

MEDIUM TERM PLAN FOR POETRY: * means the poem/source is on the SLN website

FOUNDATION STAGE: Read poems regularly, for example, from: *Zim Zam Zoom* by James Carter; *Tanka Tanka Skunk* by Steve Webb

HALF TERM	KEY ASPECTS TO BE MODELLED AND TAUGHT	VOCABULARY	SUGGESTED TEXTS/SOURCES	POSSIBLE OUTCOMES
1	Teach feeling the beat of a rhythmic poem or nursery rhyme.	poem, nursery rhyme, letter, sound, word, beat, rhyme, nonsense	<i>Big Red Boots</i> by Tony Mitton * <i>Brontosaurus</i> by Josh Seigal * The book <i>Tanka Tanka Skunk</i> by Steve Webb The book <i>Zim Zam Zoom</i> by James Carter	See <i>Big Red Boots</i> plan See <i>Brontosaurus</i> plan
2	Teach alliteration - hearing where words begin with the same sound . Writing list poem based on alliterative sentences.	sound, letter, phoneme (alliteration)	<i>SLN Same Sound Starters</i> P Point * <i>Fire</i> by Tony Mitton <i>Butterfly Nonsense</i> by Annie Fisher <i>Going on a Bear Hunt</i> by Michael Rosen	Alliteration sentences
3	Teach rhyme awareness - hearing a rhyme and suggest own rhymes.	rhyme, sound, pair (couplet)	<i>Doggy</i> by Matt Goodfellow * <i>Worm</i> by Tony Mitton * The book <i>Zim Zam Zoom</i> by James Carter	Class poem or group poems scribed by teacher in rhyming couplets
4	Teach children to observe closely - model poems based on close personal observation. Use of descriptive language.	poem, word, (adjective)	<i>My Coat</i> by Josh Seigal * <i>I Can</i> by Tony Mitton See SLN 2020 Ekphrastic Poetry Competition resources	List poem (e.g. I can...) based on Tony Mitton's <i>I Can</i> poem and/or something closely observed.
5	Teach the fun of word play - recognising nonsense and word play. Making up nonsense words and sentences.	rhyme, word, sense, nonsense	<i>As I Went Down Zig Zag</i> by Charles Causley * <i>Monster Menu</i> by Annie Fisher <i>Marvin McLiquorice</i> by Annie Fisher <i>I was just thinking</i> by Annie Fisher <i>Green Eggs and Ham</i> , other books by Dr Seuss Nonsense Nursery Rhymes	A menu of nonsense food
6	Encourage children to express preferences for poems , saying why, performing chosen poems. Learning by heart. Performing .	poem, perform, action, beat, verse	The book <i>Zim Zam Zoom</i> by James Carter The Book <i>Poems to Perform</i> by Julia Donaldson <i>What's in a Poem</i> by Josh Seigal <i>Paddling at the Seaside</i> by Annie Fisher	Performance. A version of Josh Seigal's <i>What's in a Poem</i> , including what they want to include.

YEAR 1: Read poems regularly , for example, from *The Puffin Book of Fantastic First Poems* – June Crebbin; *Twinkle Twinkle Chocolate Bar* – John Foster

