



# Pathways to Poetry

**Unit Overviews: EYFS to Year 6**

### Pathways to Poetry – Overview

Year group	Autumn term		Spring term		Summer term	
EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>A Bundle of Rhymes!</b> <b>Outcome</b> - Recite rhymes and use them to build a narrative	<b>Creepy Crawly by Anon &amp; Busy Bugs by James Carter</b> <b>Outcome</b> - Class performance poem	<b>Into the Pond!</b> <b>Outcome</b> - Caption or simple sentence for a class poem	<b>The Farmyard by A. A. Attwood</b> <b>Outcome</b> - Class poem to be performed for an audience	<b>Behold by Mary Kawena Pukui</b> <b>Outcome</b> – A class observation poem	<b>Eat Your Peas, Louise! by Pegeen Snow &amp; Dinner-time Rhyme by June Crebbin</b> <b>Outcome</b> - Class poem
1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Sea Songs</b> <b>Outcome</b> - Action rhyme and list poem	<b>There Are No Such Things as Monsters!! by Roger Stevens</b> <b>Outcome</b> - Descriptive poem based on a model	<b>If I Had a Beak by The Literacy Company</b> <b>Outcome</b> - Descriptive poem using the senses	<b>At the Zoo by W. M. Thackeray</b> <b>Outcome</b> - List poem	<b>I Spun a Star by John Foster</b> <b>Outcome</b> - List poem	<b>Poetry Fruit Salad</b> <b>Outcome</b> - Senses poem
2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Zebra Question by Shel Silverstein</b> <b>Outcome</b> - Riddles and List Poem	<b>The Owl and the Pussycat by Edward Lear</b> <b>Outcome</b> – Two verses for a narrative poem	<b>From a Railway Carriage by Robert Louis Stevenson</b> <b>Outcome</b> - Rhyming ‘Bird’s – Eye View’ poem	<b>Night Sounds by Berlie Doherty</b> <b>Outcome</b> - Senses poem	<b>Father and I in the Woods by David McCord</b> <b>Outcome</b> - Shape poems	<b>Fox by Kathy Henderson</b> <b>Outcome</b> - Descriptive poem
3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>The Shell by John Foster</b> <b>Outcome</b> - Senses poem about the sea	<b>Dance with Me, Autumn by The Literacy Company</b> <b>Outcome</b> - Descriptive poem	<b>The River’s Tale by Rudyard Kipling (extract)</b> <b>Outcome</b> - Descriptive poem	<b>The Magnificent Bull from the Dinka tribe</b> <b>Outcome</b> - Dinka-inspired poem	<b>I Saw a Peacock by Anonymous</b> <b>Outcome</b> - Nonsense Poem	<b>Apes to Zebras</b> <b>Outcome</b> - Concrete Poem
4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Family Album</b> <b>Outcome</b> - Free verse narrative poem	<b>The Lost Lost-Property Office by Roger McGough</b> <b>Outcome</b> – List poem	<b>The Roman Centurion’s Song by Rudyard Kipling (edited extract)</b> <b>Outcome</b> – Cinquain	<b>Windrush Child by John Agard</b> <b>Outcome</b> - Free verse, personal narrative poem	<b>Look! by Grace Nichols</b> <b>Outcome</b> - A list poem based on a traditional rhyme	<b>Look Closely</b> <b>Outcome</b> – a series of haiku
5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>The Song of Hiawatha by Henry Wadsworth Longfellow (extract)</b> <b>Outcome</b> - Narrative poem	<b>The Moon</b> <b>Outcome</b> - Free verse with refrains and verses	<b>Viking Kennings &amp; Spells</b> <b>Outcome</b> - Songs and word play: good luck spells	<b>Finding Magic by Eric Finney</b> <b>Outcome</b> - Free verse	<b>The Sun in Me by Moira Andrew</b> <b>Outcome</b> - Free verse song	<b>Animals of Africa</b> <b>Outcome</b> – Poem using puns and wordplay
6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Blitz by Mary Désirée Anderson</b> <b>Outcome</b> – Free verse narrative poem which conveys a viewpoint	<b>A Tiger in the Zoo by Leslie Norris</b> <b>Outcome</b> – Free verse which conveys a message	<b>Guarding Secrets by the Literacy Company</b> <b>Outcome</b> – Free verse poem	<b>The Sea by James Reeves</b> <b>Outcome</b> – Narrative Poem	<b>For Forest by Grace Nichols</b> <b>Outcome</b> – Free verse poem	<b>Sonnet Written at the Close of Spring by Charlotte Smith</b> <b>Outcome</b> – Narrative Poem in the style of a sonnet

