



The Mosley Academy Poetry Curriculum 2023-2024



Guidance and Expectations for Poetry

Planning

Each year group is allocated three types of poetry to learn throughout the year. You should add these to the English planning overview where they best make sense and link to topics. When planning a unit of poetry, you should refer to the key objectives for each key stage as well as the specific details of each poetry type.

Key Objectives

EYFS

- To listen, and respond to, a range of poetry around a theme.
- To look at rhyme within poems.
- To collect words that rhyme.

KS1

- To learn and recite favourite poems, taking account of punctuation.
- To comment on aspects such as word combinations, sound patterns (rhymes, rhythms, alliterative patterns) and forms of presentation.
- To identify and discuss favourite poems and poets, using appropriate terms (poet, poem, verse, rhyme etc.) and referring to the language of the poem.
- To use structures from poems as a basis for writing, by extending or substituting elements, inventing new lines, verses etc.



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- To discuss choice of words and phrases which describe and create impact (adjectives, verbs etc.).
- To use similes, metaphors, personification.
- To discuss meanings of words and phrases that create humour, and sound effects in poetry (nonsense poems, tongue twisters, riddles).
- To use humorous verse as a structure for children to write their own by adaptation, mimicry or substitution; to invent own language puzzles, jokes, nonsense sentences.
- To collect suitable words and phrases in order to write poems and short descriptions; design simple patterns with words, use repetitive phrases; write imaginative comparisons.
- To invent calligrams and a range of shape poems, selecting appropriate words and careful presentation.
- To write poetry that uses sound to create effects (e.g. onomatopoeia, alliteration, distinctive rhythms).
- To choose and prepare poems for performance choosing appropriate expression, tone, volume and use of voices and other sounds.
- To rehearse and improve performance.
- To write new and extended verses for performances based on models of 'performance' and oral poetry, e.g. rhythms, rhymes.
- To write poems based on personal or imagined experience, linked to poems read,
- To understand the use of figurative language in poetry and prose; compare poetic phrasing with narrative/descriptive examples.
- To locate use of similes.
- To identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes.
- To understand the following terms and identify them in poems (verse, chorus, couplet, stanza, rhythm, rhyme, alliteration).
- To describe how a poet does or does not use rhyme.
- To produce polished poems through revisions.

KS2

- To choose and prepare poems for performance choosing appropriate expression, tone, volume and use of voices and other sounds.
- To rehearse and improve performance.
- To write new and extended verses for performances based on models of 'performance' and oral poetry, e.g. rhythms, rhymes.
- To write poems based on personal or imagined experience, linked to poems read.
- To understand the use of figurative language in poetry and prose; compare poetic phrasing with narrative/descriptive examples.
- To locate use of similes.
- To identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes.



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- To understand the following terms and identify them in poems: verse, chorus, couplet, stanza, rhythm, rhyme, alliteration.
- To describe how a poet does or does not use rhyme.
- To produce polished poems through revisions.
- To analyse and compare poetic style, use of forms and the themes of significant poets; to respond to shades of meaning; to explain and justify personal tastes; to consider the impacts of full rhymes, half rhymes, internal rhymes and other sound patterns.
- To investigate and collect different examples of word play.
- To convey feelings, reflections or moods in a poem through the careful choice of words and phrases.
- To write metaphors from original ideas or from similes.
- To understand terms which describe different types of poems, e.g. ballad, sonnet, rap, elegy, narrative poem and identify typical features.
- To discuss how linked poems relate to one another by themes, format and repetition, e.g. cycle of poems about the seasons.
- To describe and evaluate the style of an individual poet.
- To comment critically on the overall impact of a poem, showing how language and themes have been developed.
- To write their own poems experimenting with active verbs and personification.
- To recognise how poets manipulate words: for their quality of sound (rhythm, rhyme, assonance); for their connotations; for multiple layers of meaning; nonsense words and how meaning can be made of them; where the appeal lies.
- To analyse how messages, moods, feelings and attitudes are conveyed in poetry.
- To read and interpret poems in which meanings are implied or multi-layered.
- To write a sequence of poems linked by theme or form, e.g. a haiku calendar.



