













The Curriculum Overview: Poetry
2022-2023




Poetry at Corpus Christi Catholic Primary



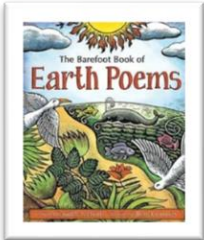
Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Units	Through the Jungle 	The Farmyard 	Travel Poems 			
Poems to Learn	Daily nursery rhyme singing - Miss Polly had a Dolly, Twinkle Twinkle Little Star, 1,2 3, 4,5, Incy Wincy Spider, Dingle Dangle Scarecrow	Spanish nursery rhymes Old McDonald Had a Farm Hey Diddle, Diddle, Mary had a Little Lamb, Hickory Dickory Dock	Peas Pudding Hot, Old Mother Hubbard, Five Little Speckled Frogs			
EYFS skills for this unit based on Development Matters	<p>Communication and language: Begin to understand how to listen carefully and why listening is important Engage in storytimes Learn new vocabulary Articulate their ideas and thoughts Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen Describe events in some detail</p>	<p>Communication & Language: Understand how to listen carefully and why listening is important Learn new vocabulary Begin to use vocabulary throughout the day Describe events in some detail Beginning to use talk to help work out problems and organise thinking and activities explain how think work and why they might happen Reading: Read individual letters by saying the sounds for them Blend sounds into words so that they can read short words made up of known letter-sound correspondence</p>	<p>Communication & Language: Use new vocabulary in different contexts Articulate their ideas and thoughts in well-formed sentences Use talk to help work out problems and organise thinking and activities Reading: Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words Writing: Form lower case and capital letters correctly spell words by identifying the sounds and then writing the sounds with letter/s Re-read what they have written to check that it makes sense</p>			

Year 1 Year 1/2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><i>Sea Songs</i></p> 		<p><i>If I Had a Beak by The Literacy Company</i></p> 		<p><i>I Spun a Star by John Foster</i></p> 	
Poems to Learn	<p>Starlight, Star Bright Traditional</p>	<p>The months of the year By Anon</p>	<p>Good Night, Good Night By Dennis Lee</p>	<p>Now we are six By A.A Milne</p>	<p>Open a book By Jane Baskwill</p>	<p>On the Ning Nang Nong By Spike Milligan</p>
National curriculum skills for each unit	<p>Spoken language: Use spoken language: imagining and exploring ideas Maintain attention and participate in collaborative conversations Speak audibly and fluently Reading comprehension: Listen to and discuss a wide range of poems at a level beyond that which can be read independently Link what is read or heard to own experiences Recognise and join in with predictable words and phrases Learn to appreciate rhymes and poems Writing composition: Say out loud what is going to be written about Re-read what they have written to check it makes sense Discuss what has been written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher</p>		<p>Spoken language: Use spoken language: speculating, hypothesising, imagining and exploring ideas Participate in discussions, presentations, performances, role play, improvisations and debates Reading comprehension: Recognise and join in with predictable phrases Learn to appreciate rhymes and poems Discuss word meanings, linking new meanings to those already known Explain clearly understanding of what is read to them Writing composition: Say out loud what is going to be written about Re-read what they have written to check that it makes sense Discuss what has been written with the teacher or other pupils</p>		<p>Spoken language: Ask relevant questions Maintain attention and participate actively in collaborative conversations Speak audibly and fluently Reading comprehension: Discuss word meanings, linking new meanings to those already known Draw on what they already know Check that the text makes sense Participate in discussion about what has been read to them Writing composition: Compose a sentence orally before writing it Discuss what has been written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher</p>	

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Units	<i>Zebra Question</i> by Shel Silverstein 		<i>From a Railway Carriage</i> by Robert Louis Stevenson 		<i>Father and I in the Woods</i> By David McCord 	
Poems to Learn	Biking by Judith Nicholls	No Harm Done by Anon	Breakfast by P H Kilby	I open a book by Julia Donaldson	The Witches Spell By William Shakespeare	Saw my teacher on a Saturday by Dave Crawley
National curriculum skills for each unit	<p>Spoken language: Build vocabulary Maintain attention and participate actively in collaborative conversations Use spoken language: speculating, hypothesising, imagining and exploring ideas Participate in discussion</p> <p>Reading comprehension Listen to, discuss and express views about a wide range of contemporary and classic poetry at a level beyond that which can be read independently Make inferences on the basis of what is being said and done Participate in discussion about books, poems and other works</p> <p>Writing composition: Write down ideas, key words, new vocabulary Make simple additions, revisions and corrections</p>		<p>Spoken language: • Ask relevant questions Give well-structured descriptions, explanations and narratives Maintain attention and participate actively in collaborative conversations</p> <p>Reading comprehension: Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which can be read independently Discuss and clarify the meanings of words Draw on what is already known or on background information and vocabulary provided by the teacher Explain and discuss understanding of books, poems and other material</p> <p>Writing composition: Write down ideas, key words, new vocabulary Plan or say aloud what is going to be written about Encapsulate what is to be written, sentence by sentence</p>		<p>Spoken language: Ask relevant questions Build vocabulary Use spoken language: speculating, hypothesising, imagining and exploring ideas</p> <p>Reading comprehension: Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which can be read independently Recognise simple recurring literary language Check the text makes sense Explain and discuss understanding poems</p> <p>Writing composition: Plan or say aloud what is going to be written about Write down ideas, key words, new vocabulary Read aloud with intonation</p>	