**Pathways to Poetry – Year 1 Overview: Poetry keys and Writing composition**

1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Sea Songs</b> When I was One- The Pirate Song (Trad.) A Sailor Went to Sea (Trad.) Pirate Pete by James Carter</p>	<p><b>There Are No Such Things as Monsters!! by Roger Stevens</b></p>	<p><b>If I Had a Beak by The Literacy Company</b></p>	<p><b>At the Zoo by W. M. Thackeray</b> Off by Heart by R Steven At the Zoo by W. M. Thackeray Other poems included in the unit</p>	<p><b>I Spun a Star by John Foster</b> Night Sky by Zaro Weil</p>	<p><b>Poetry Fruit Salad</b> I Am the Seed that Grew the Tree: A Nature Poem for Every Day of the Year by Fiona Waters: Plum by Tony Mitton Apples by John Siddique If I Were An Apple by Anon</p>
	<p><b>Outcome</b> - Action rhyme and list poem</p>	<p><b>Outcome</b> - Descriptive poem based on a model</p>	<p><b>Outcome</b> - Descriptive poem using the senses</p>	<p><b>Outcome</b> - List poem</p>	<p><b>Outcome</b> - List poem</p>	<p><b>Outcome</b> - Senses poem</p>
	<p><b>Poetry keys</b> Play with words e.g. <i>onomatopoeia, rhyme</i> List words and phrases. Use simple language patterns e.g. <i>repetition and rhyme</i></p>	<p><b>Poetry keys</b> Create imaginative ideas List words and phrases Use simple language patterns e.g. <i>repetition and rhyme</i></p>	<p><b>Poetry keys</b> Play with words e.g. <i>onomatopoeia, rhyme</i> Describe using the senses</p>	<p><b>Poetry keys</b> Play with words e.g. <i>onomatopoeia, rhyme</i> List words and phrases Use simple language patterns e.g. <i>repetition and rhyme</i></p>	<p><b>Poetry keys</b> Create imaginative ideas Describe using the senses</p>	<p><b>Poetry keys</b> Create imaginative ideas Play with words e.g. <i>onomatopoeia, rhyme</i> Describe using the senses</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 Read aloud their writing clearly enough to be heard by their peers and the teacher</p>	<p><b>Writing composition</b> Say out loud what is going to be written about Compose a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher</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>Writing composition</b> Say out loud what is going to be written about Compose a sentence orally before writing it 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>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>	<p><b>Writing composition</b> Compose a sentence orally before writing it Re-read what they have written to check that 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>

