



Kenilworth Primary School

English Curriculum Overview

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Fiction							
Writing to Entertain (Narrative and Description)							
Traditional Tales/Fairy Stories							
Fables							
Myths and legends							
Adventure							
Fantasy							
Suspense/horror/mystery							
Historical Settings							
Science Fiction							
Non-fiction							
Writing to Inform							
Recount - including diary and journal							
Instruction							
Explanation							
Reports							
Biography							
Writing to Persuade							
Letter							
Holiday Brochure							
Speech							
Writing to Discuss							
Newspaper							
Argument							

Writing Curriculum Overview

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	Adventure Story We're Going on a Bear Hunt		Traditional Tale with a Twist Jack and the Jellybean Stalk		Story Handa's Surprise	
Non-Fiction					Instructions How to Make a Chocolate Mug Cake	
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	Traditional Tale with a Twist (EY) Pigs Might Fly	Traditional Tale Little Red Riding Hood	Story Last Stop on Market Street	Adventure The Queen's Hat	Science Fiction The Way Back Home	Irish Myth Song of the Sea
Non-Fiction	Report (EY) Penguins	Report* Toys from the Past		Travel Journal On Safari	Biography Bold Women in Black History	Recount Our Trip to the Woods
Poetry	List Poem Firework Night					
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	Traditional Tale with a Twist Little Red Reading Hood	Adventure Story The Owl who was Afraid of the Dark	Moral Story The Crow's Tale	A range of writing genres	Adventure Story Wombat goes Walkabout	Story Stardust
Non-Fiction	Instructions How to make a bird feeder	Diary The Great Fire of London*	Persuasive Letter The Day the Crayons Quit	Information Text Plants	A range of writing genres	Non-Chronological Reports Pirates
Poetry	Humorous Poem Desk Diddler					

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	Story Stone Age Boy	Traditional Tale The Happy Prince	Myth Theseus and the Minotaur	Traditional Tale with a Twist The True Story of the Three Little Pigs	Suspense Wolves in the Walls	Adventure The Secret of Black Rock
Non-Fiction	Instructions My Strong Mind	Non- chronological Report Skeletons and Muscles	Explanation How a Robot Dog Works		Holiday Brochure Skara Brae	Explanation Street Beneath my Feet
Poetry	I asked the little boy who couldn't see.*					
Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	Traditional Tale The Princess and the Pea	Story Float	Adventure Charlie and the Chocolate Factory		Science Fiction The Iron Man	Mystery The Whale
Non-Fiction	Persuasive Writing Inviting an Author into School letter	Newspaper Reports Wizards of Once		Persuasive Writing Sicily Holiday Brochure	Balanced Argument Should we feed animals at national parks?*	Script for Factual Tour Once Upon a Raindrop
Poetry	Contemporary Poetry: The River					

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	Adventure One Small Step	Fantasy The Fantastic Flying Books of Mr Morris Lessmore	Science Fiction Cosmic	Adventure The Explorer	Mystery The Nowhere Emporium	Fantasy I Believe in Unicorns
Non-Fiction	Journal Mars Transmission	Non- Chronological Report Emperor Penguins		Diary Scott of the Antarctic	Speech Refugees	Balanced Argument Screen Use
Poetry	Narrative Poem The Highwayman					
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	Adventure Story Kensuke's Kingdom	Short Spooky Narrative A Monster Calls	Traditional Tale Hansel and Gretel	*Modern Fiction The Journey	A range of writing genres	A range of writing genres
Non-Fiction	Speech Greta	Persuasive Letter Letter to Mr Scrooge	*Recount Letters from the Lighthouse	A range of writing genres	A range of writing genres	A range of writing genres
Poetry	Narrative Poem Hope-to-Docus*					

Poetry Overview

Each year group has been assigned three poetry types to explore, comment on, create and perform each academic year. Please see below for an outline. These will be either **free verse**, **visual** and/or **structured poems**. You should refer to the key objectives from the National Curriculum (included in this document) as well as the specific components and features of each poetry type, which are outlined below.