HALF TERM	KEY ASPECTS TO BE MODELLED AND TAUGHT	VOCABULARY	SUGGESTED TEXTS/SOURCES	POSSIBLE OUTCOMES
1	Consolidate the skill of feeling the beat of a rhythmic poem.	beat, rhythm, repeat, repetition	<i>From A Railway Carriage</i> by RL Stevenson <i>Python on Piccolo</i> by Charles Causley <i>Something Comes</i> by Valerie Bloom <i>The Grand Old Duke of York</i>	Class or group poem (possibly scribed by teacher) based on the suggested texts which includes a repeated rhythmic chorus or refrain, e.g. Clicketty-clack; Clicketty-clack for a train ride
2	Revisit alliteration - hearing where words begin with the same sound . Writing list poem based on alliterative sentences.	sound, letter, alliteration	<i>Snake</i> by Josh Seigal * <i>Lemurs</i> by Josh Seigal * <i>SLN Same Sound Starters P Point</i> *	Animal alliteration poem
3	Describing things by comparison. Similes. Verbs.	simile, comparison, verb, action	<i>Leap Like a Leopard</i> by John Foster <i>Today I Feel</i> by Gervaise Finn <i>This is NOT a Tomato!</i> By Westover Green Children	List Poem version of <i>Leap Like a Leopard</i> for other animals Descriptive poem based on <i>This is Not a Tomato</i> using other objects
4	Teach children to observe closely - model poems based on close personal observation. Use of descriptive language.	adjective	See SLN Ekphrastic Fantastic Poetry Competition resources e.g. Rebecca Cobb *	Descriptive poem based on a closely observed picture
5	Inventive thought - nonsense poetry	sense, nonsense	<i>Smelly Spelly</i> by Annie Fisher Silly/nonsense poems e.g., by Spike Milligan, AF Harrold	List poem of nice smells Magic wishes poem e.g. Our Wishes <i>Sam wishes he could visit the age of dinosaurs and hear the roar of a T Rex</i> <i>Kylie wishes...</i>
6	Encourage children to express preferences for poems , saying why, performing chosen poems. Learning by heart. Performing.	poem, perform, action, beat, verse	<i>My Hat</i> by Tony Mitton * <i>Bubble Song</i> by Tony Mitton * <i>The Book Poems to Perform</i> by Julia Donaldson	Learn and perform one of the Tony Mitton poems with props.

YEAR 2: Read regularly, for example, from *Noisy Poems* - Jill Bennett, *The Puffin Book of Utterly Brilliant Poetry* - Brian Patten

HALF TERM	KEY ASPECTS TO BE MODELLED AND TAUGHT	VOCABULARY	SUGGESTED TEXTS/SOURCES	POSSIBLE OUTCOMES
1	Consolidate feeling the beat of a rhythmic poem. Teach writing lines following the rhythm of a simple poem with a strong rhythm.	beat, rhythm, repeat, repetition	<i>The Rhythm of Life</i> by Michael Rosen <i>The Boneyard Rap</i> by Wes Magee <i>These Old Shoes</i> by Tony Mitton * <i>Stone in the Water</i> by Charles Causley (perform as a stone-passing game) Revisit nursery rhymes with known tunes	Rhythmic list poem based on <i>Rhythm of Life</i> e.g. <i>Hand on the car, feel the rhythm of the road; Hand on the cat feel the rhythm of the purr</i> etc
2	Onomatopoeia - collect words that sound like the sounds they describe - <i>splash, boom</i> etc.	sound, onomatopoeia couplet rhyming couplet	<i>The Sound Collector</i> by Roger McGough <i>Noisy Poems</i> book by Jill Bennet <i>The Yak</i> by Jack Prelutsky <i>Rain</i> by Annie Fisher <i>Kicking up Leaves</i> by Matt Simpson	Poem based on <i>The Sound Collector</i> using own sounds. Couplets based on 'Rain' and 'Kicking Up Leaves'
3	Describing things by comparison. Similes and Metaphors.	simile, metaphor (teach difference between)	<i>Poems for Coldean School</i> by Rachel Rooney* The book, <i>My Many Coloured Days</i> by Dr Seuss <i>As Shy As</i> by Rachel Rooney*	See <i>Poems for Coldean School</i> and <i>As Shy As</i> plans
4	Teach children to observe closely - model poems based on close personal observation. Use of descriptive language.	adjective	See SLN Ekphrastic Fantastic Poetry Competition resources e.g. <i>In the Light of the Moon</i> * SLN Mini Marvels Competition (Resource) *	Descriptive poem based on a closely observed picture or mini-beast
5	Personal poetry in free verse - describing people, friends, pets, own feelings and experience.	free verse (i.e. no rhyme or obvious rhythm)	<i>David</i> by Matt Goodfellow * <i>Chameleon Kids</i> by Matt Goodfellow *	Poem describing self, friend, pet or relative
6	Encourage children to express preferences for poems , saying why, performing chosen poems. Learning by heart. Performing.	perform, action, emotion, beat, verse	<i>The Ceremonial Band</i> by James Reeves (PowerPoint) <i>The Owl and the Pussy Cat</i> by Edward Lear Or other poems from the Poetry By Heart website Poetry By Heart The Ceremonial Band https://www.poetrybyheart.org.uk/learningzone/choose-a-poem-7/ The Book <i>Poems to Perform</i> by Julia Donaldson	Learn and perform one of the poems from the Poetry by Heart Website

