**Guidance and Expectations for Poetry**

Each term, please spend two weeks teaching poetry (this could be one week per half term if it’s more suitable). When planning a unit of poetry, please refer to the key objectives for each Key Stage as well as the specific details of each poetry type. You will need to complete a medium-term plan as usual.

**Teaching and Learning**

**Assessment**

**Key Objectives**

**EYFS/KS1**

* To listen, and respond to, a range of poetry around a theme.
* To look at rhyme within poems.
* To collect words that rhyme.
* Recognise and join in with repeated phrases and words.

**KS1/KS2**

* To learn, re-read and recite favourite poems, taking account of punctuation.
* Recognise and join in with repeated phrases and words.
* To identify and discuss favourite poems and poets, using appropriate terms (poet, poem, verse, rhyme etc) and referring to the language of the poem.

Year 1

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| Type of Poetry | Features | Ensuring Challenge for All | Poet Focus |
| Acrostic | * The first or last letter in each line spells out a word. More commonly, it is the first letter that spells out the word. * The acrostic links to a given theme e.g. winter. * Lines usually end with commas. | * Ask children to spell out a word using the last letter of each line. * Ask children to include a rhyme. * Ask children to add further description within their poem. | * Allan Ahlberg |
| Shape Poems/Calligrams | * The poem usually describes an object. * The poem is presented in the shape of the object which it is describing. * The layout may either be with the words inside a shape or around the outline of the shape. | * Ask children to have a consistent number of syllables in each line. * Ask children to include language devices, such as similes, metaphors and alliteration. |
| Riddles | * The poem describes a noun (usually an object) but does not name it e.g. it may describe a tiger as striped and furry. * The last line usually directly addresses the reader and use a question e.g. ‘What is it?’ or ‘Can you guess what I could be?’ * The mood of the poem is light-hearted. | * Ask children to write a riddle in either first or third person. * Ask children to use rhyming couplets. |

Year 2

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| Type of Poetry | Features | Ensuring Challenge for All | Poet Focus |
| Diamantes | * The poem is presented in the shape of a diamond. * The line structure is as follows:   - Line 1: Beginning subject;  - Line 2: Two adjectives about line 1;  - Line 3: Three verbs or words ending ‘-ing’ about line 1.  - Line 4: A short phrase about line 1, a short phrase about line 7;  - Line 5: Three verbs or words ending ‘-ing’ about line 7.  - Line 6: Two adjectives about line 7;  - Line 7: End subject.   * Precise verbs and adjectives are used in the relevant lines indicated above. * Each line starts with a capital letter; commas are used between verbs and adjectives; no punctuation at the end of lines. | * Children use increasingly precise adjectives and verbs in their verse. | * John Lyons |
| Haikus (or ‘Hokku’) | * The haiku originates from Japan and is similar in structure to a Tanka poem. * The mood of a haiku is generally serious (with the exception of the senryu form) and can relate to many themes, including nature or love. * The line structure is as follows:   - Line 1: 5 syllables;  - Line 2: 7 syllables;  - Line 3: 5 syllables.  (14 syllables in total)   * Each line starts with a capital letter. | * Ask children to select rhyming words to end lines 1 and 3. |
| Free Verse | * Free verse does not follow a set syllable pattern or rhyme scheme. * It may be written on a range of themes. * Refer to the KS1 key objectives and writing curriculum content for year 2. | |

Year 3

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| Type of Poetry | Features | Ensuring Challenge for All | Poet Focus |
| Limericks | * The poem is five lines in length and follows the rhyme scheme AABBA. * The line structure is as follows:   - Line 1: 7-10 syllables (3 stressed);  - Line 2: 7-10 syllables (3 stressed);  - Line 3: 5-7 syllables (2 stressed);  - Line 4: 5-7 syllables (2 stressed);  - Line 5: 7-10 syllables (3 stressed).   * The first line usually begins with ‘There was a…’ and ends with the name of a person or place. * The last line should be rather unusual or far-fetched. * Each line starts with a capital letter. Lines often end with a comma. * The mood of this type of poem is comic, and it can even be nonsense. | * Ask children to devise a limerick around a given theme. | * Michael Rosen |
| Free Verse | * Free verse does not follow a set syllable pattern or rhyme scheme. * It may be written on a range of themes. * Refer to the KS2 key objectives and writing curriculum content for year 3. | |
| List Poems | * Content is created in a list form. * It can be purely a list without transitional phrases. * They do not need to rhyme. | * Children to write order the phrases to create additional detail. |

