



Pathways to Poetry

Texts and Themes: EYFS to Year 6

Autumn 1

Year Group	Title	Text and poems used
EYFS	<p>A Bundle of Rhymes Traditional nursery rhymes are focused on each day to enhance aspects of Phase 1: body percussion, rhythm and rhyme and voice sounds. There is an emphasis on reciting rhyme and exploring the narrative through play as well as sequencing, drawing and matching activities. Outcome: Pupils recite rhymes and use them to build a narrative for their peers.</p>	<p><i>Nursery Rhymes</i> by Mother Goose <i>Jack be Nimble</i> <i>Hey Diddle Diddle</i> <i>Hickory Dickory Dock</i> <i>Little Miss Muffet</i></p>
Year 1	<p>Sea Songs Music and song on a sea theme are used to investigate feelings and growing up. The focus is on developing contrasting vocabulary and rhyme, following simple repetitive patterns and using their imagination to add to well-known songs. Outcome: Pupils add a verse to a song and make a list poem about the sea in a zig-zag book.</p>	<p><i>When I Was One – The Pirate Song</i> (Trad.) <i>A Sailor Went to Sea</i> (Trad.) <i>Pirate Pete</i> by James Carter in ‘<i>Hey, Little Bug! Poems for Little Creatures</i>’</p>
Year 2	<p>Zebra Question Develops thinking about our own unique qualities and characteristics with a focus on vocabulary and repetitive patterns. Pupils investigate opposites, analyse three different poems and use the skills learnt to produce their outcome. Outcome: A portrait-style riddle and a list poem about themselves.</p>	<p><i>Zebra Question</i> by Shel Silverstein <i>Ten Things Found in a Shipwrecked Sailor’s Pocket</i> by Ian McMillan <i>A Menagerie of Animals</i> by A. F. Harrold</p>
Year 3	<p>The Shell Texture, art and music are explored in this unit of work, comparing poems about the sea. Work on word classes and special memories culminate in the final outcome. Pupils extend their ideas using specific and adventurous vocabulary. Outcome: Pupils write their own illustrated, descriptive senses poem about the sea.</p>	<p><i>I Am the Seed That Grew the Tree</i> ed. Fiona Waters <i>The Shell</i> by John Foster <i>Squishy Words</i> by Alistair Reid <i>Sea Shell</i> by Amy Lowell</p>
Year 4	<p>Family Album With a focus on the development of language, in particular, verbs and the use of hyperbole. Art and drama are used to encourage pupils to explore ideas about their own family sayings. They use humour to write their own version of a modelled poem. Outcome: Pupils write a free-verse narrative poem to add to an illustrated class ‘Family Album’.</p>	<p><i>Me and My Brother</i> by Michael Rosen <i>Tricks in Quick, Let’s Get Out of Here</i> by Michael Rosen</p>
Year 5	<p>The Song of Hiawatha This unit has a focus on reciting sections of the classic, narrative poem by Henry Wadsworth Longfellow. Written in 1855, this epic poem describes the life of Native American character Hiawatha and has a strong focus on nature. Outcome: Pupils write a section of a narrative poem about water.</p>	<p>Extracts from <i>The Song of Hiawatha</i> from online sources</p>
Year 6	<p>Blitz! Pupils explore the sights, sounds, smells and emotions of World War II. They focus on experimenting with personification to create strong imagery and make effective language choices, drawing on a range of descriptive techniques. Outcome: A narrative poem exploring the experience of the Blitz from the viewpoint of a child.</p>	<p><i>Blitz</i> by Mary Désirée Anderson Others from <i>Poems from the Second World War</i> ed. Gaby Morgan: <i>Autumn Blitz</i> by Frances Cornford, <i>Bombed Church</i> by Elizabeth Berridge, <i>The Black-out</i> by Mary Desiree Anderson & <i>Black-out</i> by Valentine Ackland. <i>My Friend the Enemy</i> by Dan Smith (Ch 1 from <i>Lovereadings4kids</i>)</p>