	Free Verse Poetry	Visual Poems	Structured Poems
EYFS	Short list poems	Simple shape poems	Reciting rhyming poems - nursery rhymes and narrative poems
1	Alphabet List poem	Shape poems	Acrostic poems
2	Poems using onomatopoeia and alliteration	Diamantes	List poems
3	Poems using similes		Limericks, Haiku and Tanka
4	Poems using metaphors		Kennings and Riddles
5	Narrative poems		Cinquains Rhyming Couplets
6	Narrative poems	Blackout	Rap

Famous/Classic Poems for children to perform off by heart

Please select a minimum of 3 to explore with the children and get them to recite from memory during an academic year.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Two Little Dickie Birds</i>	<i>Now We Are Six</i> by AA Milne	<i>Buckingham Place</i> by AA Milne	<i>On the Nong Ning Nang</i> by Spike Milligan	<i>Life Doesn't Frighten Me</i> by Maya Angelou	<i>The Tyger</i> by William Blake	<i>In Flander's Fields</i> by John McCrae
<i>Humpty Dumpty</i>	<i>I Opened a Book</i> by Julia Donaldson	<i>The Moon</i> by Robert Louis Stevenson	<i>The Crocodile</i> by Robert Louis Stevenson	<i>Please Mrs Butler</i> by Allan Ahlberg	<i>The Tale of Custard The Dragon</i> by Ogden Nash	<i>Meeting Midnight</i> by Carol Ann Duffy
<i>Twinkle Twinkle Little Star</i>	<i>Tippy Tappy</i> by Michael Rosen	<i>The Rhythm of Life</i> by Michael Rosen	<i>The Adventures of Isabel</i> by Ogden Nash	<i>The Quangle Wangle's Hat</i> by Edward Lear	<i>The Highwayman</i> by Alfred Noyes	<i>The Way Through the Woods</i> by Rudyard Kipling
<i>Hot Cross Buns</i>	<i>The Morning Rush</i> by John Foster	<i>Plum</i> by Tony Mitton	<i>Nature Trail</i> by Benjamin Zephaniah	<i>From a Railway Carriage</i> by Robert Louis Stevenson	<i>The Charge of the Lightbrigade</i> by Alfred Lord Tennyson	<i>The Jabberwocky</i> by Lewis Carroll
<i>Incy Wincy Spider</i>	<i>Caterpillar</i> by Christina Rossetti	<i>Fruit Picking</i> by Jack Ousbey	<i>The Book</i> by Michael Rosen	<i>Sick</i> by Shel Silverstein	<i>Still I Rise</i> by Maya Angelou (JC adapted version)	<i>McCavity: The Mystery Cat</i> by T.S Eliot
<i>Sing a Song of Sixpence</i>	<i>Here is the Seed</i> by John Foster	<i>See Me Walking</i> by Clive Webster	<i>Leap like a Leopard</i> by John Foster	<i>Mr Moore</i> by David Harmer	<i>Words Are Ours</i> by Michael Rosen	<i>Ozymandias</i> by Percy Bysshe Shelley

Year Group: Reception	Early Learning Goals		Famous/Classic Poems to Read and Perform
	<p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers <p>ELG: Speaking</p> <ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <p>ELG: Comprehension</p> <ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate - where appropriate - key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play. <p>ELG: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music. 		<p><i>Two Little Dickie Birds</i></p> <p><i>Humpty Dumpty</i></p> <p><i>Twinkle Twinkle Little Star</i></p> <p><i>Hot Cross Buns</i></p> <p><i>Incy Wincy Spider</i></p> <p><i>Sing a Song of Sixpence</i></p>
	Types of Poetry and Features		
	Free Verse List Poem	A list poem does exactly as described and collects content in a list form. List poems don't have any fixed rhyme or rhythmic pattern.	
	Visual Shape Poem	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. Concrete poems should not be confused with calligrams (where individual words take on a shape that reveals their meaning).	
	Structural Rhyming Poems	Children will be immersed in structured rhyming poetry throughout the year, including well-known 'narrative poems' (story books) such as Julia Donaldson books. Discussion and oral work linked to rhyme and spotting words that rhyme.	