**Pathways to Poetry – Year 1 Overview: Reading and Spoken language**

1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Sea Songs</b> When I was One- The Pirate Song (Trad.) A Sailor Went to Sea (Trad.) Pirate Pete by James Carter</p>	<p><b>There Are No Such Things as Monsters!! by Roger Stevens</b></p>	<p><b>If I Had a Beak by The Literacy Company</b></p>	<p><b>At the Zoo by W. M. Thackeray</b> Off by Heart by R Steven At the Zoo by W. M. Thackeray Other poems included in the unit</p>	<p><b>I Spun a Star by John Foster</b> Night Sky by Zaro Weil</p>	<p><b>Poetry Fruit Salad</b> I Am the Seed that Grew the Tree: A Nature Poem for Every Day of the Year by Fiona Waters: Plum by Tony Mitton Apples by John Siddique If I Were An Apple by Anon</p>
	<p><b>Outcome</b> - Action rhyme and list poem</p>	<p><b>Outcome</b> - Descriptive poem based on a model</p>	<p><b>Outcome</b> - Descriptive poem using the senses</p>	<p><b>Outcome</b> - List poem</p>	<p><b>Outcome</b> - List poem</p>	<p><b>Outcome</b> - Senses poem</p>
	<p><b>Reading</b> Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which can be read independently. Link what is read or heard to own experiences Recognise and join in with predictable phrases. Learn to appreciate rhymes and poems Participate in discussion about what has been read to them.</p>	<p><b>Reading</b> Link what is read or heard to own experiences Learn to appreciate rhymes and poems Check that the text makes sense</p>	<p><b>Reading</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>Reading</b> Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which can be read independently Link what is read or heard to own experiences Learn to appreciate rhymes and poems Recite some rhymes and poems by heart</p>	<p><b>Reading</b> Discuss word meanings, linking new meanings to those already known Draw on what they already know Check that the text makes sense Check that the text makes sense</p>	<p><b>Reading</b> Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which can be read independently Link what is read or heard to own experiences Learn to appreciate rhymes and poems Recite some rhymes and poems by heart Explain clearly understanding of what is read to them</p>
	<p><b>Spoken language</b> Build vocabulary Maintain attention and participate actively in collaborative conversations Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently</p>	<p><b>Spoken language</b> Listen and respond Maintain attention and participate actively in collaborative conversations Speak audibly and fluently</p>	<p><b>Spoken language</b> Listen and respond Participate in discussions, presentations and performances Use spoken language: speculating, hypothesising, imagining and exploring ideas</p>	<p><b>Spoken language</b> Listen and respond Build vocabulary Select and use appropriate registers for effective communication Speak audibly and fluently</p>	<p><b>Spoken language</b> Ask relevant questions Maintain attention and participate actively in collaborative conversations Speak audibly and fluently</p>	<p><b>Spoken language</b> Listen and respond Ask relevant questions Build vocabulary Articulate and justify answers Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently</p>

**Pathways to Poetry – Year 2 Overview: Poetry keys and Writing composition**

2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Zebra Question by Shel Silverstein</b> Ten Things Found in a Shipwrecked Sailor's Pocket by Ian McMillan A Menagerie of Animals by A. F. Harrold	<b>The Owl and the Pussycat by Edward Lear</b>	<b>From a Railway Carriage by Robert Louis Stevenson</b> What Can Eye Spy? by The Literacy Company	<b>Night Sounds by Berlie Doherty</b> Questions at Night by Louis Untermeyer	<b>Father and I in the Woods by David McCord</b> The Intruder by James Reeves	<b>Fox by Kathy Henderson</b> Badgers by Richard Edwards Midnight Visitors by Irene Rawnsley
	<b>Outcome</b> - Riddles and List Poem	<b>Outcome</b> - Narrative poem, experimenting with words and patterns	<b>Outcome</b> - Rhyming 'Bird's – Eye View' poem	<b>Outcome</b> - Senses poem	<b>Outcome</b> - Shape poems	<b>Outcome</b> - Descriptive poem
	<b>Poetry keys</b> Use adventurous word choices of nouns, adjectives and verbs to describe observations Use structured language patterns, including simple repeating phrases	<b>Poetry keys</b> Experiment with word e.g. <i>alliteration, humour</i> Use adventurous word choices of nouns, adjectives and verbs to describe observations Use structured language patterns, including simple repeating phrases	<b>Poetry keys</b> Experiment with word e.g. <i>alliteration, humour</i> Use structured language patterns, including simple repeating phrases	<b>Poetry keys</b> Use adventurous word choices of nouns, adjectives and verbs to describe observations Use structured language patterns, including simple repeating phrases	<b>Poetry keys</b> Experiment with word e.g. <i>alliteration, humour</i> Use adventurous word choices of nouns, adjectives and verbs to describe observations	<b>Poetry keys</b> Experiment with word e.g. <i>alliteration, humour</i> Use adventurous word choices of nouns, adjectives and verbs to describe observations
	<b>Writing composition</b> Write poetry Write down ideas, key words, new vocabulary Make simple additions, revisions and corrections Evaluate writing with the teacher and other pupils Proof-read to check for errors in spelling, grammar and punctuation	<b>Writing composition</b> Write poetry Write down ideas, key words, new vocabulary Read aloud with intonation	<b>Writing composition</b> Write poetry 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 Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently	<b>Writing composition</b> Write poetry Plan or say aloud what is going to be written about Write down ideas, key words, new vocabulary Read aloud with intonation	<b>Writing composition</b> Write poetry Plan or say aloud what is going to be written about Write down ideas, key words, new vocabulary Evaluate writing with the teacher and other pupils Proof-read to check for errors in spelling, grammar and punctuation	<b>Writing composition</b> Write poetry Plan or say aloud what is going to be written about Write down ideas, key words, new vocabulary Make simple additions, revisions and corrections Evaluate writing with the teacher and other pupils

