

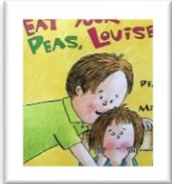









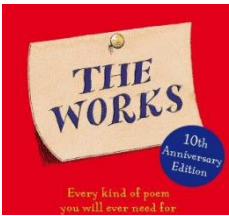
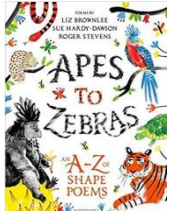
**The Curriculum Overview: Poetry  
2025-2026**




**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 	Eat Your Peas, Louise 			
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			
	<p>Communication and language:</p> <ul style="list-style-type: none"> <li>• Understand humour, e.g. nonsense rhymes, jokes</li> <li>• Extend vocabulary, by grouping and naming, exploring the meaning and sounds of new words (S)</li> <li>• Link statements and stick to a main theme or intention (S)</li> <li>• Respond to instructions involving a two-part sequence (U)</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Continue a rhyming string</li> <li>• Use vocabulary and form speech that is increasingly influenced by experiences of books</li> <li>• Know that information can be retrieved from books and computers</li> </ul>	<p>Communication &amp; Language:</p> <ul style="list-style-type: none"> <li>• Develop narratives and explanations by connecting ideas or events</li> <li>• Listen to stories, accurately anticipating key events and responding with relevant comments, questions or actions</li> <li>• Use past, present and future forms accurately when talking about events that have happened or are to happen in the future</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Use phonic knowledge to decode regular words and read them aloud accurately</li> <li>• Read and understand simple sentences • Demonstrate understanding about what has been read to them</li> </ul>	<p>Communication &amp; Language:</p> <ul style="list-style-type: none"> <li>• Listen to stories, accurately anticipating key events and responding with relevant comments, questions or actions</li> <li>• Answer how and why questions in response to stories</li> <li>• Develop narratives and explanations by connecting ideas or events</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Read and understand simple sentences • Read some common irregular words</li> <li>• Demonstrate understanding when talking with others about what they have read</li> </ul>			