Year Group: Year 1	Reading NC Objectives		Famous/Classic Poems to Read and Perform
	<ul style="list-style-type: none"> To listen to and discuss a wide range of poems at a level beyond that at which they can read independently. To learn to appreciate rhymes and poems commenting on rhymes, word choice, humour and favourite poems. Usually joins in with reciting some by heart. To comment on things that interest them. To say what they like or dislike about a text. With support, to justify their views about a poem they have had read to them. To recognise patterns in text, e.g. repeated patterns or phrases. 		<p><i>Now We Are Six</i> by AA Milne</p> <p><i>I Opened a Book</i> by Julia Donaldson</p> <p><i>Tippy Tappy</i> by Michael Rosen</p> <p><i>The Morning Rush</i> by John Foster</p> <p><i>Caterpillar</i> by Christina Rossetti</p> <p><i>Here is the Seed</i> by John Foster</p>
	Types of Poetry and Features		Example Poems
	Free Verse Alphabet List Poems	<p>A list poem does exactly as describe and collects content in a list form. List poems don't have any fixed rhyme or rhythmic pattern.</p> <p>List poems usually have a list in the middle, plus a few lines at the beginning and few lines at the end. You can think of the beginning and end of a list poem like the top and bottom slices of bread in a sandwich.</p>	<p><i>A to Z</i> by Michaela Morgan</p> <p><i>The You Can Be A B C</i> - Roger Stevens</p> <p><i>A Monster Alphabet</i> by Gervase Phinn</p> <p><i>An Alphabet of Horrible Habits</i> by Colin West</p>
	Visual Shape Poem/ Concrete Poem	<p>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. Concrete poems should not be confused with calligrams (where individual words take on a shape that reveals their meaning).</p>	<p><i>The Shape I'm In</i> by James Carter</p> <p><i>Rhythm Machine</i> by Trevor Harvey</p> <p><i>What Can You Do With a Football</i> by James Carter</p> <p>+ more in <i>The Works (every kind of poem you will ever need for the literacy hour)</i> by Paul Cookson</p>
Structural Acrostic Poems	<p>An acrostic poem is a type of poetry where the first, last or other letters in a line spell out a particular word or phrase. The most common and simple form of an acrostic poem is where the first letters of each line spell out the word or phrase.</p>	<p><i>An Acrostic</i> by Roger McGough</p> <p><i>Giant</i> by Jack Ousbey</p> <p><i>My Glasses</i> by John Hegley</p>	

Year Group: Year 2	Reading NC Objectives		Famous/Classic Poems to Read and Perform
	<ul style="list-style-type: none"> Listen to, discuss and express views about a wide range of contemporary and classic poetry Recognise simple recurring literary language in poetry Discuss and clarify the meanings of words, linking new meanings to known vocabulary Discuss their favourite words and phrases Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Participate in discussion about books, poems and other words that are read to them and those that they can read for themselves, taking turns and listening to what others say. 		<p><i>Buckingham Place</i> by AA Milne</p> <p><i>The Moon</i> by Robert Louis Stevenson</p> <p><i>The Rhythm of Life</i> by Michael Rosen</p> <p><i>Plum</i> by Tony Mitton</p> <p><i>Fruit Picking</i> by Jack Ousbey</p> <p><i>See Me Walking</i> by Clive Webster</p>
	Types of Poetry and Features		Example Poems
	Free Verse Onomatopoeia & alliteration	Onomatopoeia, according to the Oxford Dictionary, is the 'formation of a word which describes its sound'. Examples of onomatopoeic words include sizzle, clap, moo, roar, etc. It is a common feature in many poems written with children in mind. The onomatopoeia can sometimes form a refrain, then repeats through the poem, providing structure.	<p><i>Firework Poem</i> by Jim Carter</p> <p><i>Look at the Train!</i> By Kathy Henderson</p> <p><i>Rain-Dance</i> by Hilda Offen</p> <p><i>Onomatopoeia</i> by Eve Merriam</p>
	Visual Diamantes	<p>The poem is presented in the shaped of a diamond:</p> <p>Line 1: Beginning subject</p> <p>Line 2: Two adjectives about line 1</p> <p>Line 3: Three verbs or words ending in '-ing' about line 1</p> <p>Line 4: A short phrase about line 1, a short phrase about line 7</p> <p>Line 5: Three verbs or words ending '-ing' about line 7</p> <p>Line 6: Two adjectives about line 7</p> <p>Line 7: End subject</p> <p>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>	<p>Bike</p> <p>Shiny, quiet</p> <p>Peddalling, spinning, weaving</p> <p>Whizzling round corners, zooming along roads</p> <p>Racing, roaring, speeding</p> <p>Fast, loud</p> <p>Car</p>
Structural List Poems	A list poem often has a list of words, phrases or sentences on a subject. They often have a starter word or sentence. E.g. For breakfast I will eat... Things that... Words and phrases are often repeated. It may or may not rhyme.	<p><i>Tell Me Mama</i> by John Lyons</p> <p><i>What a Poem's Not</i> by John Healey</p> <p><i>The Sound Collector</i> by Roger McGough</p>	