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Year 1 Poetry

In Year 1, children should be taught the following types of poetry:

- Acrostics;
- Shape Poems/Calligrams;
- Riddles.

Type of Poetry	Features
Acrostics	<ul style="list-style-type: none">• The first of last letter in each line spell out a word. Most 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.
Shape Poems/Calligrams	<ul style="list-style-type: none">• 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.
Riddles	<ul style="list-style-type: none">• The poem describes a noun (usually an object), but does not name it, i.e. it may describe a tiger as striped and furry.• The last line usually directly addresses the reader and uses a question, e.g. 'What is it?' or 'Can you guess what I could be?'• The mood of the poem is light-hearted.



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Year 2 Poetry

In Year 2, children should be taught the following types of poetry:

- Diamantes;
- Haikus;
- Free Verse.

Type of Poetry	Features
<p>Diamantes</p> <p>E.g.</p> <p style="text-align: center;"><i>Bike Shiny, quiet, Pedalling, spinning, weaving Whizzing round corners, zooming along roads Racing, roaring, speeding Fast, loud, Car</i></p>	<ul style="list-style-type: none">• The poem is presented in the shape of a diamond.• The line structure is as follows:<ul style="list-style-type: none">○ 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.
<p>Haikus (or ‘Hokku’)</p> <p>E.g.</p> <p><i>The sky is so blue. (5)</i> <i>The sun is so warm up high.(7)</i></p>	<ul style="list-style-type: none">• The haiku originates from Japan, and is similar in structure to a Tanka poem.• The mood of a haiku is generally serious, and can relate to many themes, including nature or love.• The line structure is as follows:<ul style="list-style-type: none">○ Line 1: 5 syllables;



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<i>I love the summer. (5)</i>	<ul style="list-style-type: none">○ Line 2: 7 syllables;○ Line 3: 5 syllables. (14 in total). Each line starts with a capital letter.
Free Verse	<p style="text-align: center;"><i>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.</i></p>



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Year 3 Poetry

In Year 3, children should be taught the following types of poetry:

- Clerihews;
- Limericks;
- Free Verse.

Type of Poetry	Features
<p>Clerihews E.g.</p> <p><i>Mr Smith wears a wig, But for his head it's rather big. In windy weather he was careless. Now Mr Smith's head is hairless.</i></p>	<ul style="list-style-type: none">• A clerihew is four lines in length, and includes rhyming couplets (AABB).• The subject of the poem is typically a character who is named on one of the lines.• The mood of this type of poem is comic.
<p>Limericks E.g.</p> <p><i>There was an old man with a beard, Who said, 'It is just as I feared, Two owls and a hen A lark and a wren Have all built their nests in my beard!</i></p>	<ul style="list-style-type: none">• The poem is five lines in length and follows the rhyme scheme AABBA.• The line structure is as follows:<ul style="list-style-type: none">○ Line 1: 7-10 syllables;○ Line 2: 7-10 syllables;○ Line 3: 5-7 syllables;○ Line 4: 5-7 syllables;○ Line 5: 7-10 syllables.• 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.



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Free Verse	<p><i>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.</i></p>
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Year 4 Poetry

In Year 4, children should be taught the following types of poetry:

- Kenning Poems;
- Tetractys;
- Free Verse.

Type of Poetry	Features
<p>Kenning Poems E.g. <i>My Sister</i></p> <p><i>Dummy-sucker</i> <i>Teddy-thrower</i> <i>Anything-chewer</i></p> <p><i>Kiss-giver</i> <i>Slave-employer</i> <i>Dolly-hugger</i> <i>Calm-destroyer</i></p> <p><i>Milk-drinker</i> <i>Nappy-leaker</i> <i>Peace-breaker</i> <i>Scream-shrieker</i></p> <p><i>Unlike any other</i> <i>My sister.</i></p>	<ul style="list-style-type: none">• A 'kenning' is a two word phrase which describes an object, often using a metaphor to do so.• Kenning 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.