Year 4

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| Type of Poetry | Features | Ensuring Challenge for All | Poet Focus |
| Kenning Poems | * A ‘kenning’ is a two-word phrase which describes an object, often using a metaphor to do so. * Kennings poems are a type of riddle which use kennings to describe something or someone. * Each line consists of one kenning. There is no set number of lines in each verse. * The kennings should be ordered within the poem with consideration of the impact on the reader. | * Ask children to make precise word choices. * Encourage children to use language devices, such as metaphors and alliteration. | * Maya Angelou |
| Free Verse | * Free verse does not follow a set syllable pattern or rhyme scheme. * It may be written on a range of themes. * Refer to the KS2 key objectives and writing curriculum content for year 4. | |
| Blackout poems | * A blackout poem is when a poet takes a black marker to an established text e.g. a newspaper and starts redacting words. * The text and redacted text form a visual poem. | * Ask children to select words or phrases which together describe a chosen focus. |

Year 5

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| Type of Poetry | Features | Ensuring Challenge for All | Poet Focus |
| Senryus | * The structure of a senryu is identical to that of a haiku. * It is three lines in length. * The line structure is as follows:   - Line 1: 5 syllables;  - Line 2: 7 syllables;  - Line 3: 5 syllables  (14 syllables in total)   * Each line starts with a capital letter. * The last line ends with a full stop; no other punctuation is necessary. * Where senryus differ from haikus is in their subject. Senryus are typically about humans rather than concepts such as nature or love. | * Ask children to make precise word choices. * Encourage children to use language devices, such as metaphors and alliteration. | * Shev Silverstein |
| Free Verse | * Free verse does not follow a set syllable pattern or rhyme scheme. * It may be written on a range of themes. * Refer to the KS2 key objectives and writing curriculum content for year 5. | |
| Renga (‘linked poem’) | * Renga poems are written by more than one poet. Poet A would write three lines following the structure below. Poet B would then write the last two lines of the verse following the given structure. This is repeated within a par or small group until the poem is complete. * The line structure is as follows:   - Line 1: 5 syllables;  - Line 2: 7 syllables;  - Line 3: 5 syllables;  - Line 4: 7 syllables;  - Line 5: 7 syllables.   * There is no set rhyme scheme. * The themes within a verse need to be consistent. * Each line starts with a capital letter and the last line of each verse ends with a full stop. | * Ask children to approach a range of themes with different opinions e.g. a verse from the perspective of someone who dislikes Autumn, followed by a verse by someone who likes Autumn. * Ask the children to mirror the structure with a syllable pattern of their choosing e.g. 6, 8, 6, 8, 8. |

Year 6

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| Type of Poetry | Features | Ensuring Challenge for All | Poet Focus |
| Ottava Rima | * It is an Italian style of poetry. * It is eight lines in length; each line consists of eleven syllables. * The rhyme scheme is ABABABCC. * Each line opens with a capital letter. * It is optional whether lines end with commas or not. * A poem may consist of several verses following the structure above. * The last line of the poem may end with a question mark or full stop. | * Ask children to consider the precision of their vocabulary choices. They should use a thesaurus to develop this (linked to Years 5 and 6 writing curriculum objective). | * John Agard |
| Free Verse | * Free verse does not follow a set syllable pattern or rhyme scheme. * It may be written on a range of themes. * Refer to the KS2 key objectives and writing curriculum content for year 6. | |
| Cinquain | * Cinquains are five lines long. * The line structure is as follows:   - Line 1: 2 syllables;  - Line 2: 4 syllables;  - Line 3: 6 syllables;  - Line 4: 8 syllables;  - Line 5: 2 syllables.   * Cinquains do not need to rhyme but you can include rhymes if you want to. | * Children to produce rhyming cinquains. |