Autumn 2

Year Group	Title	Text and poems used
EYFS	<p>Creepy Crawly and Busy Bugs</p> <p>The poems are recited with actions to explore rhyme and vocabulary. Pupils investigate minibeasts and habitats, using both drawing and mime to help develop vocabulary. They add their ideas to a class poem, taking the opportunity for work on initial sounds and CVC words.</p> <p>Outcome: Pupils' drawings are labelled with marks appropriate to their development stage. They also contribute to a class poem.</p>	<p><i>Creepy Crawly</i> Anon. & <i>Hey Little Bug</i> by J Carter</p> <p><i>Busy Bugs</i> p.10, Poems from pages 18-24</p> <p><i>Mad About Minibeasts</i> by G Andraea and D Wojtowycz</p> <p>Teacher choice on poems used from this book</p>
Year 1	<p>There Are No Such Things as Monsters</p> <p>The poem is learned by heart throughout the unit. With a focus on reading and making a list of words, exploring rhyme and decoding unfamiliar vocabulary, pupils use their imaginations to invent their own monster.</p> <p>Outcome: Pupils create and describe new monsters to add to the model poem.</p>	<p><i>There Are No Such Things as Monsters</i> by Roger Stevens</p> <p><i>Off by Heart</i> by Roger Stevens</p>
Year 2	<p>The Owl and the Pussycat</p> <p>This unit explores the popular rhyme using animation, drawing and nonsense words. Pupils analyse language, learn part of it by heart and experiment with words and patterns to add to a class version based on the structure of the classic poem.</p> <p>Outcome: To write the first two verses of a new poem based on <i>The Owl and the Pussycat</i></p>	<p><i>The Owl and the Pussycat</i> by E. Lear (readily available online)</p>
Year 3	<p>Dance with Me, Autumn</p> <p>This 5-couplet poem is supplemented by other seasonal verse to develop descriptive language. Simple analysis of language features allows pupils to create a seasonal 'character' of their own as the basis of their poem.</p> <p>Outcome: To write and perform a five-couplet poem about winter, based on the structure of <i>Dance with Me, Autumn</i></p>	<p><i>Dance with Me, Autumn</i> (included in unit)</p> <p>Online poems:</p> <p><i>The Garden Year</i> by S Coleridge</p> <p><i>Autumn's Begun</i> by A J Roma</p> <p><i>Frost</i> by V Bloom</p>
Year 4	<p>The Lost Lost-Property Office</p> <p>List poems based on lost things by Roger McGough and Michael Rosen are used as models. The unit focuses on effective use of language and experimenting with simple forms, allowing pupils to compare, research and develop their own versions.</p> <p>Outcome: To write and perform a group list poem based on <i>The Lost Lost-Property Office</i>.</p>	<p><i>Poetry Pie</i> by R McGough</p> <p><i>The Lost Lost-Property Office</i> Roger McGough</p> <p><i>Words Are Ours</i> by Michael Rosen</p>
Year 5	<p>The Moon</p> <p>The unit contrasts several poems written about the moon as a female character. These are used as models to create their own poem describing the moon's appearance, movement and setting. A range of poetry techniques are explored throughout.</p> <p>Outcome: To write their own poem about the moon using the techniques studied.</p>	<p><i>I Am the Seed that Grew the Tree</i> ed. Fiona Waters</p> <p><i>Is the Moon Tired?</i> by Christina Rossetti</p> <p><i>The Moon at Knowle Hill</i> by Jackie Kay</p> <p><i>Silver</i> by Walter de la Mare</p> <p><i>She Walks in Beauty</i> by Lord Byron</p>
Year 6	<p>A Tiger in the Zoo</p> <p>Endangered animals are the focus for this poetry unit. A range of poetry is looked at including William Blake's <i>Tyger, Tyger</i> and there is a focus on making effective language and authorial choices, giving opinions and considering viewpoint.</p> <p>Outcome: To write a poem in a chosen form about an endangered mammal</p>	<p><i>The Works KS2</i> chosen by P Corbett</p> <p><i>Tyger, Tyger</i> by M Morgan</p> <p><i>All the Wild Wonders of Our Earth</i> by W Cooling</p> <p><i>Tell Me Tiger</i> by C Bevan – reproduced in the unit</p> <p><i>Captivating Creature</i> and <i>Captive Creature</i> both by Gina Douthwaite</p>