YEAR 3: Read regularly, for example, from *100 Best Poems* chosen by Roger McGough; *Midnight Feasts* edited by AF Harrold

HALF TERM	KEY ASPECTS TO BE MODELLED AND TAUGHT	VOCABULARY	SUGGESTED TEXTS/SOURCES	POSSIBLE OUTCOMES
1	Feeling the beat of a rhythmic poem. How words fit to the beat in a poem, Writing different words to known tunes	beat, rhythm, repeat, repetition	Nonsense nursery rhymes (two small examples here but see also books of Nonsense Rhymes) <i>My Favourite Things</i> PowerPoint * Raps section in <i>The Works Vol 1</i>	Own version of <i>My Favourite Things</i> Class or Group poem - A Rap about e.g. <i>The School Day</i>
2	Reading poems from and about other cultures (plus poems in translation)	dialect, translation	<i>Granny Is...</i> by Valerie Bloom <i>A Date with Spring</i> by John Agard <i>The Book Stars with Flaming Tales</i> by Grace Nicholls The book, <i>A Caribbean Dozen</i> by John Agard (ed)	A poem based on <i>Granny is...</i> A poem based on <i>A date with Spring</i> - a date with Christmas (or another season)
3	Teach children to observe closely - model poems based on close personal observation. Use of descriptive language . Model acrostic poems.	adjective, verb, simile acrostic	SLN Letting in the Light Poetry Competition resources What are acrostic poems? - BBC Bitesize See Acrostic Poems in <i>The Works Vol 1</i>	Descriptive poem about a candle flame Acrostic on LIGHT or CANDLE
4	Metaphor, personification (NB personification is a type of metaphor where non-living things are spoken of as if alive.)	simile, metaphor - the difference between.	<i>The Clouded House</i> by Matt Goodfellow * <i>The Sea</i> by James Reeves <i>The Language of Cat</i> by Rachel Rooney *	Write a poem of metaphors e.g. <i>The moon is.... A cloud is etc</i>
5	Nonsense poems	sense, nonsense, rhyme, onomatopoeia	<i>The Ning Nang Nong</i> by Spike Milligan <i>Words</i> by Josh Seigal <i>Love Letter to a Lychee</i> by Josh Seigal * <i>I Fell in Love with a Crumpe</i> by Matt Goodfellow * Funny poems from <i>Midnight Feasts</i> by AF Harrold	Poem based on Josh Seigal's <i>Words</i> poem Poem about a nonsense land of strange noises Love Letter to a food item
6	Encourage children to express preferences for poems , saying why, performing chosen poems. Learning by heart. Performing.	perform, action, emotion, beat, verse	<i>The Wizard's Imp</i> by Tony Mitton * <i>The Dragon who ate our School</i> by Nick Toczek (See <i>The Works Vol 1</i> for other performance poems) The Book <i>Poems to Perform</i> by Julia Donaldson	Performance

YEAR 4: Read regularly, for example, from *I am the Seeds that Grew the Tree* – Fiona Waters; *The Lost Words* – Robert Macfarlane and Jackie Morris