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Units	<i>Sea Songs</i> 		<i>If I Had a Beak</i> <i>by The Literacy Company</i> 		<i>I Spun a Star</i> <i>by John Foster</i> 	
Poems to Learn	<b>Starlight, Star Bright</b> Traditional	<b>The months of the year</b> By Anon	<b>Good Night, Good Night</b> By Dennis Lee	<b>Now we are six</b> By A.A Milne	<b>Open a book</b> By Jane Baskwill	<b>On the Ning Nang Nong</b> By Spike Milligan
	<p><b>Spoken language:</b>            Use spoken language: imagining and exploring ideas Maintain attention and participate in collaborative conversations            Speak audibly and fluently</p> <p><b>Reading comprehension:</b> 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</p> <p><b>Writing composition:</b>            Say out loud what is going to be written about            Re-read written poem 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><b>Spoken language:</b>            Use spoken language: speculating, hypothesising, imagining and exploring ideas            Participate in <b>discussions, presentations, performances</b>, role play, improvisations and debates</p> <p><b>Reading comprehension:</b>            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</p> <p><b>Writing composition:</b>            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><b>Spoken language:</b>            Ask relevant questions            Maintain attention and participate actively in collaborative conversations            Speak audibly and fluently</p> <p><b>Reading comprehension:</b>            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</p> <p><b>Writing composition:</b>            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	The Owl and the Pussycat 		Night Sounds 		Fox 	
Poems to Learn	The Rhyme of Life By Michael Rosen	Fireworks By Gervai's Phinn	On The Ning Nang Nong By Spike Milligan	Time for Spring By Brenda Williams	Nature Trail By Benjamin Zephaniah	See Me Walking By Clive Webster
	<p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Give well-structured descriptions, explanations and narratives</li> <li>• Speak audibly and fluently</li> <li>• Use spoken language: speculating, hypothesising, imagining and exploring ideas</li> </ul> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Continue to build up a repertoire of poems learnt by heart</li> <li>• Participate in discussion about books, poems and other work</li> <li>• Check that the text makes sense</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Write poetry</li> <li>• Read aloud with intonation</li> <li>• Write down ideas, key words, new vocabulary</li> </ul>		<p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Build vocabulary</li> <li>• Ask relevant questions</li> <li>• Articulate and justify answers</li> <li>• Speak audibly and fluently</li> </ul> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Continue to build up a repertoire of poems learnt by heart</li> <li>• Participate in discussion about books, poems and other works</li> <li>• Answer and ask questions</li> <li>• Explain and discuss understanding of books, poems and other material</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Write poetry</li> <li>• Plan or say aloud what is going to be written about</li> <li>• Read aloud with intonation</li> <li>• Write down ideas, key words, new vocabulary</li> </ul>		<p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Maintain attention and participate actively in collaborative conversations</li> <li>• Build vocabulary</li> <li>• Gain, maintain and monitor the interest of listener(s)</li> <li>• Speak audibly and fluently</li> </ul> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Discuss and clarify the meaning of words</li> <li>• Explain and discuss understanding of books, poems and other material</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Write poetry</li> <li>• Plan or say aloud what is going to be written about</li> <li>• Read aloud with intonation</li> <li>• Write down ideas, key words, new vocabulary</li> <li>• Make simple additions, revisions and corrections</li> <li>• Evaluate writing with the teacher and other pupils</li> </ul>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 Year 3/4 Year 4	Dance With Me 		Magnificent Bull 		Apes to Zebras 	
Poems to Learn	Quangle Wangles Hat	Smiling by Spike Milligan	Leap like a leopard By John Foster	Please Mrs Butler By Allan Ahlberg	Still I Rise Maya Angelou (African Link)	Words are Ours By Michael Rosen
National curriculum skills for this unit	<p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Build vocabulary</li> <li>Speak audibly and fluently</li> <li>Gain, maintain and monitor the interest of the listener(s)</li> </ul> <p><b>Reading comprehension:</b> : • Prepare poems and play scripts to read aloud and to perform</p> <ul style="list-style-type: none"> <li>• Show understanding through intonation, tone, volume and action • Discuss words and phrases that capture the reader's interest and imagination</li> <li>• Explain meaning of words in context</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Plan writing by discussing the structure, vocab and grammar of similar writing</li> <li>• Discuss and record ideas</li> <li>• Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>		<p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Listen and respond • Build vocabulary • Maintain attention and participate actively in collaborative conversations • Speak audibly and fluently</li> </ul> <p><b>Reading comprehension:</b> : • Identify themes and conventions • Prepare poems and play scripts to read aloud and to perform • Show understanding through intonation, tone, volume and action • Discuss words and phrases that capture the reader's interest and imagination • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Plan writing by discussing the structure, vocab and grammar of similar writing • Discuss and record ideas</li> <li>• Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>		<p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Listen and respond • Ask relevant questions • Build vocabulary</li> <li>• Consider and evaluate different viewpoints</li> <li>• Speak audibly and fluently</li> </ul> <p><b>Reading comprehension:</b> • Listen to and discuss a wide range of texts • Identify themes and conventions • Discuss words and phrases that capture the reader's interest and imagination</p> <ul style="list-style-type: none"> <li>• Retrieve and record information from non-fiction • Participate in discussion about books • Prepare poems and play scripts to read aloud and to perform showing understanding through intonation, tone, volume and action</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Plan writing by discussing the structure, vocabulary and grammar of similar writing • Discuss and record ideas</li> <li>• Propose changes to grammar and vocabulary to improve consistency</li> <li>• Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5 Year 5/6 Year 6	Jinnie Ghost 		Finding Magic 		Animals of Africa 	
Poems to Learn	In Flander's Fields By John McCrae	The Jabberwocky By Lewis Carroll	The Highwayman By Alfred Noyes	Macavity: The Mystery Cat By T.S. Eliot.	Football Mad By Benjamin Zephaniah	Albert and the Lion By Marriott Edgar
	<p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Build vocabulary</li> <li>• Speak audibly and fluently</li> <li>• Participate in performances</li> <li>• Perform own compositions using appropriate intonation, volume and movement</li> </ul> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Identify themes and conventions</li> <li>• Make comparisons</li> <li>• Prepare poems for performance</li> <li>• Explore the meaning of words in context</li> <li>• Identify how language structure and presentation contribute to meaning</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Note and develop initial ideas, drawing on reading and research</li> <li>• Enhance meaning through selecting appropriate grammar and vocabulary</li> <li>• Describe settings, characters and atmosphere</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul>		<p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Build vocabulary</li> <li>• Provide reasoned justifications</li> <li>• Speak audibly and fluently</li> <li>• Participate in performances</li> <li>• Perform own compositions using appropriate intonation, volume and movement</li> </ul> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Identify and discuss themes and conventions</li> <li>• Make comparisons</li> <li>• Prepare poems for performance</li> <li>• Explore the meaning of words in context</li> <li>• Identify how language structure and presentation contribute to meaning</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Note and develop initial ideas, drawing on reading and research</li> <li>• Enhance meaning through selecting appropriate grammar and vocabulary</li> <li>• Describe settings, characters and atmosphere</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul>		<p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Build vocabulary</li> <li>• Speak audibly and fluently</li> <li>• Select and use appropriate registers for effective communication</li> <li>• Participate in performances</li> <li>• Perform own compositions using appropriate intonation, volume and movement</li> </ul> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Learn poetry by heart</li> <li>• Prepare poems for performance</li> <li>• Explore the meaning of words in context</li> <li>• Evaluate authors' language choice</li> <li>• Identify how language structure and presentation contribute to meaning</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Note and develop initial ideas, drawing on reading and research</li> <li>• Enhance meaning through selecting appropriate grammar and vocabulary</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul>	