**Pathways to Poetry – Year 2 Overview: Reading and Spoken language**

2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Zebra Question by Shel Silverstein</b> Ten Things Found in a Shipwrecked Sailor's Pocket by Ian McMillan A Menagerie of Animals by A. F. Harrold	<b>The Owl and the Pussycat by Edward Lear</b>	<b>From a Railway Carriage by Robert Louis Stevenson</b> What Can Eye Spy? by The Literacy Company	<b>Night Sounds by Berlie Doherty</b> Questions at Night by Louis Untermeyer	<b>Father and I in the Woods by David McCord</b> The Intruder by James Reeves	<b>Fox by Kathy Henderson</b> Badgers by Richard Edwards Midnight Visitors by Irene Rawnsley
	<b>Outcome</b> - Riddles and List Poem	<b>Outcome</b> - Narrative poem, experimenting with words and patterns	<b>Outcome</b> - Rhyming 'Bird's – Eye View' poem	<b>Outcome</b> - Senses poem	<b>Outcome</b> - Shape poems	<b>Outcome</b> - Descriptive poem
	<b>Reading</b> Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which can be read independently Discuss and clarify the meanings of words Make inferences on the basis of what is being said and done Answer and ask questions. Participate in discussion about books, poems and other works	<b>Reading</b> Continue to build up a repertoire of poems learnt by heart Check that the text makes sense Participate in discussion about books, poems and other works	<b>Reading</b> Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at 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	<b>Reading</b> Continue to build up a repertoire of poems learnt by heart Answer and ask questions Participate in discussion about books, poems and other works Explain and discuss understanding of books, poems and other material	<b>Reading</b> Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which can be read independently Recognise simple recurring literary language Check that the text makes sense Explain and discuss understanding of books, poems and other material	<b>Reading</b> Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which can be read independently Discuss and clarify the meanings of words Make inferences on the basis of what is being said and done
	<b>Spoken language</b> Listen and respond Build vocabulary Maintain attention and participate actively in collaborative conversations Use spoken language: speculating, hypothesising, imagining and exploring ideas Participate in discussions	<b>Spoken language</b> Give well-structured descriptions, explanations and narratives Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently	<b>Spoken language</b> Listen and respond Ask relevant questions Give well-structured descriptions, explanations and narratives Maintain attention and participate actively in collaborative conversations	<b>Spoken language</b> Listen and respond Build vocabulary Articulate and justify answers Speak audibly and fluently	<b>Spoken language</b> Listen and respond Ask relevant questions Build vocabulary Use spoken language: speculating, hypothesising, imagining and exploring ideas	<b>Spoken language</b> Build vocabulary Speak audibly and fluently Gain, maintain and monitor the interest of the listener(s)

