



Pathways to Poetry Long Term Overview



"I can do all things because Christ gives me strength."



Class	Autumn	Spring	Summer
Nursery	<p>A treasury of nursery rhymes and poems by Frann Preston-Gannon</p> <p>Humpty Dumpty Twinkle, twinkle little star 5 currant buns</p> <p>Outcome- Know many rhymes and use them to build a narrative.</p>	<p>A treasury of nursery rhymes and poems by Frann Preston-Gannon.</p> <p>Baa, baa black sheep 1,2,3,4,5 once I caught a fish alive 5 little ducks</p> <p>Outcome- Know many rhymes and spot and suggest rhyme.</p>	<p>100 Nursery rhymes by Usborne.</p> <p>Jack and Jill Incy wincy spider 5 little monkeys</p> <p>Outcome- Know many rhymes and spot words with the same initial sounds.</p>
Reception	<p>A Bundle of Rhymes Nursery Rhymes by Mother Goose: Jack be Nimble Hey Diddle Diddle Hickory Dickory Dock Little Miss Muffet</p> <p>Outcome- Recite rhymes and use them to build a narrative.</p>	<p>Into the Pond! When Daddy Fell into the Pond by Alfred Noyes. I promise I'll be careful by The Literacy Company</p> <p>Outcome - Caption or simple sentence for a class poem.</p>	<p>Behold by Mary Kawena Pukui. Look! by Grace Nichols</p> <p>Outcome - A class observation poem.</p>
Reception/Yr 1	<p>Creepy Crawly by Anon & Busy Bugs by James Carter Hey Little Bug by J. Carter Mad about minibeasts by G Andreae and D Wojtowycz</p> <p>Outcome- Class performance poem.</p>	<p>The Farmyard by A. A. Attwood Rosie's Walk by Pat Hutchins Wriggle and Roar by Julia Donaldson Farmer Duck by Martin Waddell</p> <p>Outcome- Class poem to be performed for an audience.</p>	<p>Eat Your Peas, Louise! by Pegeen Snow & Dinner-time Rhyme by June Crebbin.</p> <p>Outcome- Class poem.</p>
Yr 1/2	<p>Sea Songs. When I was One- The Pirate Song (Trad.) A Sailor Went to Sea (Trad.) Pirate Pete by James Carter</p> <p>Outcome- Action rhyme and list poem.</p>	<p>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</p> <p>Companion- Chop, slice mash studied Autumn 2.</p>	<p>At the Zoo by W. M. Thackeray Off by Heart by R Steven At the Zoo by W. M. Thackeray Other poems included in the unit.</p> <p>Outcome- List poem.</p>
Yr 2	<p>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</p> <p>Outcome - Riddles and List Poem.</p>	<p>Night Sounds by Berlie Doherty Questions at Night by Louis Untermeyer</p> <p>Outcome - Senses poem.</p>	<p>Fox by Kathy Henderson Badgers by Richard Edwards Midnight Visitors by Irene Rawnslay</p> <p>Outcome - Descriptive poem</p>

