

Carr Hill Community Primary School



Poetry Units of Work

Cycle One



In each curriculum cycle we will look at the following units of work:

### **Poem Study**

As part of the poetry provision across school, each year group has been allocated a poet to study – his/her poems, life, inspiration etc. Care has been taken to ensure that the children study a range of poets of different ages, genders, ethnicities etc between Y1 and Y6 to promote the idea that anyone – no matter age, gender, life-experiences, background etc – has the potential to be a poet.

### **Poet Study**

As part of the poetry provision across school, each year group has been allocated a poem/poems for close study. The aim is to expose children to a wide range of poems that are increasingly challenging as the children progress through school and for children to experience and get better at critically reviewing poetry from Y1-6)

### **Poetry Form**

As part of our English curriculum, each year group studies and writes a particular form of poetry. The aim is to develop knowledge of a range of poetry forms and techniques that are increasingly challenging as the children progress through school.



# Key Stage One – Cycle 1

## Poetry Form

### Acrostics

#### Overview:

The children will closely study acrostic poems and then write poems of their own based on the structure of those read.

#### Rationale for the choice of form:

Acrostic poems have been chosen because they require children to use and apply their phonic knowledge (using knowledge of initial letters + diagraphs i.e. choosing whether to open the line with a word beginning with 'c' or 'ch' etc). Also, acrostics help children to develop vocabulary and consider whether the vocabulary they choose is appropriate for the topic as well as the picture/effect they want to create.

#### Word Reading and Fluency

Teach/reinforce automatic recognition of upper case letters (capital letters should be used at the start of each new line of the poem).

A range of example poems will be read aloud and modelled by the teacher, with regular opportunities for children to read and re-read (independently, echo reading, chorally) to improve fluency and comprehension.

<b>Discourse Knowledge (genre/characteristics of writing for a specific purpose and/or audience)</b> <b>Knowledge of Form and Structure</b>	<b>Lexical Knowledge (Vocabulary)</b> <b>Words chosen based on utility, role + tier 2 words</b>	
<ul style="list-style-type: none"> <li>• Know that a poem is written in lines</li> <li>• Know what an acrostic is and how to write one: the first letter of each line read downwards makes a word or phrase (which is the topic of the poem)</li> <li>• The lines across can consist of a word or phrase (which are about the topic word)</li> </ul>	<ul style="list-style-type: none"> <li>• Glorious</li> <li>• Radiant</li> <li>• Roaming</li> <li>• Rays</li> <li>• Munching</li> <li>• Ghastly</li> <li>• Gnashing</li> <li>• raging</li> </ul>	<p><b>*Insert target words to teach dependent on topic of the acrostic poem chosen e.g.</b></p> <p>Energetic Talkative Shy confident</p>
<b>Knowledge of Syntax (grammar)</b>	<b>Context - World/Background Knowledge</b>	
<ul style="list-style-type: none"> <li>• Adjectives are words that describe a noun</li> <li>• Verbs describe an action</li> </ul>	<p>This is dependant on the topic chosen to write about <b>**edit as appropriate</b> e.g.</p>	



# Key Stage One- Cycle 1

## Poet Study

### Poet: Jane Newberry

#### Overview:

The children will study the life and poems of the poet Jane Newberry. The written outcome for this unit of work is a 'fact file' that provides a simple biography of the poet and some information about her work.

#### Rationale for the choice of poet:

Jane Newberry has been chosen because her poems are age appropriate and have good rhythm and rhyme and this supports phonological awareness in Year 1 pupils. Her poems can be learnt by heart and lend themselves to actions and performance.

Jane Newberry



#### Word Reading and Fluency

A range of example poems will be read aloud and modelled by the teacher, with regular opportunities for children to read and re-read (independently, echo reading, chorally) to improve fluency and comprehension.

When reading lines ending in an exclamation mark, the reader should convey the emotion by varying pace, tone and intonation – teacher modelling and echo reading will be used to practise this. Ellipses are also used throughout Jane's poetry, so the children will be shown how to 'read' these with a pause before completing the line.