**Pathways to Poetry – Year 3 Overview: Poetry keys and Writing composition**

3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>The Shell by John Foster</b> Squishy Words by Alistair Reid Sea Shell by Amy Lowell	<b>Dance with Me, Autumn by The Literacy Company</b> The Garden year by S Coleridge, Autumn's Begun by A J Roma Frost by V Bloom	<b>The River's Tale by Rudyard Kipling (extract)</b> The Fossil by Ogden Nash	<b>The Magnificent Bull from the Dinka tribe</b> Leap Like a leopard by John Foster As, as, as by Robert Hull	<b>I Saw a Peacock by Anonymous</b> Weeping Willow in My Garden by Ian Serrailier Horse of the Sea by Snorri Sturlason in The Barefoot Book of Earth Poems by Judith Nicholls	<b>Apes to Zebras</b> Various animal poems from the above text The Shape I'm In by James Carter
	<b>Outcome</b> - Senses poem	<b>Outcome</b> - Descriptive poem	<b>Outcome</b> - Descriptive poem	<b>Outcome</b> - Dinka-inspired poem	<b>Outcome</b> - Nonsense Poem	<b>Outcome</b> - Shape Poem
	<b>Poetry keys</b> Use language with increasing effect: choices of nouns, adjectives and verbs; alliteration; repetition and rhyme	<b>Poetry keys</b> Use language with increasing effect: choices of nouns, adjectives and verbs; alliteration; repetition and rhyme Create own repeating patterns and use simple forms	<b>Poetry keys</b> Use language with increasing effect: choices of nouns, adjectives and verbs; alliteration; repetition and rhyme Create own repeating patterns and use simple forms	<b>Poetry keys</b> Create similes	<b>Poetry keys</b> Create similes Create own repeating patterns and use simple forms	<b>Poetry keys</b> Use language with increasing effect: choices of nouns, adjectives and verbs; alliteration; repetition and rhyme
	<b>Writing composition</b> Plan writing by discussing the structure, vocabulary and grammar of similar writing Discuss and record ideas Compose and rehearse sentences orally Proof-read for spelling and punctuation errors	<b>Writing composition</b> Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.	<b>Writing composition</b> Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Compose and rehearse sentences orally Proof-read for spelling and punctuation errors	<b>Writing composition</b> Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Assess the effectiveness of own and others' writing Propose changes to grammar and vocabulary to improve consistency Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.	<b>Writing composition</b> Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Compose and rehearse sentences orally Proof-read for spelling and punctuation errors	<b>Writing composition</b> Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Assess the effectiveness of own and others' writing Propose changes to grammar and vocabulary to improve consistency Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.

**Pathways to Poetry – Year 3 Overview: Reading and Spoken language**

3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>The Shell by John Foster</b> Squishy Words by Alistair Reid Sea Shell by Amy Lowell	<b>Dance with Me, Autumn by The Literacy Company</b> The Garden year by S. Coleridge Autumn's Begun by A. J. Roma Frost by V. Bloom	<b>The River's Tale by Rudyard Kipling (extract)</b> The Fossil by Ogden Nash	<b>The Magnificent Bull from the Dinka tribe</b> Leap Like a leopard by John Foster As, as, as by Robert Hull	<b>I Saw a Peacock by Anonymous</b> Weeping Willow in My Garden by Ian Serrailier Horse of the Sea by Snorri Sturlason	<b>Apes to Zebras</b> Various animal poems from the above text The Shape I'm In by James Carter
	<b>Outcome</b> - Senses poem	<b>Outcome</b> - Descriptive poem	<b>Outcome</b> - Descriptive poem	<b>Outcome</b> - Dinka-inspired poem	<b>Outcome</b> - Nonsense Poem	<b>Outcome</b> - Concrete Poem
	<b>Reading</b> 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	<b>Reading</b> 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 Explain meaning of words in context	<b>Reading</b> 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	<b>Reading</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 Identify how language, structure, and presentation contribute to meaning	<b>Reading</b> 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	<b>Reading</b> Listen to and discuss a wide range of texts Identify themes and conventions Prepare poems and play scripts to read aloud and to perform Discuss words and phrases that capture the reader's interest and imagination Identify how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction Participate in discussion about books
	<b>Spoken language</b> Listen and respond 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 and role play	<b>Spoken language</b> Build vocabulary Speak audibly and fluently Gain, maintain and monitor the interest of the listener(s)	<b>Spoken language</b> Listen and respond Ask relevant questions Build vocabulary Participate in discussions and role play	<b>Spoken language</b> Listen and respond Build vocabulary Maintain attention and participate actively in collaborative conversations Speak audibly and fluently	<b>Spoken language</b> Listen and respond Ask relevant questions Build vocabulary Articulate and justify answers Participate in discussions	<b>Spoken language</b> Listen and respond Ask relevant questions Build vocabulary Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently Consider and evaluate different viewpoints