Class	Autumn	Spring	Summer
Year 3	The Shell by John Foster Squishy Words by Alistair Reid Sea Shell by Amy Lowell. Outcome - Senses poem	The Magnificent Bull from the Dinka tribe Leap Like a leopard by John Foster As, as, as by Robert Hull. Outcome - Dinka-inspired poem	The Roman Centurion's Song by Rudyard Kipling (edited extract) The Fossil by Ogden Nash Outcome – Cinquain Companion - Emperors and Empires.
Year 3/4	The River's Tale by Rudyard Kipling (extract) The Fossil by Ogden Nash Outcome - Descriptive poem Companion - Misty Mountain, Winding River.	Windrush Child by John Agard December by Valerie Bloom Outcome - Free verse, personal narrative poem.	Look Closely Various haiku by Arakida Moritake Icy Morning Haiku by James Carter Acorn by Kit Wright Seeds by Walter de La Mare Outcome - A series of haiku
Year 4/5	The Song of Hiawatha by Henry Wadsworth Longfellow (extract) Hiawatha by Susan Jeffers. Outcome - Narrative poem. Companion - Road Trip USA.	The Lost Property Office by Roger McGough Words Are Ours by Michael Rosen. Outcome - List poem.	Look! by Grace Nichols The Tree in the Wood (Trad.) Outcome - A list poem based on a traditional rhyme.
Year 5/6	Guarding Secrets by the Literacy Company Outcome -Free verse poem. Companion - The Secret Garden by Francis Hodgson Burnett.	The Moon Is the moon tired by Christina Rossetti The moon at Knowle Hill by Jackie Kay She walks in beauty by Lord Byron Silver by Walter de la Mare Outcome - Free verse with refrains and verses. Companion - Earth and Beyond	Animals of Africa Good Morning Mr Croco-Doco-Dile by Charles Causley The Rum Tum Tugga by T. S. Eliot Jellicle Cats by T. S. Eliot The Squirrel by Anon Outcome -Poem using puns and wordplay.
Year 6	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 Outcome – Free verse which conveys a message.	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 Outcome -Free verse narrative poem.	Sonnet Written at the Close of Spring by Charlotte Smith Sonnet 33 by William Shakespeare Selected poems from Poems from a Green and Blue Planet edited by Sabrina Mahfouz Outcome -Narrative Poem in the style of a sonnet

<u>Reception</u>	
Unit	<p>A Bundle of Rhymes Traditional nursery rhymes are focused on each day to enhance aspects of Phase 1: body percussion, rhythm and rhyme and voice sounds. There is an emphasis on reciting rhyme and exploring the narrative through play as well as sequencing, drawing and matching activities. Outcome: Pupils recite rhymes and use them to build a narrative for their peers.</p>
Unit	<p>Into the Pond! This unit links to the idea of falling into a pond. Various themes are explored including: the environment of a pond, safety and feelings. Pupils learn to add labels and join in to create a story based on the poem. Outcome: Pupils write a caption or simple sentence to create a class poem.</p>
Unit	<p>Behold Pupils engage with the outdoors and are encouraged to look with new and focused eyes at the wonder and detail of the world around them and to consider how it makes them feel. Phonic knowledge, speaking and listening and writing skills are developed throughout. Outcome: To contribute to a class poem based on observation of nature in the environment.</p>

<u>Reception/Year 1</u>	
Unit	<p>Creepy Crawly and Busy Bugs The poems are recited with actions to explore rhyme and vocabulary. Pupils investigate minibeasts and habitats, using both drawing and mime to help develop vocabulary. They add their ideas to a class poem, taking the opportunity for work on initial sounds and CVC words. Outcome: Pupils' drawings are labelled with marks appropriate to their development stage. They also contribute to a class poem.</p>
Unit	<p>The Farmacyard A variety of poems linked to farmyard animals inspire pupils to learn about repetition and rhyme. They add labels to farmyard pictures and use drama to develop language, particularly that of prepositions. Outcome: Small groups of pupils contribute two lines to a class poem and perform it.</p>
Unit	<p>Eat Your Peas Louise Poetry linked to fruit and vegetables is used to teach rhyming strings and phonic knowledge as well as an appreciation of humour and jokes. Speaking and listening skills are developed through riddles and games. Outcome: Pupils contribute phrases, captions, and lines as appropriate to a class poem.</p>