#### Discourse Knowledge (genre/characteristics of writing for a specific purpose and/or audience) Knowledge of Form and Structure

- Know that a poem is written in lines
- Know that a poem is often written in verses
- Know how to present facts in a 'Fact File' using layout devices such as sub-heading, captions, lists and photographs

#### Lexical Knowledge (Vocabulary) Words chosen based on utility, role + tier 2 words

- Random
- Imaginative
- Quirky
- Unexplained
- Oddities
- Galaxy
- Plodding
- Award
- Outstanding
- shortlisted

**\*Insert further words as appropriate**

#### Knowledge of Syntax (grammar)

- Exclamation marks are used to convey emotion to the reader.
- Ellipsis are used to build excitement and suspense by creating a pause before giving the end of the sentence/idea

#### Context - World/Background Knowledge

- Poets are people of different ages, genders, backgrounds, life experiences and ethnicities
- Know something about the life and work of poet Jane Newberry
- Know the difference between fact and opinion



# Key Stage One- Cycle 1

## Poem Study

### Poem: He and She by Clare Bevan

#### Overview:

The children will closely study the poem 'He and She' by Clare Bevan, exploring the poem in depth. This will involve exploration of the poem as a text (exploring the poem's meaning, poet's choice of vocabulary and impact on the reader + use of imagery and poetic devices) through high quality talk with the teacher and their peers. Once familiar with the poem/s, the children will be guided to write a critical review

#### Rationale for the choice of poems:

The Clare Bevan poem 'He and She' has been chosen for Year 1 because it offers a familiar starting point (family members and siblings – similarities and differences) on which to build understanding of the content of the poem. The contrast between the brother and sister provides stimulus to discuss characteristics and behaviours and to expand the children's vocabulary and ability to describe characters. The poem itself contains some imagery that will require deeper thinking, discussion and use of strategies such as visualisation to support understanding further as well as some challenging tier 2 words that will expand the children's vocabulary.

'The Treasures' is used later in the unit as a poem for comparison to further develop critical review skills. As with the first Clare Bevan poem, it will challenge Y1 comprehension and vocabulary use and provides examples of high quality and precise verbs.

#### Word Reading and Fluency:

The poems will be read aloud and modelled by the teacher, with regular opportunities for children to read and re-read (independently, echo reading, chorally) to improve fluency and comprehension. 'The Treasures' contains different 'voices'; therefore, it provides the opportunity to practise expressive reading matched to character. In addition, the use of questions throughout the poem allows children to practise intonation when reading a question.

#### Discourse Knowledge (genre/characteristics of writing for a specific purpose and/or audience) GENRE: Critical Review

#### Lexical Knowledge (Vocabulary) Words chosen based on utility, role + tier 2 words

Basic Information about the poem	Share any general information about the poem - it is important that the reader knows the name of the poet, poem and the style of the poem.
Plot Summary	What is it about – what can the reader expect?
Evaluation: Praise and Critique	<b>*This section is the most important part of the review - what are your reactions and your thoughts/opinions of the poem?</b> Saying it was "good" or "bad", or that you liked it or didn't, isn't helpful. Tell your reader <i>why</i> you think it's a great poem to read, or why you found it disappointing. What was good or bad about it? Sharing these details will help your audience decide whether they would enjoy reading it
Rating	Give it a rating, for example a star rating or mark out of ten

- Tangle
- gazed
- Rowdy
- Patient
- Bitter
- smoulder
- Threats
- Guarding
- taunted

- Hush
- Snarled
- Shrieked
- Scent
- Gleam
- Sighed
- howled

#### Knowledge of Syntax (grammar)

#### Context - World/Background Knowledge

- Know that 2 clauses can be joined by the co-ordinating conjunction 'and'

- Know that people can have similar and different personality trait and characteristics.
- Understand that being quiet does not mean someone is scared or can't be brave.



# LKS2- Cycle 1

## Poetry Form

### kennings

#### Overview:

The children will closely study kennings and then write poems of their own based on the structure of those read.

#### Rationale for the choice of form:

Kennings have been chosen for Year 3 because they provide practise in using imagery and writing figuratively – two words must be carefully chosen to symbolically identify creatures, objects, and phenomena without naming the subject directly.

When writing their own kennings, there is the need to carefully consider synonyms and word choice thereby expanding vocabulary.

#### Word Reading and Fluency

A range of example poems will be read aloud and modelled by the teacher, with regular opportunities for children to read and re-read (independently, echo reading, chorally) to improve fluency and comprehension.