Spring 1

Year Group	Title	Texts and poems used
EYFS	<p>Into the Pond! This unit links to the idea of falling into a pond. Various themes are explored including: the environment of a pond, safety and feelings. Pupils learn to add labels and join in to create a story based on the poem. Outcome: Pupils write a caption or simple sentence to create a class poem.</p>	<p><i>When Daddy Fell into the Pond</i> by Alfred Noyes <i>I Promise I'll Be Careful</i> by The Literacy Company in <i>Step Back in Time: A Poetry Anthology</i> collated by The Literacy Company</p>
Year 1	<p>If I Had a Beak Pupils study the language used in the poem and learn part of it. They compare it with similar poems by A.A. Milne. Using word-play and the senses, pupils imagine they had a beak of their own and even another nose! There are opportunities to discuss differences and uniqueness. Outcome: To add their own lines to the poem, using vocabulary to describe the senses.</p>	<p><i>If I Had a Beak</i> in <i>Step Back in Time: A Poetry Anthology</i> collated by The Literacy Company</p>
Year 2	<p>From a Railway Carriage Robert Louis Stevenson's poem is used for recital, vocabulary and comprehension work. This, a collection of images and the poem, <i>What Can Eye Spy?</i> inspires experimentation with words and structured language patterns. Outcome: To write a rhyming 'Bird's-Eye View' poem of their own.</p>	<p><i>From a Railway Carriage</i> by Robert Louis Stevenson and <i>What Can Eye Spy?</i> in <i>Step Back in Time: A Poetry Anthology</i> collated by The Literacy Company</p>
Year 3	<p>The River's Tale By imagining the memories of the River Thames through drama, music and research, pupils write their own central part to the poem. With links to Stone Age history, they develop vocabulary and rhyme, writing noun phrases and using powerful past tense verbs in their work. Outcome: To write an illustrated, descriptive poem about the river in the Stone Age.</p>	<p><i>The River's Tale</i> extract by Rudyard Kipling, in <i>Step Back in Time: A Poetry Anthology</i> collated by The Literacy Company <i>The Fossil</i> by Ogden Nash (online)</p>
Year 4	<p>The Roman Centurion's Song Pupils write, illustrate and present 5-line cinquain poems. They find language features in the poem by Kipling and analyse model cinquains, reciting in groups and developing their ideas through letter writing and list poems. Outcome: To write cinquain poems about life as a Roman soldier.</p>	<p><i>The Roman Centurion's Song</i> extract by Rudyard Kipling in <i>Step Back in Time: A Poetry Anthology</i> collated by The Literacy Company <i>The Romans in Britain</i> by Judith Nicholls (online)</p>
Year 5	<p>Viking Kennings & Spells In this unit, pupils experiment with metaphors to write kennings and create their own good luck spells. They imagine they are Viking poets or 'Skalds', exploring synonyms and finding language features in the poem, before writing and performing their own. Outcome: To write their own good luck spells for a Viking warrior, including kennings.</p>	<p>Various traditional Viking Kennings, spells and <i>Sigrdrifa's Prayer</i> in <i>Step Back in Time: A Poetry Anthology</i> collated by The Literacy Company</p>
Year 6	<p>Guarding Secrets Have you ever wished you were Mary Lennox, finding the old wooden door behind the ivy and creeping into a forgotten garden? This poetry unit will allow your pupils to enjoy and play with the beautiful language used by Francis Hodgson Burnett in her classic novel '<i>The Secret Garden</i>'. Outcome: Use poetic techniques to write a free verse poem about a door into a secret garden.</p>	<p><i>Guarding Secrets</i> in <i>Step Back in Time: A Poetry Anthology</i> collated by The Literacy Company</p>