Year 1/2

Unit	<p>Sea Songs</p> <p>Music and song on a sea theme are used to investigate feelings and growing up. The focus is on developing contrasting vocabulary and rhyme, following simple repetitive patterns and using their imagination to add to well-known songs.</p> <p>Outcome: Pupils add a verse to a song and make a list poem about the sea in a zig-zag book.</p>
Poetry keys	Play with words e.g. onomatopoeia, rhyme List words and phrases. Use simple language patterns e.g. repetition and rhyme.
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.
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.
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.
Unit	<p>Poetry Fruit Salad</p> <p>Senses vocabulary is explored throughout the poems, with a focus on wordplay, rhyming strings and using 'and' to join phrases in a sentence. Pupils use art to help create imaginative ideas for their own poems.</p> <p>Outcome: To write poem about fruit using senses vocabulary in a shape and join with others to make a 'fruit salad' poetry sequence.</p>
Poetry keys	Create imaginative ideas. Play with words e.g., onomatopoeia, rhyme Describe using the senses.
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. Learn to appreciate rhymes and poems. Recite some rhymes and poems by heart Explain clearly understanding of what is read to them.
Spoken Language	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.
Writing composition	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.
Unit	At the Zoo

	<p>Pupils learn and investigate list poems on a variety of themes before writing their own. Inspired by music, film clips and internet research. There are opportunities throughout the unit to use wordplay, repetition and rhyme.</p> <p>Outcome: Pupils add their own items to a list poem about a visit to a museum.</p>
Poetry keys	<p>Play with words e.g. onomatopoeia, rhyme List words and phrases Use simple language patterns e.g. repetition and rhyme.</p>
Reading	<p>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.</p>
Spoken Language	<p>Listen and respond. Build vocabulary. Select and use appropriate registers for effective communication. Speak audibly and fluently.</p>
Writing composition	<p>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.</p>

<u>Year 2</u>	
Unit	<p>Zebra Question</p> <p>Develops thinking about our own unique qualities and characteristics with a focus on vocabulary and repetitive patterns. Pupils investigate opposites, analyse three different poems and use the skills learnt to produce their outcome.</p> <p>Outcome: A portrait-style riddle and a list poem about themselves.</p>
Poetry keys	<p>Use adventurous word choices of nouns, adjectives and verbs to describe observations. Use structured language patterns, including simple repeating phrases.</p>
Reading	<p>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.</p>
Spoken Language	<p>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.</p>
Writing composition	<p>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.</p>
Unit	<p>Night Sounds</p> <p>A focus on the senses and night-time, using art and music, allows opportunities to work on adventurous word choices and learn about structured language patterns. They explore how to write questions and add -ing to words whilst learning the poems by heart.</p>

	Outcome: Berlie Doherty's <i>Night Sounds</i> poem is used as a model for a version of their own.
Poetry keys	Use adventurous word choices of nouns, adjectives and verbs to describe observations. Use structured language patterns, including simple repeating phrases.
Reading	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.
Spoken Language	Listen and respond Build vocabulary. Articulate and justify answers Speak audibly and fluently.
Writing composition	Write poetry. Plan or say aloud what is going to be written about. Write down ideas, key words, new vocabulary. Read aloud with intonation.
Unit	Fox! Issues of acceptance, tolerance and respect for the environment are explored through wildlife poetry. Pupils use film clips and sketching to develop vocabulary, observing how animals move and behave. They make a collaborative poem before refining ideas for their own version. Outcome: To write a descriptive wildlife poem of their own.
Poetry keys	Experiment with word e.g., alliteration, humour Use adventurous word choices of nouns, adjectives and verbs to describe observations.
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.
Spoken Language	Build vocabulary. Speak audibly and fluently. Gain, maintain and monitor the interest of the listener(s).
Writing composition	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.