Discourse Knowledge (genre/characteristics of writing for a specific purpose and/or audience) Knowledge of Form and Structure	Lexical Knowledge (Vocabulary) Words chosen based on utility, role + tier 2 words	
<p>A kenning is a two-word phrase used in the place of a one-word noun. A kenning is formed by pairing a noun or an adjective and an ‘agent noun’ the ‘person’ who performs the action to create a new two-word phrase</p> <p><b>Dog:</b>  <b>loud barker</b>            (adjective) + (agent noun)  <b>tail wagger</b>            (noun) + (agent noun)</p>	<ul style="list-style-type: none"> <li>• Snoozer</li> <li>• Shapeshifter</li> <li>• Tease</li> <li>• Seize</li> <li>• Sneaker</li> <li>• Generator</li> <li>• Loyal</li> <li>• Hog</li> <li>• sulk</li> </ul>	<p><b>*Insert target words/synonyms to explore depending on subject chosen e.g.</b></p> <p>Munch Gobble Consume chomp</p>
Knowledge of Syntax (grammar)	Context - World/Background Knowledge	
<ul style="list-style-type: none"> <li>• What is a noun/‘agent noun’</li> <li>• What is a verb</li> <li>• understand how to use the suffix ‘er’ to turn a verb into a noun</li> </ul>	<p>History of a kenning - Kennings were first used in Anglo-Saxon and Norse poetry e.g. Beowulf uses many kennings</p> <p>This is dependant on the topic chosen to write about <b>**edit as appropriate</b> an animal, person, phenomenon and their associated traits</p>	



## LKS2- Cycle 1

### Poem Study

## Poem: Overheard on a Saltmarsh

### Overview:

The children will closely study the poem 'Overheard on a Saltmarsh' by Harold Monroe, exploring the poem in depth. This will involve exploration of the poem as a text (exploring the poem's meaning, poet's choice of vocabulary and impact on the reader + use of imagery and poetic devices) through high quality talk with the teacher and their peers. Once familiar with the poem/s, the children will be guided to write a critical review

### Rationale for the choice of poem:

Monro's poem 'Overheard on a Saltmarsh' has been chosen for Year 3 because it raises important questions and explore themes such as envy, desire, greed and sharing and the difference between want and need.

The poem is a 'classic' published over 100 years ago and studying it builds children's awareness, familiarity and knowledge of classic poetry and poets.

### Word Reading and Fluency:

The poem will be read aloud and modelled by the teacher, with regular opportunities for children to read and re-read (independently, echo reading, chorally) to improve fluency and comprehension. The poem consists of a 'back and forth' dialogue between 2 characters, so it lends itself to performing the 'voices' of the characters (tone, pace, expression, intonation, volume). The children will practise and improve this by listening to the teachers 'model' and then echoing, practising and improving their own performance.

### Discourse Knowledge (genre/characteristics of writing for a specific purpose and/or audience)

#### GENRE: Critical Review

### Lexical Knowledge (Vocabulary)

#### Words chosen based on utility, role + tier 2 words

Basic Information about the poem	Share any general information about the poem - it is important that the reader knows the name of the poet, poem and the style of the poem.
Plot Summary	What is it about – what can the reader expect?
Evaluation: Praise and Critique	<b>*This section is the most important part of the review</b> - what are your reactions and your thoughts/opinions of the poem? Saying it was "good" or "bad", or that you liked it or didn't, isn't helpful. Tell your reader <i>why</i> you think it's a great poem to read, or why you found it disappointing. What was good or bad about it? Sharing these details will help your audience decide whether they would enjoy reading it
Recommendations	<b>Round up your review</b> - Summarise some of your thoughts by suggesting the type of reader to. For example: age range, fans of ____, people interested in/who enjoy ____. Is there anything you would compare it to?
Rating	<b>Give it a rating</b> , for example a star rating or mark out of ten

- Dialogue
- Repetition
- Howl
- Fair
- Goblin
- Nymph
- Envy
- Envied
- envious

- Demands
- Whines
- Begs
- Threats
- Calm
- Responds/response
- Desire

### Knowledge of Syntax (grammar)

- Inverted commas for speech and demarcating quotes
- Capital letters for proper nouns – poet name, titles of poems
- Apostrophes for possession

### Context - World/Background Knowledge

- What is a saltmarsh?
- Fantasy beings – nymphs and goblins
- Greed, envy, sharing
- Is want the same as need?



# LKS2- Cycle 1

## Poet Study

### Poet: Joseph Coelho

#### Overview:

The children will study the life and poems of the poet Joseph Coelho. The written outcome for this unit of work is a short biography that provides a simple overview of the poet and some information about his work.

#### Rationale for the choice of poet:

Joseph Coelho has been chosen because he has written a range of performance poems that require Y3 children to think carefully about tone, pace, volume and expression. The book 'Poems Aloud' offers advice on how to perform each poem. Additionally, his poems are written in many different styles; Some humorous and light while others tackle feelings and fears. We hope that children will find poems within his collection that appeal and engage.

Joseph Coelho



#### Word Reading and Fluency

A range of example poems will be read aloud and modelled by the teacher, with regular opportunities for children to read and re-read (independently, echo reading, chorally) to improve fluency and comprehension.

These poems are written as performance poems and each one practises a specific technique e.g. diminuendo, crescendo, fast pace, whisper etc.