Spring 2

Year Group	Title	Texts and poems used
EYFS	<p>The Farmyard A variety of poems linked to farmyard animals inspire pupils to learn about repetition and rhyme. They add labels to farmyard pictures and use drama to develop language, particularly that of prepositions. Outcome: Small groups of pupils contribute two lines to a class poem and perform it.</p>	<p>The Farmyard by A. A. Attwood in <i>I Am the Seed that Grew the Tree</i> ed. Fiona Waters <i>Rosie's Walk</i> by Pat Hutchins <i>Wriggle and Roar</i> by Julia Donaldson <i>Farmer Duck</i> by Martin Waddell</p>
Year 1	<p>At the Zoo Pupils learn and investigate list poems on a variety of themes before writing their own. Inspired by music, film clips and internet research. There are opportunities throughout the unit to use wordplay, repetition and rhyme. Outcome: Pupils add their own items to a list poem about a visit to a museum.</p>	<p>Off by Heart by R. Stevens <i>At the Zoo</i> by W. M. Thackeray Other poems included in the unit</p>
Year 2	<p>Night Sounds A focus on the senses and night-time, using art and music, allows opportunities to work on adventurous word choices and learn about structured language patterns. They explore how to write questions and add -ing to words whilst learning the poems by heart. Outcome: Berlie Doherty's <i>Night Sounds</i> poem is used as a model for a version of their own.</p>	<p><i>I Am the Seed that Grew the Tree</i> ed. Fiona Waters <i>Night Sounds</i> by Berlie Doherty <i>Questions at Night</i> by Louis Untermeyer</p>
Year 3	<p>The Magnificent Bull A variety of poems, drama and research help to develop pupils' knowledge of similes. They analyse poems based on <i>The Magnificent Bull</i> from the African Dinka Tribe and learn to edit and improve their work in a structured way with a partner. Outcome: To write and perform a Dinka-inspired poem about the blue whale.</p>	<p>The Magnificent Bull from the Dinka Tribe (available online and also <i>The Works</i> KS2) <i>Leap Like a Leopard</i> by John Foster (<i>The Works</i>: red version) <i>As, As, As</i> by Robert Hull (<i>The Works</i>: <i>Read me out Loud</i>)</p>
Year 4	<p>Windrush Child With links to the Caribbean and leaving home, <i>Windrush Child</i> by John Agard is used as the model for a similar structured poem. Pupils explore feelings, learning to write effective similes and making careful language choices using images from the Windrush era. Outcome: To write a free verse, personal narrative poem describing what it feels like to leave and go to a new place.</p>	<p>Under the Moon & Over the Sea: A Collection of Caribbean Poems ed. John Agard & Grace Nichols <i>Windrush Child</i> by John Agard <i>December</i> by Valerie Bloom</p>
Year 5	<p>Finding Magic Pupils use the UN Global Goals to debate and discuss conservation issues. A variety of poetry models help to develop their ideas using metaphor and effective noun phrases. The unit offers opportunities to practise writing poems using a variety of structures and techniques. Outcome: To write a free verse poem describing the wonder of the world using metaphor.</p>	<p>Finding Magic by Eric Finney in <i>I am the Seed that Grew the Tree</i> ed. Fiona Waters & <i>What is Green?</i> p.105, <i>The Ferns</i> p.228 Available Online: <i>Great, Wide, Beautiful, Wonderful World</i> by William Brighty Rands <i>Give and Take</i> by Roger McGough, <i>Leisure</i> by William Henry Davies</p>
Year 6	<p>The Sea A wide variety of poems are explored linking to the theme of the sea. Pupils experiment with personification and learn a range of descriptive techniques. They use a map of the world to plan events for a poetic sea journey. Outcome: To write a narrative poem about a journey across the sea, including personification of the waves.</p>	<p><i>I am the Seed that Grew the Tree</i> ed. Fiona Waters <i>The Sea</i> by J Reeves P.144, <i>Spellbound</i> by Emily Brontë p.40, <i>On the Beach</i> by Michael Harrison p.41, <i>The Wild White Horses</i> by Berlie Doherty p.41, <i>Wind Song</i> by Lillian Moore p.77, <i>The Wind</i> by James Reeves p.102, <i>Sea Cliff</i> by A. J. M. Smith</p>