Year 3

Unit	<p>The Shell</p> <p>Texture, art and music are explored in this unit of work, comparing poems about the sea. Work on word classes and special memories culminate in the final outcome. Pupils extend their ideas using specific and adventurous vocabulary.</p> <p>Outcome: Pupils write their own illustrated, descriptive senses poem about the sea.</p>
Poetry keys	Use language with increasing effect: choices of nouns, adjectives and verbs; alliteration; repetition and rhyme.
Reading	<p>Show understanding through intonation, tone, volume and action.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Explain meaning of words in context.</p> <p>Identify how language, structure, and presentation contribute to meaning.</p>
Spoken Language	<p>Listen and respond.</p> <p>Build vocabulary.</p> <p>Give well-structured descriptions, explanations and narratives. Use spoken language: speculating, hypothesising, imagining and exploring ideas.</p> <p>Speak audibly and fluently.</p> <p>Participate in discussions and role play.</p>
Writing composition	<p>Plan writing by discussing the structure, vocabulary and grammar of similar writing.</p> <p>Discuss and record ideas.</p> <p>Compose and rehearse sentences orally.</p> <p>Proof-read for spelling and punctuation errors.</p>
Unit	<p>The Magnificent Bull</p> <p>A variety of poems, drama and research help to develop pupils' knowledge of similes. They analyse poems based on <i>The Magnificent Bull</i> from the African Dinka Tribe and learn to edit and improve their work in a structured way with a partner.</p> <p>Outcome: To write and perform a Dinka-inspired poem about the blue whale.</p>
Poetry keys	Create similes.
Reading	<p>Identify themes and conventions.</p> <p>Prepare poems and play scripts to read aloud and to perform.</p> <p>Show understanding through intonation, tone, volume and action.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions Identify how language, structure, and presentation contribute to meaning.</p>
Spoken Language	<p>Listen and respond.</p> <p>Build vocabulary.</p> <p>Maintain attention and participate actively in collaborative conversations.</p> <p>Speak audibly and fluently</p>
Writing composition	<p>Plan writing by discussing the structure, vocabulary and grammar of similar writing.</p> <p>Discuss and record ideas.</p> <p>Assess the effectiveness of own and others' writing.</p> <p>Propose changes to grammar and vocabulary to improve consistency.</p>

	Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Unit	<p>The Roman Centurion's Song</p> <p>Pupils write, illustrate and present 5-line cinquain poems. They find language features in the poem by Kipling and analyse model cinquains, reciting in groups and developing their ideas through letter writing and list poems.</p> <p>Outcome: To write cinquain poems about life as a Roman soldier.</p>
Poetry keys	Use language with increasing effect: choices of nouns, adjectives, adverbs and verbs; alliteration; hyperbole. Create own repeating patterns and experiment with simple forms.
Reading	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.
Spoken Language	Build vocabulary. Use spoken language: speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently Participate in discussions.
Writing composition	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.

<u>Year 3/4</u>	
Unit	<p>The River's Tale</p> <p>By imagining the memories of the river Thames through drama, music and research, pupils write their own central part to the poem. With links to Stone Age history, they develop vocabulary and rhyme, writing noun phrases and using powerful past tense verbs in their work.</p> <p>Outcome: To write an illustrated, descriptive poem about the river in the Stone Age.</p>
Poetry keys	Use language with increasing effect: choices of nouns, adjectives and verbs; alliteration; repetition and rhyme. Create own repeating patterns and use simple forms.
Reading	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.
Spoken Language	Listen and respond. Ask relevant questions. Build vocabulary. Participate in discussions and role play.

Writing composition	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.
Unit	Windrush Child With links to the Caribbean and leaving home, <i>Windrush Child</i> by John Agard is used as the model for a similar structured poem. Pupils explore feelings, learning to write effective similes and making careful language choices using images from the Windrush era. Outcome: To write a free verse, personal narrative poem describing what it feels like to leave and go to a new place.
Poetry keys	Use increasingly effective similes to create imagery. Use language with increasing effect: choices of nouns, adjectives, adverbs and verbs; alliteration; hyperbole.
Reading	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.
Spoken Language	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.
Writing composition	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.
Unit	Look Closely Various examples of Haiku are explored and written. The focus is on experimenting with poetic forms and using effective and precise language. Images are used to inspire close-up 'snapshots' of nature and a structured model leads gradually to a polished piece of work. Outcome: To write a Haiku based on the natural world and link with others to make a series.
Poetry keys	Use language with increasing effect: choices of nouns, adjectives, adverbs and verbs; alliteration; hyperbole. Create own repeating patterns and experiment with simple forms.
Reading	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. Ask relevant questions.