#### Discourse Knowledge (genre/characteristics of writing for a specific purpose and/or audience) Knowledge of Form and Structure

- Know how to present facts in a biography using correctly sequenced ideas, images and captions
- Crescendo  $\lt$  - gradually increasing volume
- Diminuendo  $\gt$  gradually reducing volume

#### Lexical Knowledge (Vocabulary) Words chosen based on utility, role + tier 2 words

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Belching</li> <li>• Shudders</li> <li>• Mumbles</li> <li>• Crops</li> <li>• Hushes</li> <li>• Volume</li> <li>• Readjust</li> <li>• Vibrating</li> <li>• Vocals</li> <li>• Bellowing</li> </ul> | <ul style="list-style-type: none"> <li>• Ear-splitting symphony</li> <li>• Thunderous</li> <li>• Imploding</li> <li>• Dissolving</li> <li>• Cacophony</li> <li>• Hollow</li> <li>• Hair's width</li> </ul> |
|--|--|

#### Knowledge of Syntax (grammar)

- Know and draw from a range of adverbials of time to sequence life events
- Know that 'concrete' items can belong (Joseph's home, Coelho's mum and sister).
- Know that 'abstract' nouns can belong (His writing/poems belong to him, his ideas and dreams belong to him – Joseph's jobs included...)
- Capitalisation of proper nouns

#### Context - World/Background Knowledge

- Poets are people of different ages, genders, backgrounds, life experiences and ethnicities
- Know something about the life and work of poet Joseph Coelho
- Recognise that poetry can be all different styles – funny, scary, sad etc



## UKS2- Cycle 1

### Poetry Form

### Calligrams



#### Overview:

The children will closely study calligrams and then write poems of their own based on the structure of those read.

#### Rationale for the choice of form:

Calligrams offer Year 5 writers the opportunity to combine imagination and artwork with their writing, which we hope will engage and motivate children to write. They will need to consider the content of the poem (word choices, imagery etc) as well as the presentation.

#### Word Reading and Fluency

A range of example poems will be read aloud and modelled by the teacher, with regular opportunities for children to read and re-read (independently, echo reading, chorally) to improve fluency and comprehension.

#### Discourse Knowledge (genre/characteristics of writing for a specific purpose and/or audience) Knowledge of Form and Structure

- Calligrams or shape poems are written in a shape which represents the subject of the poem.
- Calligrams can be written as text that follows the shape of the image or text that fills the shape of the image
- Alliteration
- Repetition

#### Lexical Knowledge (Vocabulary) Words chosen based on utility, role + tier 2 words

- Generosity
- Lumber
- Slumber
- Shaggy
- Unfold
- Shallow
- Slender silhouette
- Elegant
- Lunacy
- burnished
- Wanders
- Ceaseless
- Starless

Edit and add to as appropriate using words taught in the writing stage

- Sun-filled

#### Knowledge of Syntax (grammar)

- Personification is giving an inanimate object human feelings or actions.
- Personification is used in poetry to create an image/picture in the reader's mind
- Verbs are used to describe actions

#### Context - World/Background Knowledge

Poetry is written and read for many different purposes: to entertain, to explore and express emotions, to celebrate the beauty of nature

Knowledge of the chosen subject for each poem the children write (edit as appropriate)



## UKS2-Cycle 1

### Poem Study

# Poem: The River by Valerie Bloom

#### Overview:

The children will closely study The River by Valerie Bloom. This will involve exploration of the poem as a text (exploring the meaning and message, poet's choice of vocabulary and impact on the reader + use of imagery and poetic devices) through high quality talk with the teacher and their peers. Once familiar with the poem, the children will be guided to write a critical review.

#### Rationale for the choice of poems:

This poem has been chosen for Year 5 because it provides a strong example of the use of imagery within poetry: it uses metaphors to describe the characteristics of a river. It also uses effective vocabulary that will deepen and broaden children's vocabulary store.

#### Word Reading and Fluency:

The children will have the opportunity to listen to Valerie Bloom reading her poem. This allows them to hear the tone and rhythm she intended when writing it. The poem will also be read aloud and modelled by the teacher, with regular opportunities for children to read and re-read (independently, echo reading, chorally) to improve fluency and comprehension.

#### Discourse Knowledge (genre/characteristics of writing for a specific purpose and/or audience) GENRE: Critical Review

A metaphor is a word or a phrase used to describe something as **if it were something else**.