Summer 1

Year Group	Title	Texts and poems used
EYFS	<p>Behold</p> <p>Pupils engage with the outdoors and are encouraged to look with new and focused eyes at the wonder and detail of the world around them and to consider how it makes them feel. Phonic knowledge, speaking and listening and writing skills are developed throughout.</p> <p>Outcome: To contribute to a class poem based on observation of nature in the environment.</p>	<p>Behold by Hawaiian poet Mary Kawena Pukui & <i>Look!</i> by Guyanese poet Grace Nichols in <i>The Barefoot Book of Earth Poems</i> ed. Judith Nicholls</p>
Year 1	<p>I Spun a Star</p> <p>In this unit, pupils use the night sky as inspiration to write a shared class alphabet poem. They add their own verse to a moonlight senses poem and make an imaginative 'starry list' verse for display, using -ed verbs.</p> <p>Outcome: To write a list poem about space.</p>	<p>I Spun a Star by John Foster & <i>Night Sky</i> by Zaro Weil in <i>The Barefoot Book of Earth Poems</i> ed. Judith Nicholls</p>
Year 2	<p>Father and I in the Woods</p> <p>In this unit of work, pupils make nature-themed shape poems to add to a display. They focus on a woodland soundscape, experiment with words and think about the role of people in looking after our trees and wildlife.</p> <p>Outcome: To make nature-themed shape poems to add to a class display.</p>	<p>Father and I in the Woods by David McCord in <i>The Barefoot Book of Earth Poems</i> ed. Judith Nicholls <i>The Intruder</i> by James Reeves in <i>I Am the Seed That Grew the Tree</i> ed. Fiona Waters</p>
Year 3	<p>I Saw a Peacock</p> <p>Pupils use ideas from this traditional trick poem as well as poetry and illustrations from <i>The Barefoot Book of Earth Poems</i> to write about an imaginary journey. They are inspired by Icelandic landscapes and surrealist art to create similes and investigate different forms for their nonsense-style poem.</p> <p>Outcome: Use ideas from <i>I Saw a Peacock</i> to write a poem about an imaginary journey.</p>	<p>I Saw a Peacock (Traditional) <i>Weeping Willow in My Garden</i> by Ian Serrailier <i>Horse of the Sea</i> by Snorri Sturlason in <i>The Barefoot Book of Earth Poems</i> ed. Judith Nicholls</p>
Year 4	<p>Look!</p> <p>A poem about tropical fruit is the starting point for an exploration of the mighty trees of the rainforest and the life they support. Pupils use ideas from Grace Nicholls poem about Caribbean fruit to investigate their own favourite. They research the animals and sounds of the rainforest.</p> <p>Outcome: To use similes to write a list poem modelled on a traditional rhyme.</p>	<p>Look! by Grace Nichols in <i>The Barefoot Book of Earth Poems</i> ed. Judith Nicholls <i>The Tree in the Wood</i> (Traditional)</p>
Year 5	<p>The Sun in Me</p> <p>Through reading, comparing and exploring the vocabulary in a range of poems on the theme of countryside and nature, pupils appreciate the details in the natural world. They investigate literal descriptions and personification, using these techniques to create their compositions.</p> <p>Outcome: A song for a country dweller is the final outcome which follows a clear structure.</p>	<p>Solitude by Archibald Lampman in <i>I Am the Seed That Grew the Tree</i> ed. Fiona Waters & <i>I Am the Song</i> by Charles Causley <i>The Juggler of Day</i> by Emily Dickinson & <i>The Sun in Me</i> by Moira Andrew in <i>The Barefoot Book of Earth Poems</i> ed. Judith Nicholls</p>
Year 6	<p>For Forest</p> <p>Imagine our natural world as a person with thoughts and feelings. Explore poems written <i>For Forest</i> and <i>For Ocean</i> with personification and imagery. Enjoy reading poetry by Grace Nichols, the renowned poet from Guyana.</p> <p>Outcome: Pupils create their own poem about the beauty of oceans and communicate to readers about cherishing them.</p>	<p>For Forest in <i>The Barefoot Book of Earth Poems</i> ed. Judith Nicholls</p>

