

Carr Hill Community Primary School



Poetry Units of Work

Cycle Two



Carr Hill Community Primary School

Our Poetry Curriculum

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 2

Poet Study

Poet: Marilyn Singer

Overview:

The children will study the life and poems of the poet Marilyn Singer. 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:

Marilyn Singer has been chosen because the topic of many of her poems (traditional tales) should be familiar to the children, who should have enough knowledge of these tales to appreciate 'the twist' in Marilyn's poetry.

Marilyn Singer



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 to be read from a particular character's point of view. This provides the opportunity to practise and develop 'voice' when reading (in terms of character, attitude etc and how this affects tone, intonation, emphasis of certain words)

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

- Recognise a 'reverso' poem
- 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
- Know that both single words/phrases and/or questions can be used as a sub-heading

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

- Dawdle
- Neighbourhood
- Doubtful
- Plain
- Stubby
- Hacking
- Typical
- Shining (different meaning/nuances)

*Insert further words as appropriate

Knowledge of Syntax (grammar)

- How punctuation marks – question and exclamation marks can change the meaning of a sentence
- Know that 'concrete' items can belong (Marilyn's dog, Marilyn Singer's house). This knowledge is then extended to include more 'abstract' possession (Her writing/poems belong to her – Marilyn's poems)

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 Marilyn Singer
- Recognise that the same event can be presented from different perspectives depending on the writer's feelings and character/attitude



Key Stage One- Cycle 2

Poem Study

Poem: Someone by Walter De La Mare

Overview:

The children will closely study the poem 'Someone' by Walter De La Mare, 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:

De La Mare's poem 'Someone' has been chosen for Year 2 because the National Curriculum requires that children in Y2 are given the opportunity to study classic poetry. The short, rhythmic nature of the poem makes it accessible to Y2 children and this supports them to learn and perform the poem.

Due to the 'creature' not being revealed within the poem, it allows children the opportunity to use their own imagination and visualise and describe what they see.

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 contains some repetition of words that are used to mirror the knocking on the door: 'sure sure sure' and 'at all at all at all'. Emphasise these + the rhythm they create within the poem

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. | <ul style="list-style-type: none"> • Repeat • Repetition • Anxious • Curious • Stirring • dewdrops | <p>Edit as appropriate for the vocabulary explored and used in the creature descriptions</p> <ul style="list-style-type: none"> • Soft • Silky • Furry • Wiry • scaly • Slits • Sly • Wide-eyed • Innocent <p>Precise verbs: run, sprint, scamper, scuttle, scurry, prowl, sneak, creep</p> |
| Plot Summary | What is it about – what can the reader expect? | | |
| Evaluation: Praise and Critique | <p>*This section is the most important part of the review - what are your reactions and your thoughts/opinions of the poem?</p> <p>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?</p> <p>Sharing these details will help your audience decide whether they would enjoy reading it</p> | | |
| Rating | Give it a rating , for example a star rating or mark out of ten | | |

Knowledge of Syntax (grammar)

- Know that 2 clauses can be joined by the co-ordinating conjunctions 'and' and 'so'
- Capital letters for names – poets, titles of poems

Context - World/Background Knowledge

- Nocturnal forest creatures



Key Stage One- Cycle 2

Poetry Form

List Poems

Overview:

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

Rationale for the choice of form:

List poems have been chosen because they provide stimulus for description and making careful and precise word choices.

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 list poem collects content in a list form. It can be purely a list/series of lines without transitional phrases. List poems don't have any fixed rhyme or rhythmic pattern. Some include an opening and closing. Know that onomatopoeia is the formation of a word from a sound associated with what is named (e.g. cuckoo, sizzle). Recognise the use of onomatopoeia for literary effect in poetry

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

- Embrace
- Seismic
- Unfortunate
- temporarily
- Gurgle
- Stow
- compass

***Insert target words to teach dependent on topic of the list poem chosen e.g.**
 Enchanted
 Spongy
 Vivid
 Damp
 Lush
 Ancient
 Spindly
 Delicate
 winding

Knowledge of Syntax (grammar)

- Know that Imperative verbs are used to command/instruct
- Know that **precise verbs** give clear direction or instruction to the reader
- Know that questions start in a variety of different ways
- Know how to separate items in a list using commas
- Know that a writer uses 's to show possession/belongs to
- Know how figurative language – similes – is used to achieve a certain effect

Context - World/Background Knowledge

This is dependant on the topic chosen to write about ****edit as appropriate** e.g. the enchanted wood
 Know that magical creatures (fairies, elves, unicorns) live in enchanted places and have knowledge of the features and atmosphere of the place



LKS2-Cycle 2
Poet Study
Poet :Jack Prelutsky

Overview:

The children will study the life and poems of the poet Jack Prelutsky. 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:

Jack Prelutsky has been chosen for Year 4 because he is well-known for his humorous poems, which we hope will engage our Year 4 readers and make them feel excited and interested in poetry. Additionally, he has written some poems with more of an ‘edge’: poems that tackle emotions and fears and these will be used to show children that poems are written for different purposes and evoke many differing emotions.