Poetic techniques: Assonance, rhyme, alliteration, repetition

Hook	A line that catches your reader's attention so that they'll read your review. It can be a statement or a question or a significant quote from the poem, show, restaurant etc that capture's its 'essence'
Basic information about the 'thing' being reviewed	Share any general information about the 'thing' you are reviewing e.g. if it is a poem, it is important that the reader knows the name of the poet, poem and the style or form of the poem; if you are reviewing a restaurant, it is important for readers to know its name and location and the type of food it serves as well as the price range of the meals or if it is a performance, the readers need to know the title, where it's being performed, the genre etc
Plot Summary if appropriate	This would be relevant for a poem, play, performance or article – what can the reader expect?
Evaluation: Praise and Critique	<b>*This section is the most important part of your review</b> - what are your reactions and your thoughts/opinions of this 'thing'? Saying it was "good" or "bad", or that you liked it or didn't, isn't helpful. Tell your reader <i>why</i> you think it's a great place to visit, show to go to, poem or article to read, or why you found it disappointing. Sharing these details will help your audience form their own opinion of whether they would enjoy reading, watching or visiting.
Recommendations	<b>Round up your review</b> - Summarise some of your thoughts by suggesting the type of reader, diner, theatre-goer or tourist you'd recommend the poem/article/restaurant/event/show to. For example: age range, fans of mystery, a certain type of art or genre of performance, type of food etc. Is there anything you would compare it to?
Rating	<b>Give it a rating</b> , for example a star rating or mark out of ten

#### Lexical Knowledge (Vocabulary) Words chosen based on utility, role + tier 2 words

- Tramp
- Nomad
- Wanderer
- Hoarder
- Gurgles
- Echoes
- Vexed
- Vicious
- Hissing
- Raging
- ravenous

River vocabulary  
Source  
Valley  
Flow  
stream

#### Knowledge of Syntax (grammar)

- Apostrophe for contractions (after a noun e.g. the sky's cloudy)
- Capitalise proper nouns

#### Context - World/Background Knowledge

- Understand the purpose and use of metaphors
- Knowledge of rivers flowing from source to sea, winding river path, hills and valleys



**UKS2- Cycle 1**  
**Poet Study**  
**Poet-Matt Goodfellow**

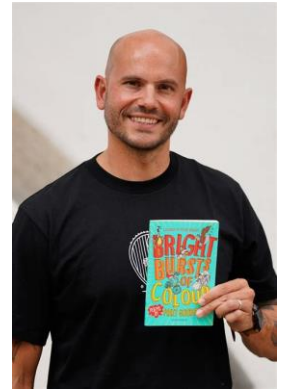
**Overview:**

The children will study the life and poems of the poet Matt Goodfellow. The written outcome for this unit of work is a short biography that provides a simple overview of the poet and some information about his work that can be orally presented to an audience.

**Rationale for the choice of poet:**

Matt Goodfellow has been chosen for Year 5 because he writes poems in a range of styles: funny poems and serious poems that explore people's thoughts, lives and situations. He does not shy away from difficult ideas; rather, he tackles them through poetry. His biography and interviews with him will make it clear to Y5 that he has faced challenges in his life and that he uses poetry to help him to *'make sense of the world and our place within it?'* His poetry will be used to explore the idea of why we write and read poetry.

Matt Goodfellow



**Word Reading and Fluency**

A range of example poems will be read aloud and modelled by the teacher, with regular opportunities for children to read and re-read (independently, echo reading, chorally) to improve fluency and comprehension.

**Discourse Knowledge (genre/characteristics of writing for a specific purpose and/or audience)**  
**Knowledge of Form and Structure**

- A **couplet** is a unit of two lines of poetry that rhyme, are of the same/similar length and are separated from other lines by a double line break
- Know how to present facts in a biography using correctly sequenced ideas.
- Know how to use quotes within a biography to give a sense of the person.
- Understand the level of formality required for the chosen audience

**Lexical Knowledge (Vocabulary)**  
**Words chosen based on utility, role + tier 2 words**

- Baggage
- Brash
- Vulnerable
- Helpless
- Cathartic – the release of strong emotions
- Reflected

**Knowledge of Syntax (grammar)**

- Know and draw from a range of adverbials of time to sequence life events
- Know that 'concrete' items can belong (Matt's home, Matt Goodfellow's pets).
- Know that 'abstract' nouns can belong (His writing/poems belong to him, his ideas and dreams belong to him – Matt's first job...)
- Capitalisation of proper nouns

**Context - World/Background Knowledge**

- Poets are people of different ages, genders, backgrounds, life experiences and ethnicities
- Know something about the life and work of poet Matt Goodfellow
- Poetry is written and read for different purposes: it allows us to express and explore emotions and fears and it can be light-hearted and used to entertain.
- Poetry writing can be cathartic