Summer 2

Year Group	Title	Texts and poems used
EYFS	<p>Eat Your Peas Louise Poetry linked to fruit and vegetables is used to teach rhyming strings and phonic knowledge as well as an appreciation of humour and jokes. Speaking and listening skills are developed through riddles and games. Outcome: Pupils contribute phrases, captions and lines as appropriate to a class poem.</p>	<p><i>Eat Your Peas Louise</i> by Pegeen Snow <i>Dinner Time Rhyme</i> by June Crebbin in <i>The Puffin Book of Fantastic First Poems</i> ed. June Crebbin</p>
Year 1	<p>Poetry Fruit Salad Senses vocabulary is explored throughout the poems, with a focus on wordplay, rhyming strings and using 'and' to join phrases in a sentence. Pupils use art to help create imaginative ideas for their own poems. Outcome: To write poem about fruit using senses vocabulary in a shape and join with others to make a 'fruit salad' poetry sequence.</p>	<p><i>I Am the Seed That Grew the Tree</i> ed. Fiona Waters <i>Plum</i> by Tony Mitton p258 <i>Apples</i> by John Siddique p241 <i>If I Were An Apple</i> Anon. p264</p>
Year 2	<p>Fox! Issues of acceptance, tolerance and respect for the environment are explored through wildlife poetry. Pupils use film clips and sketching to develop vocabulary, observing how animals move and behave. They make a collaborative poem before refining ideas for their own version. Outcome: To write a descriptive wildlife poem of their own.</p>	<p><i>Fox</i> by Kathy Henderson p269 in <i>I Am the Seed That Grew the Tree</i> ed. Fiona Waters & <i>Badgers</i> by Richard Edwards p119, <i>Midnight Visitors</i> by Irene Rawsley p263</p>
Year 3	<p>Apes to Zebras Throughout the unit, the features of various concrete poems linked to animals are investigated, with an emphasis on wordplay and use of adventurous vocabulary. They research giraffes, collecting information to create their own shape poem. Outcome: Pupils write a concrete poem about a giraffe, refining and editing with a partner.</p>	<p><i>Apes to Zebras</i> <i>An A-Z of Shape Poems</i> by Liz Brownlee, S Hardy Dawson and R Stevens – Various animal poems from the above text <i>The Shape I'm In</i> by James Carter in <i>The Works Vol 1</i> by Paul Cookson</p>
Year 4	<p>Look Closely Various examples of Haiku are explored and written. The focus is on experimenting with poetic forms and using effective and precise language. Images are used to inspire close-up 'snapshots' of nature and a structured model leads gradually to a polished piece of work. Outcome: To write a Haiku based on the natural world and link with others to make a series.</p>	<p><i>I Am the Seed That Grew the Tree</i> ed. Fiona Waters Examples of Haiku from pgs. 164, 140, 177, 125 <i>Icy Morning Haiku</i> by James Carter p43 <i>Acorn Haiku</i> by Kit Wright p234 <i>Seeds</i> by Walter de La Mare- Classic poem (available online)</p>
Year 5	<p>Animals of Africa Word play and puns are explored through a variety of engaging animal poetry. Pupils research their own animals, creating nonsense words of their own. They think about techniques to make their poem 'ear-catching', focusing on adjectives, alliteration and subordination. Outcome: To write a poem about an African animal which is fun to read aloud.</p>	<p><i>Good Morning Mr Croco-Doco-Dile</i> by Charles Causley in <i>The Works Anthology (Red)</i> by Paul Cookson <i>The Rum Tum Tugga</i> by T S Eliot in <i>Poems to Perform</i> by Julia Donaldson <i>Jellicle Cats</i> by T S Eliot (available online) <i>The Squirrel</i> by Anon (included in the unit)</p>
Year 6	<p>Sonnets: The View from a Hot Air Balloon In this unit, pupils experiment with personification and explore the effective language used in a variety of Sonnets and other poems. Through performance, graffiti art and film clips, they develop language and ideas for their own poetic journey across the landscape. Outcome: To write a poem in the style of a sonnet to describe the view of the countryside from a hot air balloon.</p>	<p><i>Sonnet Written at the Close of Spring</i> by Charlotte Smith & <i>Sonnet 33</i> by William Shakespeare (available online) <i>A Hymn to the Evening</i> by Phillis Wheatley p.30, <i>Rainfall</i> by Emily Pauline Johnson p.126, <i>Readjustment</i> by Susan Coolidge p.192, <i>Solitude</i> by Archibald Lampman p.206 in <i>Poems from a Green and Blue Planet</i> ed. Sabrina Mahfouz</p>