Year Group: Year 3	Reading NC Objectives		Famous/Classic Poems to Read and Perform
	<ul style="list-style-type: none"> Read books (poems) that are structured in different ways and reading for a range of purposes Identify themes and conventions in a wide range of books (poems) Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action Discuss words and phrases that capture the reader's interest and imagination Recognise some different forms of poetry (for example, free verse, narrative) Participate in discussion about both books (poems) that are read to them and those they can read for themselves, taking turns and listening to what others say 		<p><i>On the Nong Ning Nang</i> by Spike Milligan</p> <p><i>The Crocodile</i> by Robert Louis Stevenson</p> <p><i>The Adventures of Isabel</i> by Ogden Nash</p> <p><i>Nature Trail</i> by Benjamin Zephaniah</p> <p><i>The Book</i> by Michael Rosen</p> <p><i>Leap like a Leopard</i> by John Foster</p>
	Types of Poetry and Features		Example Poems
	Free Verse Simile Poems	<p>Simile is a common poetic device. The subject of the poem is described by comparing it to another object or subject, using 'as' or 'like'. For example, the subject may be 'creeping as quietly as a mouse' or be 'sly, like a fox.' Keep the structure simple, non-rhyming and explore similes first. It may take the form of a 'list poem'.</p>	<p><i>Like a Leopard</i> by John Foster</p>
	Structural Limericks	<p>The poem is five lines in length and follows the rhyme scheme AABBA.</p> <p>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.</p> <p>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 poem is comic, and it can even be nonsense.</p>	<p>Edward Lear limericks</p> <p><i>Spring Magic</i> by Judith Nicholls</p> <p><i>Short Visit, Long Stay</i> by Paul Cookson</p> <p><i>Limerick</i> by John Irwin</p>
Structural Haiku & Tanka	<p>The <i>haiku</i> 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:</p> <p>Line 1: 5 syllables; Line 2: 7 syllables Line 3: 5 syllables. (14 in total)</p> <p><i>Tanka</i> is a Japanese form of five lines with 5, 7, 5, 7, and 7 syllables. 31 in all.</p>	<p><i>Haiku</i> by Takahoma Kyoshi</p> <p><i>Four Seasons Haiku</i> by Adrian Henri</p> <p><i>Bumble-bee</i> by Angela Topping</p> <p><i>Seaview Haiku</i> by John Foster</p> <p><i>Silver Aeroplane</i> by John Foster</p> <p><i>Red</i> by Coral Rumble</p>	

Year Group: Year 4	Reading NC Objectives		Famous/Classic Poems to Read and Perform
	<ul style="list-style-type: none"> • Read books (poems) that are structured in different ways and reading for a range of purposes • Identify themes and conventions in a wide range of books (poems) • Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action • Discuss words and phrases that capture the reader's interest and imagination • Recognise some different forms of poetry (for example, free verse, narrative) • Participate in discussion about both books (poems) that are read to them and those they can read for themselves, taking turns and listening to what others say 		<p><i>Life Doesn't Frighten Me</i> by Maya Angelou</p> <p><i>Please Mrs Butler</i> by Allan Ahlberg</p> <p><i>The Quangle Wangle's Hat</i> by Edward Lear</p> <p><i>From a Railway Carriage</i> by Robert Louis Stevenson</p> <p><i>Sick</i> by Shel Silverstein</p> <p><i>Mr Moore</i> by David Harmer</p>
	Types of Poetry and Features		Example Poems
	Free Verse Metaphor Poems	<p>A metaphor is when something is described as being the same as an unrelated object. They are often used to create effects or images.</p> <p>For example, '<i>The moon was a ghostly galleon tossed upon the seas...</i>'</p>	<p><i>The Poet</i> by Rachel Rooney</p> <p><i>Poetry Pie</i> by Roger McGough</p> <p><i>What a poem's not</i> by John Hegley</p> <p><i>The Sea's Hands</i> by George Szirtes</p> <p><i>Seasons</i> by Valerie Bloom</p> <p><i>I Asked the River</i> by Valerie Bloom</p> <p><i>Two Plants</i> by John Agard</p>
	Structural Kennings	<p>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.</p>	<p><i>Grey Squirrel</i> - Celia Warren</p> <p><i>River</i> - June Crebbin</p>
Structural Riddles	<p>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 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.</p>	<p><i>What Am I?</i> by Jo Peters</p> <p><i>Animal Riddle</i> by Pie Corbett</p> <p><i>Teaser</i> by Tony Mitton</p> <p><i>Riddle</i> by John Foster</p>	