**Pathways to Poetry – Year 4 Overview: Poetry keys and Writing composition**

4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Family Album</b> Me and My Brother & other poems online by Michael Rosen Tricks in Quick, Let's get Out of Here by Michael Rosen	<b>The Lost Lost-Property Office by Roger McGough</b> Words Are Ours by Michael Rosen	<b>The Roman Centurion's Song by Rudyard Kipling (edited extract)</b> The Fossil by Ogden Nash	<b>Windrush Child by John Agard</b> Windrush Child by John Agard December by Valerie Bloom	<b>Look! by Grace Nichols</b> The Tree in the Wood (Trad.)	<b>Look Closely</b> Various haiku by Arakida Moritake Icy Morning Haiku by James Carter Acorn Haiku by Kit Wright Seeds by Walter de La Mare
	<b>Outcome</b> - Free verse narrative poem	<b>Outcome</b> – List poem	<b>Outcome</b> - Cinquain	<b>Outcome</b> - Free verse, personal narrative poem	<b>Outcome</b> - A list poem based on a traditional rhyme	<b>Outcome</b> – A series of haiku
	<b>Poetry keys</b> Use language with increasing effect: choices of nouns, adjectives, adverbs and verbs; alliteration; hyperbole Create own repeating patterns and experiment with simple forms	<b>Poetry keys</b> Use language with increasing effect: choices of nouns, adjectives, adverbs and verbs; alliteration; hyperbole Create own repeating patterns and experiment with simple forms	<b>Poetry keys</b> Use language with increasing effect: choices of nouns, adjectives, adverbs and verbs; alliteration; hyperbole Create own repeating patterns and experiment with simple forms	<b>Poetry keys</b> Use increasingly effective similes to create imagery Use language with increasing effect: choices of nouns, adjectives, adverbs and verbs; alliteration; hyperbole	<b>Poetry keys</b> Use increasingly effective similes to create imagery Create own repeating patterns and experiment with simple forms	<b>Poetry keys</b> Use language with increasing effect: choices of nouns, adjectives, adverbs and verbs; alliteration; hyperbole Create own repeating patterns and experiment with simple forms
	<b>Writing composition</b> Plan writing by discussing the structure, vocabulary and grammar of similar writing Discuss and record ideas. Propose changes to grammar and vocabulary to improve consistency Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear	<b>Writing composition</b> Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Compose and rehearse sentences orally Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear	<b>Writing composition</b> 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 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	<b>Writing composition</b> Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Compose and rehearse sentences orally Assess the effectiveness of own and others' writing Propose changes to grammar and vocabulary to improve consistency Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear	<b>Writing composition</b> Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Assess the effectiveness of own and others' writing Proof-read for spelling and punctuation errors	<b>Writing composition</b> Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Compose and rehearse sentences orally Assess the effectiveness of own and others' writing 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

