St George's C of E Primary School

Poetry Progression

SCHOOL VISION, VALUES AND MISSION

- Our school will be a happy, welcoming and inclusive place, where everyone is treated equally and expectations are high.
- We will combine high standards with a broad, balanced and rich curriculum which encourages creativity and inspires a commitment to lifelong learning.

School values here

Our school vision of COURAGE

By the time our children leave us, we want them to show or have experienced the following attributes:

Communicate
Opportunity
Understanding
Respect
Achievement
Growth
Enjoyment

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 and prosody, imagination and empathy. We also encourage children to review poetry – to form opinions about their own likes and dislikes and to understand and explain their preferences and respect the thoughts and feelings of others.

We are committed as a school to developing a love of reading and to reading aloud each day. Alongside our class picture books, novels and non-fiction books, we have class poetry books to be shared throughout the year. Of course, teachers can add to the core books to further develop children's exposure and enjoyment of poetry.

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

Each year group will encounter a varied selection of poems, where vocabulary and meaning can be explored and explained, together with the development of children's wider reading skills.

Poetry also forms part of our writing curriculum and each year group has two forms of poetry to explore and create. This allows children the opportunity to learn more about particular structures of poetry and allows them to write 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 also seek opportunities throughout the year for children to watch or hear poets reciting and discussing their own work.

EYFS	
Poems to Share	**Rhymes, Poems and Songs to Perform**
	Incy Wincy Spider Dingle Dangle Scarecrow Grand Old Duke Humpty Dumpty Oat and Beans and Barley Grow

EYFS Rhymes, Songs and Poems to Perform

Incy Wincy Spider

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

The Grand Old Duke of York

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.

And when they were up they were up.
And when they were down they were down.
And when they were only halfway up,
They were neither up nor down.

Oats and Beans and Barley Grow

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?

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

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?

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

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?

Dingle, Dangle Scarecrow

When all the cows were sleeping
And the sun had gone to bed
Up jumped the scarecrow
And this is what he said

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

When all the hens were roosting
And the moon behind a cloud
Up jumped the scarecrow
And shouted very loud

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

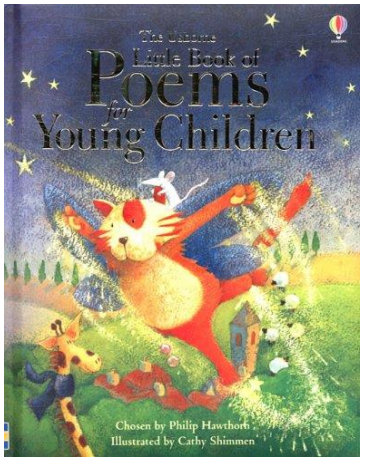
Humpty Dumpty

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.

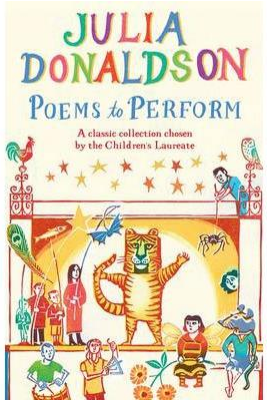
He fell off the wall - from the highest high - so high!
He had a great fall - from the highest high - high!
All the king's horses and all the king's men,
Couldn't put Humpty together again.

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.

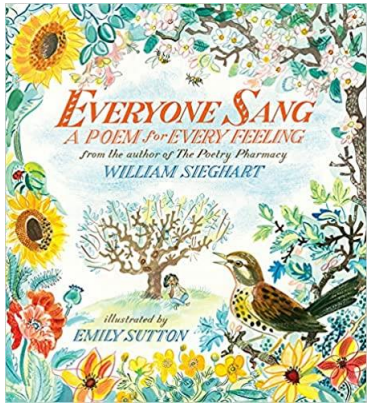
He fell off the wall - from the highest high - so high!
He had a great fall - from the highest high - high!
All the king's horses and all the king's men,
Couldn't put Humpty together again.

Year 1			
Poems to Share	**Poems to Perform**	**Poems to Read**	**Poems to Write**
 Little Book of Poems for Young Children- Chosen by Philip Hawthorn	Water - Shirley Hughes Rickety Train Ride - Tony Mitton	Spaghetti! Spaghetti! - Jack Prelutsky Feasts – Shirley Hughes Caribbean Counting Poem - Pamela Mordecai Arabian Nights -Tony Mitton	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. Rhyming Rhyming patterns can be in couplets where pairs of lines rhyme or can be alternate where every other line rhymes.

Year 1: Poems to Perform	
Water – Shirley Hughes I like water. The shallow, splashy, paddly kind, The hold-on-tight-it's-deep kind. Slosh it out of buckets, spray it all around. I do like water.	Rickety Train Ride - Tony Mitton I'm taking the train to Ricketywick Clickety clickety clack I'm sat in my seat With a sandwich to eat As I travel the trickety track. It's an ever so rickety trickety train, And I honestly thickety think That before it arrives At the end of the line It will tip up my drippety drink.