Year Group: Year 5	Reading NC Objectives		Famous/Classic Poems to Read and Perform
	<ul style="list-style-type: none"> Continue to read and discuss an increasingly wide range of poetry Read books (poems) that are structured in different ways and for a range of purposes Make comparisons within and across books (poems) Learn a wider range of poetry by heart Prepare poems to read aloud/perform, showing understanding through intonation/tone/volume so that the meaning is clear to an audience 		<ul style="list-style-type: none"> Participate in discussions about books (poems) that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Identify how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
	Types of Poetry and Features		Example Poems
	Free Verse Narrative Poems	A narrative poem in literature is a poem which tells a story. It has a full storyline with all the elements of a traditional story. These elements include characters, plot, conflict and resolution, setting and action. Narrative poems include old epics, lays and ballads.	<i>The Highwayman</i> by Alfred Noyes <i>Maggie and the Dinosaur</i> by Dave Ward <i>Me and my Brother</i> by Michael Rosen <i>The Owl and the Pussycat</i> by Edward Lear <i>The Visitor</i> by Isan Serrailier
	Structural Cinquain	A cinquain poem is a verse of five lines that do not rhyme Line 1: 2 syllables Line 2: 4 syllables Line 3: 6 syllables Line 4: 8 syllables Line 5: 2 syllables	<i>School Trip</i> by Tracey Balance <i>For the Wash</i> by Angela Topping <i>November Night</i> - Adelaide Crapsey <i>Snow</i> - Adelaide Crapsey <i>Blackbird</i> - John Foster <i>At the Gate</i> - John Foster
Structural Rhyming Couplets	Writing rhyming poetry is not easy, despite children's enthusiasm to want to create poems that rhyme further down the school. The rhyming words and rhythmic beats of each line need to be appropriate to the mood and theme of the poem. Possible structures include: Rhyming couplets: AA BB CC DD EE etc Alternative rhyming couplets: ABAB CDCD etc Unbound couplets: A B C B	<i>Kicking up Leaves</i> by Matt Simpson <i>My Brother Bert</i> by Ted Hughes <i>Where do all the teachers go?</i> By Peter Dixon <i>Alien's Stole my Underpants</i> by Brian Moses <i>The Bonfire</i> by Eleanor Farjeon <i>Windrush Child</i> by John Agard	

Year Group: Year 6	Reading NC Objectives		Famous/Classic Poems to Read and Perform
	<ul style="list-style-type: none"> Continue to read and discuss an increasingly wide range of poetry Read books (poems) that are structured in different ways and for a range of purposes Make comparisons within and across books (poems) Learn a wider range of poetry by heart Prepare poems to read aloud/perform, showing understanding through intonation/tone/volume so that the meaning is clear to an audience 		<ul style="list-style-type: none"> Participate in discussions about books (poems) that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Identify how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
	Types of Poetry and Features		Example Poems
	Free Verse Narrative Poems	A narrative poem in literature is a poem which tells a story. It has a full storyline with all the elements of a traditional story. These elements include characters, plot, conflict and resolution, setting and action. Narrative poems include old epics, lays and ballads.	<i>The Listeners</i> by Walter De La Mare <i>The Pied Piper</i> by Robert Browning <i>Matilda</i> by Hillaire Belloc <i>The Tyger</i> by William Blake <i>The Jabberwocky</i> by Lewis Carroll <i>The Sick Rose</i> by William Blake
	Visual Blackout	A blackout poem is when a poet takes a marker (usually black marker) to already established text - like in a newspaper - and starts redacting words until a poem is formed. The key thing with a blackout poem is that the text AND redacted text form a sort of visual poem.	Explore with children how poetry can be used to 'project' their 'voice' on issues important to them. Themes may include controversial issues such as climate change, bullying, animal cruelty.
Structural Rap	This is a music vocal delivery involving rhythm and rhyme. Rap, originating from American street culture and which unlike a song which is set to music, is spoken over a musical backing or beat. Rap has a syncopated rhythm meaning that the beats that are emphasised are not the ones you would usually expect. It is designed for performance and to be read aloud.	<i>Gran, Can You Rap?</i> By Jack Ousbey <i>Goldilocks on CCTV</i> by John Agard <i>Fuss Fuss Fuss or the Goldilocks Rap</i> by James Carter <i>Damsel in Distress Rap</i> - John Agard	