**Pathways to Poetry – Year 4 Overview: Reading and Spoken language**

4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Family Album</b> Me and My Brother & other poems online by Michael Rosen Tricks in Quick, Let's get Out of Here by Michael Rosen	<b>The Lost Lost-Property Office by Roger McGough</b> Words Are Ours by Michael Rosen	<b>The Roman Centurion's Song by Rudyard Kipling (edited extract)</b> The Fossil by Ogden Nash	<b>Windrush Child by John Agard</b> Windrush Child by John Agard December by Valerie Bloom	<b>Look! by Grace Nichols</b> The Tree in the Wood (Trad.)	<b>Look Closely</b> Various haiku by Arakida Moritake Icy Morning Haiku by James Carter Acorn Haiku by Kit Wright Seeds by Walter de La Mare
	<b>Outcome</b> - Free verse narrative poem	<b>Outcome</b> – List poem	<b>Outcome</b> - Cinquain	<b>Outcome</b> - Free verse, personal narrative poem	<b>Outcome</b> - A list poem based on a traditional rhyme	<b>Outcome</b> – A series of haiku
	<b>Reading</b> Prepare poems and play scripts to read aloud and to 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	<b>Reading</b> Use dictionaries to check the meaning of words Prepare poems and play scripts to read aloud and to perform Show understanding through intonation, tone, volume and action Recognise different forms of poetry Discuss words and phrases that capture the reader's interest and imagination Explain meaning of words in context Ask questions to improve understanding of a text	<b>Reading</b> Prepare poems and play scripts to read aloud and to 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	<b>Reading</b> Use dictionaries to check the meaning of words Prepare poems and play scripts to read aloud and to perform Show understanding through intonation, tone, volume and action Recognise different forms of poetry Discuss words and phrases that capture the reader's interest and imagination Explain meaning of words in context Ask questions to improve understanding of a text	<b>Reading</b> 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	<b>Reading</b> Use dictionaries to check the meaning of words Recognise different forms of poetry Discuss words and phrases that capture the reader's interest and imagination Identify how language, structure, and presentation contribute to meaning
	<b>Spoken language</b> Listen and respond Give well-structured descriptions, explanations and narratives Participate in discussions Gain, maintain and monitor the interest of the listener(s) Select and use appropriate registers for effective communication	<b>Spoken language</b> Build vocabulary Gain, maintain and monitor the interest of the listener(s) Select and use appropriate registers for effective communication	<b>Spoken language</b> Build vocabulary Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently Participate in discussions	<b>Spoken language</b> Build vocabulary Use spoken language: speculating, hypothesising, imagining and exploring ideas Gain, maintain and monitor the interest of the listener(s) Select and use appropriate registers for effective communication	<b>Spoken language</b> Listen and respond Build vocabulary Maintain attention and participate actively in collaborative conversations Use spoken language: speculating, hypothesising, imagining and exploring ideas	<b>Spoken language</b> Listen and respond Ask relevant questions Build vocabulary Articulate and justify answers Use spoken language: speculating, hypothesising, imagining and exploring ideas

**Pathways to Poetry – Year 5 Overview: Poetry keys and Writing composition**

5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>The Song of Hiawatha by Henry Wadsworth Longfellow (extract)</b> Hiawatha by Susan Jeffers	<b>The Moon</b> Is the moon tired by Christina Rossetti The moon at Knowle Hill by Jackie Kay She walks in beauty by Lord Byron Silver by Walter de la Mare	<b>Viking Kennings &amp; Spells</b> Sigdrifa's Prayer	<b>Finding Magic by Eric Finney</b> What is green by Mary O'Neil The Ferns by Gene Baro Great, Wide, Beautiful, Wonderful World by William Brighty Rands Give and take by Roger McGough Leisure by William Henry Davies	<b>The Sun in Me by Moira Andrew</b> Solitude by Archibald Lampman I am the song by Charles Causley The Juggler of Day by Emily Dickinson	<b>Animals of Africa</b> Good Morning Mr Croco-Doco-Dile by Charles Causley The Rum Tum Tugga by T. S. Eliot Jellicle Cats by T. S. Eliot The Squirrel by Anon
	<b>Outcome</b> - Narrative poem	<b>Outcome</b> - Free verse with refrains and verses	<b>Outcome</b> - Songs and word play: good luck spells	<b>Outcome</b> - Free verse	<b>Outcome</b> - Free verse song	<b>Outcome</b> – Poem using puns and wordplay
	<b>Poetry keys</b> Use a range of descriptive language techniques to create effective imagery e.g. <i>metaphor, simile, playing with word order</i> Experiment with a range of poetry forms	<b>Poetry keys</b> Use a range of descriptive language techniques to create effective imagery e.g. <i>metaphor, simile, playing with word order</i> Experiment with a range of poetry forms	<b>Poetry keys</b> Experiment with metaphor to make effective comparisons Experiment with a range of poetry forms	<b>Poetry keys</b> Experiment with metaphor to make effective comparisons Experiment with a range of poetry forms	<b>Poetry keys</b> Experiment with metaphor to make effective comparisons Use a range of descriptive language techniques to create effective imagery e.g. <i>metaphor, simile, playing with word order</i> Experiment with a range of poetry forms	<b>Poetry keys</b> Use a range of descriptive language techniques to create effective imagery e.g. <i>metaphor, simile, playing with word order</i> Experiment with a range of poetry forms
	<b>Writing composition</b> Note and develop initial ideas, drawing on reading and research 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 Perform own compositions using appropriate intonation, volume and movement	<b>Writing composition</b> Note and develop initial ideas, drawing on reading and research 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 Perform own compositions using appropriate intonation, volume and movement	<b>Writing composition</b> Identify the audience for and purpose of writing Use consistent and correct tense Distinguish between the language of speech and writing Choose the appropriate register Perform own compositions using appropriate intonation, volume and movement	<b>Writing composition</b> Note and develop initial ideas, drawing on reading and research 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 Perform own compositions using appropriate intonation, volume and movement	<b>Writing composition</b> Identify the audience for and purpose of writing Note and develop initial ideas, drawing on reading and research Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Perform own compositions using appropriate intonation, volume and movement	<b>Writing composition</b> Note and develop initial ideas, drawing on reading and research Enhance meaning through selecting appropriate grammar and vocabulary Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Perform own compositions using appropriate intonation, volume and movement