Year 3 Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Units	<p><i>The Shell</i> By John Foster</p> 		<p><i>The River's Tale</i> extract by Rudyard Kipling</p> 		<p><i>I Saw a Peacock</i> Anonymous</p> 	
Poems to Learn	Squishy Words (To Be Said When Wet) – Alastair Reed	Sea Shell by Amy Lowell	Fossils – Ogden Nash	The River's Tale extract – Rudyard Kipling	I saw a Peacock	Weeping Willow in my Garden by Ian Serrailier
National curriculum skills for each unit	<p>Spoken language: Build vocabulary Give well-structured descriptions, explanations and narratives Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently Participate in discussions.</p> <p>Reading comprehension: Show understanding through intonation, tone, volume and action Discuss words and phrases that capture the reader's interest and imagination Explain meaning of words in context Identify how language, structure, and presentation contribute to meaning</p> <p>Writing composition: Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Compose and rehearse sentences orally</p>		<p>Spoken language: Ask relevant questions Build vocabulary Participate in discussions.</p> <p>Reading comprehension: Use dictionaries to check the meaning of words Discuss words and phrases that capture the reader's interest and imagination Recognise different forms of poetry Explain meaning of words in context Ask questions to improve understanding of a text</p> <p>Writing composition: Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Compose and rehearse sentences orally</p>		<p>Spoken language: Ask relevant questions Build vocabulary Articulate and justify answers Participate in discussions,</p> <p>Reading comprehension: Listen to and discuss a wide range of texts Use dictionaries to check the meaning of words Discuss words and phrases that capture the reader's interest and imagination Recognise different forms of poetry Identify how language, structure and presentation contribute to meaning</p> <p>Writing composition: Plan writing by discussing the structure, vocabulary and grammar of similar writing Discuss and record ideas Compose and rehearse</p>	

Year 4/5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>Family Album</i> 		<i>The Roman Centurion's Song</i> <i>by Rudyard Kipling</i> 		<i>Look!</i> <i>by Grace Nichols</i> 	
Poems to Learn	'Me and My Brother' by Michael Rosen	'Tricks' by Michael Rosen	'The Romans In Britain' by Judith Nicholls	'The Roman Centurion's Song' by Rudyard Kipling	'Look!' by Grace Nichols	'The Tree in the Wood' Traditional Tale
National curriculum skills for each unit	<p>Spoken language: Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debates Gain, maintain and monitor the interest of the listeners</p> <p>Reading comprehension: Prepare poems and play scripts to read aloud and perform Show understanding through intonation, tone, volume and action Ask questions to improve understanding of a text Identify how language, structure, and presentation contribute to meaning</p> <p>Writing composition: Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>		<p>Spoken language: Build vocabulary Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Reading comprehension: Prepare poems and play scripts to read aloud and perform Discuss words and phrases that capture the reader's interest and imagination Explain meaning of words in context Identify how language, structure and presentation contribute to meaning</p> <p>Writing composition: Plan writing by discussing the structure, vocabulary and grammar of similar writing Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>		<p>Spoken language: Listen and respond Build vocabulary Use spoken language: speculating, hypothesising, imagining and exploring ideas Maintain attention and participate actively in collaborative conversations</p> <p>Reading comprehension: Recognise different forms of poetry Discuss words and phrases that capture the reader's interest and imagination Explain meaning of words in context Identify how language, structure and presentation contribute to meaning</p> <p>Writing composition: Plan writing by discussing the structure, vocabulary and grammar of similar writing Discuss and record ideas Assess the effectiveness of own and others' writing Proof-read for spelling and punctuation errors</p>	

Year 5/6 Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Blitz by Mary Désirée Anderson 		Guarding Secrets by the Literacy Company 		For Forest by Grace Nichols 	
Poems to Learn	WW2 Link The Evacuee By Shirley Tomlinson	Fire, Burn: and Cauldron Bubble By William Shakespeare	Performance Poetry The Jumbles – By Edward Lear	Narrative Classic Matilda By Hillaire Belloc	Structured Rhyme McCavity: The Mystery Cat By T.S Eliot	Performance Poetry If – By Rudyard Kipling
National curriculum skills for each unit	<p>Spoken language: Build vocabulary Maintain attention and participate actively in collaborative conversations Speak audibly and fluently Participate in discussions and performances</p> <p>Reading comprehension: Make comparisons within and across poems Prepare poems and plays for performance Ask questions to improve understanding Evaluate authors' language choice Explain and discuss understanding of reading</p> <p>Writing composition: Note and develop initial ideas, drawing on reading and research Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Use organisational and presentational devices to structure text Propose changes to vocabulary, grammar and punctuation. Perform own compositions using appropriate intonation, volume and movement</p>		<p>Spoken language: Ask relevant questions Build vocabulary Articulate and justify answers Give well-structured descriptions, explanations and narratives</p> <p>Reading comprehension: Identify and discuss themes and conventions Prepare poems and plays for performance Draw inferences; justify with evidence Identify how language, structure and presentation contribute to meaning</p> <p>Writing composition: Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Distinguish between the language of speech and writing Choose the appropriate register Perform own compositions using appropriate intonation, volume and movement</p>		<p>Spoken language: Listen and respond Use spoken language: speculating, hypothesising, imagining and exploring ideas Participate in discussions, presentations, performances, role play, improvisations and debates Gain, maintain and monitor the interest of the listener(s)</p> <p>Reading comprehension: Identify and discuss themes and conventions Prepare poems and plays for performance Summarise main ideas, identifying key details</p> <p>Writing composition: Identify the audience for and purpose of writing Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>	