	<p>Build vocabulary. Articulate and justify answers. Use spoken language: speculating, hypothesising, imagining and exploring ideas.</p>
Writing composition	<p>Plan writing by discussing the structure, vocabulary 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.</p>

Year 4/5

Unit	<p>The Song of Hiawatha This unit has a focus on reciting sections of the classic, narrative poem by Henry Wadsworth Longfellow. Written in 1855, this epic poem describes the life of Native American character Hiawatha and has a strong focus on nature. Outcome: Pupils write a section of a narrative poem about water.</p>
Poetry keys	<p>Use a range of descriptive language techniques to create effective imagery e.g. metaphor, simile, playing with word order. Experiment with a range of poetry forms</p>
Reading	<p>Read and discuss a wide range of texts Learn poetry by heart. Prepare poems and plays for performance. Draw inferences (characters' feelings, thoughts and motives); justify with evidence. Summarise main ideas, identifying key details. Evaluate authors' language choice Participate in discussion about books. Explain and discuss understanding of reading. Provide reasoned justifications for views.</p>
Spoken Language	<p>Listen and respond. Build vocabulary. Give well-structured descriptions, explanations and narratives. Use spoken language: speculating, hypothesising, imagining and exploring ideas. Participate in performances.</p>
Writing composition	<p>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. Perform own compositions using appropriate intonation, volume and movement.</p>
Unit	<p>The Lost Lost-Property Office List poems based on lost things by Roger McGough and Michael Rosen are used as models. The unit focuses on effective use of language and experimenting with simple forms, allowing pupils to compare, research and develop their own versions. Outcome: To write and perform a group list poem based on <i>The Lost Lost-Property Office</i>.</p>

Poetry keys	Use language with increasing effect: choices of nouns, adjectives, adverbs and verbs; alliteration; hyperbole. Create own repeating patterns and experiment with simple forms.
Reading	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.
Spoken Language	Build vocabulary. Gain, maintain and monitor the interest of the listener(s). Select and use appropriate registers for effective communication.
Writing composition	Plan writing by discussing the structure, vocabulary 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.
Unit	Look! A poem about tropical fruit is the starting point for an exploration of the mighty trees of the rainforest and the life they support. Pupils use ideas from Grace Nicholls poem about Caribbean fruit to investigate their own favourite. They research the animals and sounds of the rainforest. Outcome: To use similes to write a list poem modelled on a traditional rhyme.
Poetry keys	Use increasingly effective similes to create imagery. Create own repeating patterns and experiment with simple forms.
Reading	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.
Spoken Language	Listen and respond. Build vocabulary. Maintain attention and participate actively in collaborative conversations. Use spoken language: speculating, hypothesising, imagining and exploring ideas.
Writing composition	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.

<u>Year 5/6</u>	
Unit	Guarding Secrets Have you ever wished you were Mary Lennox, finding the old wooden door behind the ivy and creeping into a forgotten garden? This poetry unit will allow your pupils to enjoy and play with the beautiful language used by Francis Hodgson Burnett in her classic novel 'The Secret Garden'.

	Outcome: Use poetic techniques to write a free verse poem about a door into a secret garden.
Poetry keys	Make effective language choices, drawing on a range of descriptive techniques. Make authorial choices, selecting from a range of forms, to suit the purpose.
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.
Spoken Language	Ask relevant questions. Build vocabulary. Articulate and justify answers. Give well-structured descriptions, explanations and narratives.
Writing composition	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.
Unit	The Moon The unit contrasts several poems written about the moon as a female character. These are used as models to create their own poem describing the moon's appearance, movement and setting. A range of poetry techniques are explored throughout. Outcome: To write their own poem about the moon using the techniques studied.
Poetry keys	Use a range of descriptive language techniques to create effective imagery e.g. metaphor, simile, playing with word order. Experiment with a range of poetry forms.
Reading	Identify and discuss themes and conventions. Make comparisons within and across books. Learn poetry by heart Prepare poems and plays for performance. Identify how language, structure and presentation contribute to meaning.
Spoken Language	Listen and respond. Build vocabulary. Speak audibly and fluently. Participate in performances.
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. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Perform own compositions using appropriate intonation, volume and movement.
Unit	Animals of Africa