Year 2			
Poems to Share	**Poems to Perform**	**Poems to Read**	**Poems to Write**
 Poems to Perform- Chosen by Julia Donaldson	Daddy Fell into The Pond – Alfred Noyes Cats Sleep Anywhere – Eleanor Farjeon	Footprints in the Sand – B Williams A Tiny Burning Flame - Unknown Owl and the Pussy Cat – E Lear My Lonely Garden from Take off Your Brave – Nadim (aged 4) Cobwebs - Unknown	Diamante A diamante is an unrhymed seven-line poem. The first and seventh line of the poem have one word and this word is a noun. The second and sixth lines have two words and these are adjectives connected to the first noun. The third and fifth lines have three words and these are verbs. The fourth line has four words and these are nouns. Acrostic An acrostic is a poem in which the first letters of each line spell out a word or phrase. Usually, the first letter of each line is capitalised. Acrostics do not have to rhyme and there is not set length or rhythm for each line.

Year 2: Poems to Perform	
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.

Year 3			
Poems to Share	**Poems to Perform**	**Poems to Read**	**Poems to Write**
 Stars With Flaming Tails- Valerie Bloom  Everyone Sang, a poem for every feeling- William Sieghart	The Sound Collector - Roger McGough The Adventures of Isabel - Ogden Nash	The Dragon of Andor – Reading Explorers Mr Moore – David Harmer Ghost in the Garden - Berlie Doherty The Small Dragon - Brian Patten If Anger was an Animal - The Emotional Menagerie The Witch of Axon - Reading Explorers My Brother Might be Bigfoot- Kenn Nesbitt	List 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. Clerihew 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.

Year3: 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

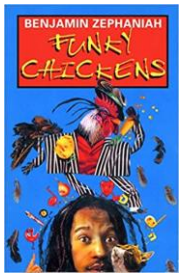
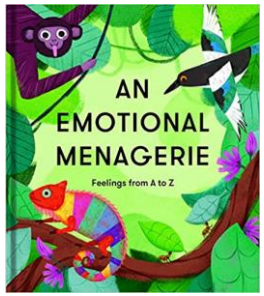
The Adventures of Isabel – Ogden Nash

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!

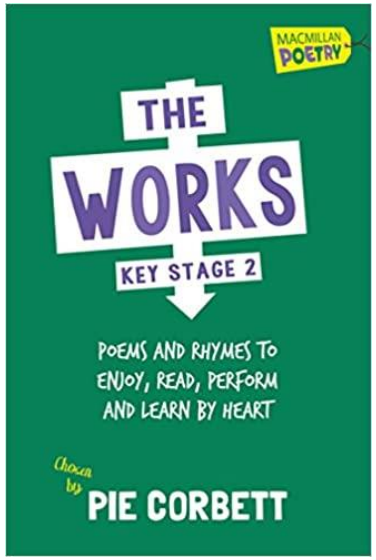
Isabel, Isabel, didn't worry,
Isabel didn't scream or scurry.
She washed her hands and she straightened her hair up,
Then Isabel quietly ate the bear up.

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!

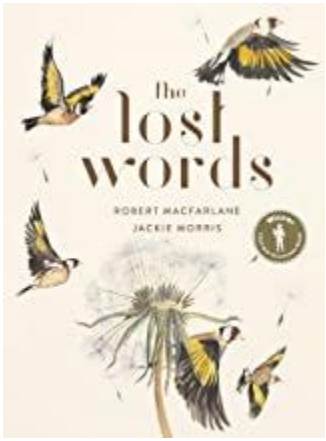
Isabel, Isabel, didn't worry,
Isabel didn't scream or scurry,
She showed no rage and she showed no rancor,
But she turned the witch into milk and drank her

Year 4			
Poems to Share	**Poems to Perform**	**Poems to Read**	**Poems to Write**
Funky Chickens- Benjamin Zephaniah  An Emotional Menagerie- The School of Life  	Granny's Sugarcake – John Lyons From a Railway Carriage – R L Stevenson	It Couldn't Be Done - Edgar A Guest Hey Diddle Diddle The Jaberwocky – Lewis Carroll The Tyger- William Blake What are Heavy?- Christina Rosetti Reading- Karl Nova Poetry?-Karl Nova Life Don't Frighten Me- Maya Angelou	Kennings 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. Free Verse 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.

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 gimmeh 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 clambers 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!

Year 5			
Poems to Share	**Poems to Perform**	**Poems to Read**	**Poems to Write**
 The Works- Chosen by Pie Corbett	Leisure – W H Davies Walking with My Iguana – Brian Moses	Storm in a Rainforest – Sally Garland Autumn leaves – James Mcinerney The Sky Artist – Grace Nichols The British – Ben Zephaniah Whispering Waves – National Poetry Library Twas the night before Christmas - Clement Clarke Moore A Poem to be Spoken Silently – Pie Corbett	Haiku Haiku are seventeen syllable poems with the following structure: Line 1: 5 syllables Line 2: 7 syllables Line 3: 5 syllables 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. Blackout Blackout poetry is a form of 'found poetry' where the poet selects words from a printed text and redacts the unwanted words. The chosen words will form a new poem - giving the original text a whole new meaning.

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**
 The Lost Words – R Macfarlane & J Morris	The River – Valerie Bloom In Flanders' Fields – John McCrea	The Book – Michael Rosen My Grandma's Bonsai Tree – Ben Mayoh The Highwayman – Alfred Noyes The Listeners – Walter de la Mare The Hill We Climb – Amanda Gorman Raven – R Macfarlane Cloud Busting – Malorie Blackman	Spoken Word 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. Narrative 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.

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.