



Lympstone Primary School
Poetry Curriculum 2020-21

At Lympstone Primary School, We value poetry as a creative outlet in enabling children to express themselves, a gateway to varying forms of reading and writing and a fantastic vehicle to explore a vast world of vocabulary.

To ensure a clear progression of age appropriate skills in listening to, appraising, writing and analysing poetry, each year group has been allocated 2-3 specific forms of poetry that they must study at some point throughout that year. Teachers may choose to add to these allocated poetic forms as they feel appropriate to further enrich the curriculum.

These poetic forms can be taught as part of a poetry teaching sequence or as an additional short element through cross-curricular teaching and learning. This poetry curriculum is to be used alongside the Progression of Age Appropriate Skills' document to ensure the planning content builds progression as the children move throughout the school.



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Foundation Stage – Oak Class

Type of Poetry	Features and characteristics	Possible opportunities for challenge
Nursey Rhymes/ Counting rhymes	<ul style="list-style-type: none">• Vary in style, subject, tone and theme• Often include rhythm and rhyme that makes them easily memorable.• Nonsense rhymes, lullabies, finger-plays, counting-out rhymes, riddles, games, songs and ballads	<ul style="list-style-type: none">• Giving actions to the rhyme• Learning a section or whole rhyme by heart• Reciting out loud alone or together• Performing the rhyme in some way• Using known phonic actions to mark key words or sounds.

Year 1 – Willow Class



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Type of Poetry	Features and characteristics	Possible opportunities for challenge
Acrostics	<ul style="list-style-type: none"> The first or last letter in each line spell out a word (most commonly the first letter) 	<ul style="list-style-type: none"> Ask children to spelling a word using the last letter of each line
Type of Poetry	Features and characteristics	Possible opportunities for challenge
Riddles	<ul style="list-style-type: none"> The acrostic could link to a theme or topic being studied The poem describes a noun (usually an object) but does not name it eg: it may describe a tiger as striped and furry Lines usually end with commas 	<ul style="list-style-type: none"> Include a rhyme Ask children to write a riddle in either first or third person Include additional detail such as adjectives and adverbs
Shape/Concrete poems/Calligrams	<ul style="list-style-type: none"> Usually describe an object The last line may directly address the reader and use a question eg: 'What is it?' or 'Can you guess what it could be?' Presented in the shape of the object being described The layout may either be with the words inside a shape or around the outline of the shape The mood of the poem is light hearted 	<ul style="list-style-type: none"> Use rhyming couplets Ask children to have a consistent number of syllables in each line Include literary devices such as similes, metaphors or alliteration.
Haikus	<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 Each line starts with a capital letter The line structure is as follows: Line 1: 5 syllables Line 2: 7 syllables Line 3: 5 Syllables (14 in total) 	<ul style="list-style-type: none"> Ask children to select rhyming words to end lines 1 and 3

Year 2 – Sycamore Class



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Year 3 & 4

Type of Poetry	Features and characteristics	Possible opportunities for challenge
Chestnut Limericks	<ul style="list-style-type: none"> • The poem is 5 lines in length and follows the rhyme scheme AABBA • The line structure is as follows: 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 and often end in a comma • The mood of this type of poem is comic and it can even be nonsense. 	<ul style="list-style-type: none"> • Provide scaffolding with missing words • Children might write in a nonsense style considering how their nonsense words could be similar to real words to suggest meaning • Devise a limerick around a given theme
Chestnut Rhyming Poems	<ul style="list-style-type: none"> • A rhyming poem may use a range of rhyme schemes including rhyming couplets (AABB) • Children should learn to mark the rhyme scheme of a poem by using letters • Children should also be encouraged to use internal rhyme 	<ul style="list-style-type: none"> • Ask children to vary the rhyme scheme to either ABCB or ABAB
Chestnut Kenning	<ul style="list-style-type: none"> • A Kenning is a 2 word phrase which describes an object (often using a metaphor to do so) • Often 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. 	<ul style="list-style-type: none"> • Ask children to make a precise vocabulary choices • Encourage children to use literary devices such as metaphors, similes and alliteration



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	<ul style="list-style-type: none">• The kennings should be ordered within the poem with consideration of the impact on the reader	
Maple Nonsense Poems	<ul style="list-style-type: none">• Nonsense poems do not follow a set syllable pattern or rhyme scheme.• They may be written on a range of themes	<ul style="list-style-type: none">• Provide a given theme for the poem• State a given tone to the poem eg funny, silly, sad• State the intended purpose and audience• Include given poetic devices• See the KS2 poetry objectives



Lympstone Primary School
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Year 5 & 6

Type of Poetry	Features and characteristics	Possible opportunities for challenge
Maple Humorous Poems	<ul style="list-style-type: none"> • These poems do not follow a set syllable pattern or rhyme scheme • They can be written on a range of themes • Might include tongue twisters, adapted nursery rhymes, backward poems, list poems 	<ul style="list-style-type: none"> • State a given topic or theme • Include given poetic devices • See the KS2 poetry objectives
Maple & Beech Narrative Poems	<ul style="list-style-type: none"> • Tells a story • Full storyline with elements of a traditional story • Can include elements such as characters, plot, conflict and resolution • Can be lengthy in several verses • Can use rhythm and rhyme 	<ul style="list-style-type: none"> • Compare poems to other styles of narrative writing • Include given poetic devices • See the KS2 poetry objectives
Beech Iambic Pentameter	<ul style="list-style-type: none"> • Iambic Pentameter refers to the way in which individual lines are constructed • There are no rules about the length of each verse • It is a sequence of 10 alternately unstressed and stressed syllables 	<ul style="list-style-type: none"> • Include given poetic devices • See the KS2 poetry objectives
Beech Free Verse	<ul style="list-style-type: none"> • Does not follow a set syllable pattern or rhyme scheme • Can be written about a range of themes • Often contain repetition (often with variation) • Alliteration • Occasional internal rhyme (rhyme occurring inside a line) • Imagery 	<ul style="list-style-type: none"> • Include given poetic devices • See the KS2 poetry objectives