Jack Prelutsky



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

- Recognise poetic techniques and know why the poet has used them (alliteration, assonance, rhyme, use of imagery and repetition)
- Know how to present facts in a biography using correctly sequenced ideas.
- Know how to apply paragraphs to a biography.

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

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Stowed • Atop • Lamented • Despair • Obligated • Delectable • resplendent | <ul style="list-style-type: none"> • Snarl • Skulks • Relentless • Steely • Slavering • Butchering beast • Desolate depths • Perilous • lair • Dreary domain • Sulphurous • Sunless • Sinister |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Knowledge of Syntax (grammar)

- Know and draw from a range of adverbials of time to sequence life events
- Know that ‘concrete’ items can belong (Jack’s home, Prelutsky’s father).
- Know that ‘abstract’ nouns can belong (His writing/poems belong to him, his ideas and dreams belong to him – Jack’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 Jack Prelutsky
- 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.
- Imaginary creatures – The bogeyman



LKS2- Cycle 2

Poem Study

Poems: The Lion and Albert by Marriot Edgar

Lion by Ann Bonner

Overview:

The children will closely study two poems 'The Lion and Albert' by Marriott Edgar (a comical narrative poem about a visit to the zoo) and 'Lion' by Ann Bonner (a serious poem that challenges the practice of keeping animals in captivity). This will involve exploration of the poems as texts (exploring the meaning and message, poets' 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 each poem, the children will be guided to write a critical review.

Rationale for the choice of poems:

- The National Curriculum requires that children in Y4 are given the opportunity to study narrative poetry.
- The humour within 'The Lion and Albert' should draw Year 4 children in as they are at a stage where they can begin to appreciate irony.
- Marriott's poem is a 'classic' and studying it builds on the poem study from both Year 2 and Year 3 and adds to children's awareness, familiarity and knowledge of classic poetry and poets.
- The Lion by Ann Bonner offers the children a different viewpoint on zoos and looks at the experience of a lion in captivity. These contrasting poems have been deliberately selected to help Y4 understand and appreciate that poetry has many different emotions and purposes.

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 Lion and Albert has a distinct narrator voice and accent that adds to the performance of the poem – model and discuss this with the children.

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

Nar
rator

| | |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 | *This section is the most important part of the review - 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 | Round up your review - 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 | Give it a rating , for example a star rating or mark out of ten |

The Lion and Albert

- Noted
- Ferocious
- Occurrence
- Summoned
- Irony
- ironic

Lion by Ann Bonner

- Frames
- pestering
- contemplates
- domain
- Prowl
- once grand
- Captive ... in captivity
- Enclosed
- confined



Knowledge of Syntax (grammar)

Context - World/Background Knowledge

- Capital letters for proper nouns – poet name, titles of poems
- Know how to use the subordinating conjunctions 'if' 'while' and 'whereas' effectively in a review

- Understand the purpose and use of irony
- Knowledge of the time period (1930s family on an outing) and how different it was to today
- Know some of the positive and negative aspects of keeping animals in captivity



LKS2- Cycle 2

Poetry Form

Limericks

Overview:

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

Rationale for the choice of form:

Limericks have been chosen for Year 4 because they have a distinct pattern to follow and children, at this stage, should have a secure knowledge of rhyme that they can apply to their poetry.

We hope that the humour contained in a limerick will appeal to many of the children and engage their interest and attention. Limericks are a fun and accessible form of poetry that are easy to memorise because they are short, rhyming and have a bouncy rhythm.

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.

Children's attention will be drawn to the distinct rhythm of a limerick and this will be practised throughout.

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

- Limericks are five lines long
- The first line usually ends with a person's first name or the name of a place.
- Lines 1, 2, and 5 rhyme with one another (These lines are known as 'A's')
- Lines 3 and 4 rhyme with each other (The lines are known as 'B's')
- The rhyme scheme of a limerick is known as "AABBA."
- They have a distinctive rhythm with the first two lines and the last line have three "beats" in them, while the third and fourth lines have two "beats."
- A limerick consists of a single 'stanza' (a division of a poem consisting of a series of lines arranged together in a repeating pattern/rhythm)

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

- Rhyme scheme
- Rhythm
- Stanza

- Silly
- Ridiculous
- Nonsense
- absurd

Knowledge of Syntax (grammar)

- Proper nouns start with a capital letter
- Expanded noun phrases must be chosen carefully to add to the overall effect and meaning of the poem
- Exclamation mark used to express absurdity

Context - World/Background Knowledge

It is believed that this poetry form originated in the Irish town of **Limerick**. This type of song or chorus was performed in pubs and taverns in the town and dates back to the 14th Century.