Further Performance Poetry Suggestions

Year 1	Year 2	Year 3
There Was an Old Lady Who Swallowed a Fly	I'm Walking with my Iguana - Brian Moses	Life Doesn't Frighten me at all - Maya Angelou
Voices of Water - Tony Mitton	Solo with Chorus - Rose Fyleman	The Torch - Michael Rosen
My Colours - Colin West	The Rhythm of Life - Michael Rosen	You Tell Me - Michael Rosen
Hands - Julia Donaldson	Nut Tree - Julia Donaldson	Dear Mum - Brian Patten
Queue for the Zoo - Clare Bevan	The Dinosaur Rap - John Foster	Twenty Four Hours - Charles Causley
The Wind - Christina Rossetti	Cats - Eleanor Farjeon	Instructions for Giants - John Rice
The Star - Jane Taylor	Shhhhh! - Julia Donaldson	School Tomorrow - Excuses for Mum - Joseph Coelho
I Wanna be a Star - Tony Mitton	At the Zoo - William Makepeace Thackeray	Cat-rap - Grace Nichols
The Midnight Skaters - Roger McGough	What is Pink? Christina Rossetti	The Slow Man - Allan Ahlberg
The Book by Michael Rosen	King of the Dinosaurs - Aoife Mannix	Mafia Cats - Roger McGough
Dad and the Cat and the Tree by Kit Wright	Why must we go to school? Allan Ahlberg	Keepy-Uppy Kid - Rachel Rooney
The Vulture by Hillaire Belloc	Dog in the Playground - Allan Ahlberg	The Magic Box by Kit Wright
Where Teachers Keep Their Pets by Paul Cookson	Didgeridoo - Roger McGough	Ten Things Found in a Wizard's Pocket by Ian McMillan
Nut Tree by Julia Donaldson	The Great Fire of London by George Szirtes	The Teacher's Day in Bed by David Orme
What Do You Do on a Nature Walk? By Kate Williams	My Gran Visits England - Grace Nichols	
Grandma's Glasses	The Seagulls - Michael Rosen	
Here's the Church and Here's the Steeple	Little Red Riding Hood and the Wolf by Roald Dahl	

Year 4	Year 5	Year 6
<p>Macavity by T.S. Eliot</p> <p>You Wait Till I'm Older Than You - Michael Rosen</p> <p>Maggie and the Dinosaur - Dave Ward</p> <p>The Child Who Was Wild - Michael Rosen</p> <p>The Treasures - Clare Bevan</p> <p>Today, I Feel - Gervase Phinn</p> <p>The Trouble with My Brother - Brian Patten</p> <p>You Can't Stop Me - Miriam Moss</p> <p>I Like to Stay Up - Grace Nichols</p> <p>Little Bit of Food - Joseph Coelho</p> <p>Our World New World - John Agard</p> <p>The Poet - Rachel Rooney</p> <p>The Sea's Hands - George Szirtes</p> <p>Wide Open - Rachel Rooney</p> <p>Six Facts About Light - Rachel Rooney</p> <p>For Forest - Grace Nichols</p>	<p>Give and Take - Roger McGough</p> <p>From a Railway Carriage - R.L. Stevenson</p> <p>Conversation Piece - Gareth Owen</p> <p>Football Mad - Benjamin Zephaniah</p> <p>Rum Tum Tiger - T.S Eliot</p> <p>River Reflection - Jackie Kay</p> <p>What do you want to be? - Wilf Merrttens</p> <p>Keep On Keeping On - Michael Sage</p> <p>Mother to Son - Langston Hughes</p> <p>The Words of Poems - Carol Ann Duffy</p> <p>Darkness and Light - Grace Nichols</p> <p>Moon-Mad - Grace Nichols</p> <p>You - Grace Nicholls</p>	<p>Cargoes - John Masefield</p> <p>The Lion and Albert - Marriot Edgar</p> <p>If - Rudyard Kipling</p> <p>The Jumblies - Edward Lear</p> <p>What I Love About School - Roger McGough</p> <p>Jack and the Beanstalk - Roald Dahl</p> <p>Jack's Tale - Judith Nicholls</p> <p>Children in Wartime by Isobel Thrilling</p> <p>For Forest by Grace Nichols</p> <p>The Sea (in a hungry dog) by James Reeves</p> <p>Fire, Burn: and Cauldron Bubble by William Shakespeare</p> <p>Upon Westminster Bridge by William Wordsworth</p> <p>The Evacuee by Shirley Tomlinson</p> <p>Cloud Busting by Malorie Blackman</p>