	<p>Word play and puns are explored through a variety of engaging animal poetry. Pupils research their own animals, creating nonsense words of their own. They think about techniques to make their poem 'ear-catching', focusing on adjectives, alliteration and subordination.</p> <p>Outcome: To write a poem about an African animal which is fun to read aloud.</p>
Poetry keys	Use a range of descriptive language techniques to create effective imagery e.g. metaphor, simile, playing with word order. Experiment with a range of poetry forms.
Reading	<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>Speak audibly and fluently.</p> <p>Participate in performances.</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>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>

<u>Year 6</u>	
Unit	<p>A Tiger in the Zoo</p> <p>Endangered animals are the focus for this poetry unit. A range of poetry is looked at including William Blake's <i>Tyger</i>, <i>Tyger</i> and there is a focus on making effective language and authorial choices, giving opinions and considering viewpoint.</p> <p>Outcome: To write a poem in a chosen form about an endangered mammal.</p>
Poetry keys	<p>Make effective language choices, drawing on a range of descriptive techniques.</p> <p>Make authorial choices, selecting from a range of forms, to suit the purpose.</p>
Reading	<p>Make comparisons within and across books.</p> <p>Learn poetry by heart.</p> <p>Prepare poems and plays for performance.</p> <p>Ask questions to improve understanding.</p> <p>Evaluate authors' language choice.</p> <p>Explain and discuss understanding of reading.</p>
Spoken Language	<p>Listen and respond.</p> <p>Build vocabulary.</p> <p>Maintain attention and participate actively in collaborative conversations.</p> <p>Speak audibly and fluently.</p> <p>Participate in performances.</p>

Writing composition	<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>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>
Unit	<p>Blitz!</p> <p>Pupils explore the sights, sounds, smells and emotions of World War II. They focus on experimenting with personification to create strong imagery and make effective language choices, drawing on a range of descriptive techniques.</p> <p>Outcome: A narrative poem exploring the experience of the Blitz from the viewpoint of a child.</p>
Poetry keys	<p>Experiment with personification to create effective imagery.</p> <p>Make effective language choices, drawing on a range of descriptive techniques.</p>
Reading	<p>Make comparisons within and across books.</p> <p>Learn poetry by heart.</p> <p>Prepare poems and plays for performance.</p> <p>Ask questions to improve understanding.</p> <p>Predict from details stated and implied Evaluate authors' language choice.</p> <p>Explain and discuss understanding of reading.</p>
Spoken Language	<p>Listen and respond.</p> <p>Build vocabulary.</p> <p>Maintain attention and participate actively in collaborative conversations.</p> <p>Speak audibly and fluently.</p> <p>Participate in performances.</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>Use organisational and presentational devices to structure text.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Use consistent and correct tense.</p> <p>Perform own compositions using appropriate intonation, volume and movement.</p>
Unit	<p>Sonnets: The View from a Hot Air Balloon</p> <p>In this unit, pupils experiment with personification and explore the effective language used in a variety of Sonnets and other poems. Through performance, graffiti art and film clips, they develop language and ideas for their own poetic journey across the landscape.</p> <p>Outcome: To write a poem in the style of a sonnet to describe the view of the countryside from a hot air balloon.</p>
Poetry keys	<p>Experiment with personification to create effective imagery.</p> <p>Make effective language choices, drawing on a range of descriptive techniques.</p>
Reading	<p>Identify and discuss themes and conventions.</p> <p>Make comparisons within and across books.</p>

	<p>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.</p>
Spoken Language	<p>Listen and respond. Ask relevant questions. Build vocabulary. Maintain attention and participate actively in collaborative conversations. Speak audibly and fluently.</p>
Writing composition	<p>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.</p>