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<p>Tetractys E.g. <i>I(1)</i> <i>Amfour(2)</i> <i>AndIgo(3)</i> <i>To big school where (4)</i> <i>Ilearn to read and write and spell my name. (10)</i></p>	<ul style="list-style-type: none">• The poem is five lines in length.• The line structure is as follows:<ul style="list-style-type: none">○ Line 1: 1 syllable;○ Line 2: 2 syllables;○ Line 3: 3 syllables;○ Line 4: 4 syllables;○ Line 5: 10 syllables.• There is no set rhyme scheme. Each line starts with a capital letter and only the last line ends with a full stop.
<p>Free Verse</p>	<p><i>Free verse does not follow a set syllable pattern or rhyme scheme.</i> <i>It may be written on a range of themes.</i> <i>Refer to the KS2 key objectives and writing curriculum content for Year 4.</i></p>



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Year 5 Poetry

In Year 5, children should be taught the following types of poetry:

- Haikus/Senryus;
- Renga;
- Free Verse.

Type of Poetry	Features
Haikus	Please see Year 2 guidance.
Senryus	<ul style="list-style-type: none">• The structure of a senryu is identical to that of a haiku.• It is three lines in length.• The line structure is as follows:<ul style="list-style-type: none">○ Line 1: 5 syllables;○ Line 2: 7 syllables;○ Line 3: 5 syllables. (14 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 of love.
Renga (‘linked poem’) E.g.	<ul style="list-style-type: none">• 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 pair or small group until the poem is



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<p><i>The final leaf falls (5)</i> <i>The tree branches are so bare (7)</i> <i>Autumn has arrived (5)</i> <i>Remember Summer's warm kiss (7) So</i> <i>gentle, it will be missed. (7)</i></p>	<p>complete.</p> <ul style="list-style-type: none">• The line structure is as follows:<ul style="list-style-type: none">○ 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. <p>Each line starts with a capital letter and the last line of each verse ends with a full stop.</p>
<p>Free Verse</p>	<p><i>Free verse does not follow a set syllable pattern or rhyme scheme.</i> <i>It may be written on a range of themes.</i> <i>Refer to the KS2 key objectives and writing curriculum content for Year 5.</i></p>



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Year 6 Poetry

In Year 6, children should be taught the following types of poetry:

- Ottava Rima;
- Iambic Pentameter (in the context of reading Shakespeare);
- Free Verse: Remembrance Poetry.

Type of Poetry	Features
<p>Ottava Rima E.g.</p> <p><i>Quickly did the tiger begin his fast run Over hilly ground you see him fly and leap The passive prey laying grazing in the sun Suddenly its life that it wanted to keep Tiger pounces, quickly getting the job done The prey collapsing in a really big heap Tiger sleeps as night takes over from the day Will we ever see the hunter become prey?</i></p>	<ul style="list-style-type: none">• 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 a full stop.
<p>Iambic Pentameter E.g.</p>	<ul style="list-style-type: none">• Unlike other taught styles, Iambic Pentameter refers to the way in which individual lines are constructed. There are no particular rules



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<p>Two households, both alike in dignity, In fair Verona, where we lay our scene, From ancient grudge break to new mutiny, Where civil blood makes civil hands unclean. From forth the fatal loins of these two foes A pair of star-cross'd lovers take their life.</p>	<p>about verse length.</p> <ul style="list-style-type: none">• It is a sequence of ten alternately unstressed and stressed syllables.• Children should be encouraged to hear the effect of lines being constructed in this style. ?
<p>Free Verse</p>	<p><i>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.</i></p>