on his back that make him look grim, but he just loves to be tickled under his chin. And I know that my iguana is ready for bed when he puts on his pyjamas and lays down his sleepy head.

And I'm walking with my iguana.
Still walking with my iguana.
With my iguana...with my iguana...
and my piranha, and my Chihuahua, and my chinchilla, and my gorilla, my caterpillar... and I'm walking...with my iguana...with my iguana...with my iguana.

Leisure – William Henry Davies

What is this life if, full of care,
We have no time to stand and stare?- No time to stand
beneath the boughs And stare as long as sheep or cows:
No time to see, when woods we pass,
Where squirrels hide their nuts in grass:
No time to see, in broad daylight,
Streams full of stars, like skies at night:
No time to turn at Beauty's glance,
And watch her feet, how they can dance: No time to wait till
her mouth can Enrich that smile her eyes began?
A poor life this if, full of care,
We have no time to stand and stare.

Year 6

Poems to Share	Poems to Perform	Poems to Read	Poems to Write
<p>The Lost Words – R Macfarlane & J Morris</p>  <p>Belonging Street – M Coe</p> 	<p>The River – Valerie Bloom</p> <p>In Flanders’ Fields – John McCrea</p>	<p>The Book – Michael Rosen</p> <p>My Grandma’s Bonsai Tree – Ben Mayoh</p> <p>The Highwayman – Alfred Noyes</p> <p>The Listeners – Walter de la Mare</p> <p>The Hill We Climb – Amanda Gorman</p> <p>Raven – R Macfarlane</p> <p>Cloud Busting – Malorie Blackman</p> <p>Blackbird - John Foster</p>	<p>Spoken Word</p> <p>Characterized by rhyme, repetition, improvisation, and word play, spoken word poems frequently refer to issues of social justice, politics, race, and community. Spoken word may draw on music, sound, dance, or other kinds of performance to connect with audiences.</p> <p>Narrative</p> <p>Narrative poems tell a story, usually about a very specific moment in time. They can be written in rhyme and with strict rhythmic pattern but are most often in free verse.</p> <p>Cinquain</p> <p>A cinquain has a 5 line structure. It follows the pattern:</p> <ul style="list-style-type: none"> Line 1: 2 syllables Line 2: 4 syllables Line 3: 6 syllables Line 4: 8 syllables Line 5: 2 syllables

Year 6: Poems to Perform

The River – Valerie Bloom

The River's a wanderer.
A nomad, a tramp,
He doesn't choose one place To set up his
camp.

The River's a winder,
Through valley and hill He twists
and he turns, He just cannot be
still.

The River's a hoarder,
And he buries down deep
Those little treasures
That he wants to keep.

The River's a baby,
He gurgles and hums, And sounds like he's happily Sucking his thumbs.

The River's a singer,
As he dances along, The countryside echoes The notes of his song.

The River's a monster Hungry and vexed,
He's gobbled up trees And he'll swallow you next.

In Flanders' Fields – John McCrea

In Flanders' fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.

We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow, Loved and were
loved, and now we lie In Flanders fields.

Take up our quarrel with the foe: To you from failing hands
we throw The torch; be yours to hold it high.
If ye break faith with us who die
We shall not sleep, though poppies grow In Flanders fields.

Purposes for poetry: to convey information, to entertain, to share a story, to amuse, to reflect, to pass on culture heritage, to pray with thanks, to celebrate, to praise, to persuade etc. The purpose for poetry should be discussed with pupils.

Poetic forms and devices	
Alliteration	<i>This is when words that start with the same sound are used repeatedly in a phrase or sentence</i>
Assonance	<i>This is the repetition of a vowel sound within nearby words</i>
Blackout poem	<i>This is when a poet takes a piece of text and crosses out much of the original text. The words left form a new poem.</i>
Ballad	<i>A poem or song that narrates a story in short stanzas. It may use rhythm and rhyme</i>
Calligram	<i>This is a word, phrase or poem that is presented in a visual way. This may be by the shape of the letters, some words or the whole poem which links to the meaning/theme of the words/poems.</i>
Cinquain	<i>A cinquain has a 5 line structure. It follows the pattern: Line 1: 2 syllables Line 2: 4 syllables Line 3: 6 syllables Line 4: 8 syllables Line 5: 2 syllables</i>
Comic Verse	<i>There are no fixed rules for rhyme and rhythm. Comic verse often involves a play on words and focuses on amusing the reader</i>
Concrete poem	<i>A poem that is written in the shape of the words on the page match the subject of the poem</i>
Conversation poems	<i>A poem that creates the appearance of a conversation that has been inserted into the structure of a poem.</i>
Couplet	<i>Two lines of a poem that have the same rhythm and rhyme</i>
Free verse	<i>Free verse poems do not follow particular forms and are without rhythm and rhyme. Some examples could be monologue, list poems, narrative</i>
Haiku	<i>This is a Japanese poem with the intention of evoking images. It follows the structure Line 1: 5 syllables Line 2: 7 syllables Line 3: 5 syllables</i>
Kennings	<i>A kenning describes the qualities of something using two-word phrases in the place of a noun. Kenning poems uses two-word phrases on each line and may include metaphors</i>
Limerick	<i>A five line comic verse where the 1st, 2nd and 5th line rhyme with each other and the 3rd and 4th line rhyme with each other</i>
List poem	<i>A list poem often has a list of words, phrases or sentences on a subject. They often have a starter word or sentence. E.g. For breakfast I will eat... Things that... Words and phrases are often repeated. It may or may not rhyme.</i>
Metaphor	<i>This is when something is described as being the same as an unrelated object. They are often used to create effects and images.</i>

Narrative	<i>A narrative poem tells a story. It may be free verse or involve rhythm and rhyme.</i>
Onomatopoeia	<i>This is a word that describes its sound</i>
Personification	<i>This is when objects, animals and plants are given human qualities to help paint a picture in the reader's mind</i>
Quatrain	<i>A stanza with four lines where usually alternate lines rhyme</i>
Question and answer	<i>This is structured as a dialogue between two people and often follows the structure of a question followed by an answer.</i>
Rap	<i>This is a musical vocal delivery involving rhythm and rhyme</i>
Riddle	<i>This is generally presented as a puzzle to be solved. They may often have clues to a unknown object or person.</i>
Simile	<i>When something is compared to another thing using 'as' or 'like' to paint a picture in reader's mind</i>
Structured grammar poem	<i>A poem that follows a specific grammar structure. Children can then use this structure to create their own poem</i>
Tongue twister	<i>Short poems or lines that are hard to say because they use a lot of similar sounds</i>