HALF TERM	KEY ASPECTS TO BE MODELLED AND TAUGHT	VOCABULARY	SUGGESTED TEXTS/SOURCES	POSSIBLE OUTCOMES
1	Explore some of the following short poetic forms : haiku, rhyming couplets, clerihews, limericks, tankas, riddles (NB Read these forms but don't attempt to write in them all.)	haiku, tanka, clerihew, couplet, limerick, riddle	See collection of 'Brevities' provided See sections in <i>The Works</i> on haiku, couplets, clerihews, limericks, riddle <i>Who?</i> by Annie Fisher + teaching notes on the <i>Tyger Tyger</i> children's poetry website <i>Two Limericks</i> by Edward Lear	Make a Poet Tree - a bare-branched tree hung with short poems. Or a Poetry Rockery with haiku or other short poems on pebbles. A riddle
2	Poems on the theme of nature and protecting the environment. Model writing in the voice of e.g. a tree or threatened plant or animal	personification, free verse, voice, stanza	See <i>Tip Top Trees</i> poetry competition resources * <i>The Lost Words</i> online teaching resources https://www.thelostwords.org/resources/ <i>The Lost Words Explorers' Guide</i> <i>Plum</i> by Tony Mitton * <i>Mama Autumn</i> by Annie Fisher	See suggestions in the resources provided e.g. Poem in the voice of a tree; a poem beginning: <i>Enter the woods with care, my love...</i> Poem personifying a season
3	Concrete poetry	concrete poem, shape poem,	See concrete poems in <i>The Works, Vol 1</i> See the book ' <i>Apes to Zebras</i> ' by Sue Hardy Dawson	Shape poem
4	Older poetry - model identifying older language	adverb, adverbial, repetition	<i>The Listeners</i> by Walter de la Mare <i>Silver</i> by Walter de la Mare <i>Snow</i> by Walter de la Mare <i>SLOWLY</i> poems from Westover Green Pupils	Write a poem beginning with an adverb or adverbial phrase as with the <i>Slowly</i> poems. And/or write a poem about a haunted house based on <i>The Listeners</i> .
5	Poems of place - writing about a favourite place - free verse writing but include previous skills e.g. alliteration, simile, metaphor, personification	free verse, simile, metaphor, alliteration, personification	<i>Poems and Places Competition Resource 2017</i> * See <i>BBC Bitesize on Free Verse</i> https://www.bbc.co.uk/bitesize/topics/z4mmn39/articles/z8sf8mn	Free verse poem about feelings for a favourite place
6	Performance Poetry and Older Poetry	verse, stanza, rhyme, rhythm, interpretation, clarity, diction	<i>The Jumblies</i> by Edward Lear <i>The Book Poems to Perform</i> by Julia Donaldson	Performance

YEAR 5: Read poems regularly, for example, from *Tiger, Tiger, Burning Bright* anthology – Fiona Waters

HALF TERM	KEY ASPECTS TO BE MODELLED AND TAUGHT	VOCABULARY	SUGGESTED TEXTS/SOURCES	POSSIBLE OUTCOMES
1	Poems about friendships and related issues - using free verse and/or rhyme For explanation of free verse see BBC Bitesize Free Verse: https://www.bbc.co.uk/bitesize/topics/z4mmn39/articles/z8sf8mn	first person, voice, rhyme, rhythm	The book <i>A Kid in My Class</i> by Rachel Rooney SLN Resources for <i>A Kid in My Class</i> * <i>Timothy Winters</i> by Charles Causley * <i>Russian Doll</i> by Rachel Rooney *	See Rachel Rooney unit for suggested outcomes e.g. the ideas for a five-line poem that go with the poem <i>The Poet</i> . A Poem about your personality based on <i>Russian Doll</i>
2	 kennings	kenning, noun	kennings folder	kennings
3	 Narrative Poems and ballads	past tense, verse, stanza, rhyme scheme ballad	<i>Millers End</i> by Charles Causley * <i>What has happened to Lulu?</i> by Charles Causley <i>St Bridget and the Baker</i> by Tony Mitton *	Writing in response to these poems - - could be e.g. diary written as a poem
4	 Older /Classic Poetry - model identifying language features of older poetry	rhyme, rhythm, verse, stanza, rhyme scheme	<i>The Highwayman</i> by Alfred Noyes Highwayman PowerPoint There are many online resources for this poem <i>Smugglers' Song</i> by Rudyard Kipling	Writing in response to <i>The Highwayman</i> and <i>Smugglers Song</i> - not necessary to write a poem.
5	 Poems about social issues	voice, imagery, third person; first person	<i>Frosty Wind Made Moan</i> by Kit Wright (see Kit Wright PowerPoint)	Poem in the voice of a character
6	 Performance Poetry . Encourage children to express preferences for poems, saying why, performing chosen poems. Learning by heart. Performing .	clarity, diction, expression, communication	Choose from <i>Poetry by Heart</i> website The Book <i>Poems to Perform</i> by Julia Donaldson	Performance