UKS2- Cycle 2

Poetry Form

Cinquains

Overview:

The children will closely study cinquains

Rationale for the choice of form:

- The structure of the cinquain should challenge Y6 children to use their knowledge of syllables and combine this with careful word choice to create an effective poem.
- The form allows for both descriptive writing and storytelling and the children can try out both types.
- Learning about the person who invented/devised the form - Adelaide Crapsey - will allow for discussion about why people write poetry and how it allows people to express emotions, fears etc. After learning the form, some children may choose to use this form of poetry as a vehicle to express emotions in their personal writing.

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

- Cinquains are five lines long.
- They have 2 syllables in the first line, 4 in the second, 6 in the third, 8 in the fourth line, and just 2 in the last line.
- Cinquains do not need to rhyme, but you can include rhymes if you want to
- Even though they are short, many cinquains tell a small story: they may have an action (something happening), a feeling caused by the action, and a conclusion or ending.
- A cinquain can be a single 'stanza' (a group of lines that (usually) adheres to a specific rhyme or rhythm pattern) or can have more than one stanza.

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

- Stanza
 - Syllable
 - Cinquain
 - Strutting
 - Lurking
- *Insert target words to teach to describe food chosen here e.g.
- Appetising
 - Scrumptious
 - Delectable
 - Aroma
 - Exquisite
 - Mouth-watering
 - smothered

Knowledge of Syntax (grammar)

- Know how to apply apostrophes for contraction in order to reduce syllables within a line of poetry (or write full words in order to add a syllable)
- Know that punctuation rules differ for poetry

Context - World/Background Knowledge

- People use poetry as a way to express emotions – joy, fear, sadness etc. It can be used as an 'outlet' for our emotions and a way to share feelings, funny and sad thoughts.

UKS2- Cycle 2

Poem Study

Poems: Refugees by Brian Bilson

Mainly About Aliens by Ruth Awolola



Overview:

The children will closely study Refugees by Brian Bilson. 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. This will be followed by a chance to look at Mainly About Aliens to consider and compare the themes and ideas within the 2 poems.

Rationale for the choice of poems:

These poems have been chosen for Year 6 because they act as a vehicle to explore the challenging and important subject of how refugees are welcomed and treated by 'host' countries. Brian Bilson's poem is hard hitting and confronting and it may well shock many of the children, provoking discussions about empathy, fear, mistrust, acceptance etc. It will also prompt discussion and further understanding of the purpose and impact of poetry.

Ruth Awolola's poem has a similar theme that should be clearer to the children after they have read 'Refugee'. It is used to deepen children's understanding of this issue.

Word Reading and Fluency:

The poems 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

| | |
|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 | *This section is the most important part of your review - 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 | Round up your review - 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 | Give it a rating , for example a star rating or mark out of ten |

Lexical Knowledge (Vocabulary)

Words chosen based on utility, role + tier 2 words

- Refuge
- Refugee
- Persecution
- Conflict
- Protection
- Sanctuary
- Shelter
- Harbor
- Safe haven
- Asylum
- Safety
- Empathy
- Haggard
- Chancers
- scroungers

Knowledge of Syntax (grammar)

- Know they can use the subordinating conjunctions 'while' and 'whereas' to express contrast between the 2 poems

Context - World/Background Knowledge

- Draw on and deepen understanding of the situation faced by refugees across the world and the attitudes that people in the receiving/host countries can display – both positive and negative
- Examine ideas of fear of the unknown/people who are different to you and be able to express these
- Empathy for others



UKS2-Cycle 2

Poet Study

Poet: Grace Nichols

Overview:

The children will study the life and poems of the poet Grace Nichols. The written outcome for this unit of work is a short biography that provides a simple overview of the poet and some information about her work in an informal 'scrapbook' style.

Rationale for the choice of poet:

Grace Nichols has been chosen for Year 6 because she provides an example of a successful female poet from the Caribbean, whose poems are rooted in her heritage, home and love of her country. Children can explore the inspiration for her writing (sun, sea, weather, environment and family) and how these are influenced both by her childhood in Guyana and her life in the UK. Her poetry ranges from humorous to thoughtful and thought-provoking and this provides interesting stimulus for discussion for our Y6 children.

Grace Nichols



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

- Know how to present facts in a biography using correctly sequenced ideas.
- Apply knowledge of layout features (headings, images, text boxes, paragraphs)
- 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

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Weaving • Poked • Broad • Sulky • plunging • Tune • Broadcast • Caress • Roosting • chortle | <ul style="list-style-type: none"> • Brawling • Caterwauling • Padding • Glinting • Ruptured • Original • Pioneering • beacon |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Knowledge of Syntax (grammar)

- Know and draw from a range of adverbials of time to sequence life events
- Correctly use possessive apostrophes
- Know when to put 'apostrophe s' and when just an apostrophe on words ending in 's'
- 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 Grace Nichols
- Awareness of the country Guyana and some of the differences between Guyana and the UK
- 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.