YEAR 6: Read poems regularly, for example, from *The Big Amazing Poetry Book* – Gaby Morgan and Chris Riddell

HALF TERM	KEY ASPECTS TO BE MODELLED AND TAUGHT	VOCABULARY	SUGGESTED TEXTS/SOURCES	POSSIBLE OUTCOMES
1	Poems in praise of a person and/or the natural world - eulogy, epitaph, ode, sonnet	ode, eulogy, epitaph, sonnet,	<i>You Are</i> by Peter Dixon and associated children's poems on PowerPoint <i>Ode to Autumn</i> by John Keats <i>A Poem for My Mum</i> by AF Harrold - see PowerPoint ' <i>I Need you Like</i> ' <i>Brendan Gallagher</i> by Jackie Kay on the Children's Poetry website Brendon Gallacher - Poetry Archive	Poem based on ' <i>You are</i> ' or <i>Poem for my Mum</i> addressed to an admired friend or family member
2	Poems on the theme of light - and dark use of imagery	imagery, metaphor, ode, rhyme, rhythm, repetition	Letting in the Light Poetry Competition resources* <i>The Dark</i> by Tony Mitton* <i>The Taper</i> by Tony Mitton*	See suggestions included in resources, including Free verse writing about a candle flame A Poem entitled ' <i>How to drive out the Dark</i> ' An ode in praise of the Dark
3	Nonsense poetry and word play	parody, nonsense, rhyme	<i>The Jabberwocky</i> by Lewis Carol See also the parody <i>Jabber mockery</i> by Trevor Millum in <i>The Works Vol 1</i> What is a nonsense poem? - BBC Bitesize	Parody of the Jabberwocky about school Poem using made up words - see BBC Bitesize on Nonsense Poems
4	Older Poetry - model writing lines that include assonance	rhyme scheme, rhythm, assonance	<i>The Way Through the Woods</i> by Rudyard Kipling - poems & teaching ideas* <i>The Tyger</i> by William Blake (both poems use rhyme and half rhyme, also known as assonance) More challenging poems with plans: <i>Break of Day in the Trenches</i> by Isaac Rosenberg* <i>Ballad of the Three Spectres</i> by Ivor Gurney*	Visit a woodland and write a poem in response
5	Poems about a social or environmental issue	contrast, stanza	<i>Malala</i> by Michaels Morgan <i>The Frozen Man</i> by Kit Wright <i>Frozen Man</i> PowerPoint <i>The Song of the Shirt</i> by Thomas Hood	Poem based on <i>The Frozen Man</i> Poem in the voice of a character.
6	Performance Poetry. Encourage children to express preferences for poems, saying why, performing chosen poems. Learning by heart. Performing.	clarity, diction, expression, communication	Choose from <i>Poetry by Heart</i> website or other favourite poems The Book <i>Poems to Perform</i> by Julia Donaldson	Performance

Suggested books for each year group:

FOUNDATION STAGE:

Zim Zam Zoom by James Carter

Tanka Tanka Skunk by Steve Webb

YEAR 1:

The Puffin Book of Fantastic First Poems – June Crebbin

Twinkle Twinkle Chocolate Bar – John Foster

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Noisy Poems - Jill Bennett

The Puffin Book of Utterly Brilliant Poetry - Brian Patten

YEAR 3:

100 Best Poems chosen by Roger McGough

Midnight Feasts edited by AF Harrold

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I am the Seeds that Grew the Tree – Fiona Waters

The Lost Words – Robert Macfarlane and Jackie Morris

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Tiger, Tiger, Burning Bright anthology – Fiona Waters

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