**Pathways to Poetry – Year 5 Overview: Reading and Spoken language**

5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>The Song of Hiawatha by Henry Wadsworth Longfellow (extract)</b> Hiawatha by Susan Jeffers</p>	<p><b>The Moon</b> Is the moon tired by Christina Rossetti The moon at Knowle Hill by Jackie Kay She walks in beauty by Lord Byron Silver by Walter de la Mare</p>	<p><b>Viking Kennings &amp; Spells</b> Sigdrifa's Prayer</p>	<p><b>Finding Magic by Eric Finney</b> What is green by Mary O'Neil The Ferns by Gene Baro Great, Wide, Beautiful, Wonderful World by William Brighty Rands Give and take by Roger McGough Leisure by William Henry Davies</p>	<p><b>The Sun in Me by Moira Andrew</b> Solitude by Archibald Lampman I am the song by Charles Causley The Juggler of Day by Emily Dickinson</p>	<p><b>Animals of Africa</b> Good Morning Mr Croco-Doco-Dile by Charles Causley The Rum Tum Tugga by T. S. Eliot Jellicle Cats by T. S. Eliot The Squirrel by Anon</p>
	<b>Outcome</b> - Narrative poem	<b>Outcome</b> - Free verse with refrains and verses	<b>Outcome</b> - Songs and word play: good luck spells	<b>Outcome</b> - Free verse	<b>Outcome</b> - Free verse song	<b>Outcome</b> – Poem using puns and wordplay
	<p><b>Reading</b> Read and discuss a wide range of texts Learn poetry by heart. Prepare poems and plays for performance Draw inferences (characters' feelings, thoughts and motives); justify with evidence Summarise main ideas, identifying key details Evaluate authors' language choice Participate in discussion about books. Explain and discuss understanding of reading. Provide reasoned justifications for views</p>	<p><b>Reading</b> Identify and discuss themes and conventions Make comparisons within and across books Learn poetry by heart Prepare poems and plays for performance Identify how language, structure and presentation contribute to meaning</p>	<p><b>Reading</b> Read and discuss a wide range of texts Identify and discuss themes and conventions Make comparisons within and across books Learn poetry by heart Prepare poems and plays for performance Check sense, discuss understanding and explore meaning of words in context</p>	<p><b>Reading</b> Identify and discuss themes and conventions Make comparisons within and across books Learn poetry by heart Prepare poems and plays for performance Check sense, discuss understanding and explore meaning of words in context Identify how language, structure and presentation contribute to meaning Provide reasoned justifications for views</p>	<p><b>Reading</b> Read and discuss a wide range of texts Identify and discuss themes and conventions Learn poetry by heart Prepare poems and plays for performance Participate in discussion about books Explain and discuss understanding of reading</p>	<p><b>Reading</b> Learn poetry by heart Prepare poems and plays for performance Check sense, discuss understanding and explore meaning of words in context Identify how language, structure and presentation contribute to meaning Evaluate authors' language choice</p>
	<p><b>Spoken language</b> Listen and respond Build vocabulary Give well-structured descriptions, explanations and narratives Use spoken language: speculating, hypothesising, imagining and exploring ideas Participate in performances</p>	<p><b>Spoken language</b> Listen and respond Build vocabulary Speak audibly and fluently Participate in performances</p>	<p><b>Spoken language</b> Ask relevant questions Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently Participate in performances Select and use appropriate registers for effective communication</p>	<p><b>Spoken language</b> Listen and respond Build vocabulary Speak audibly and fluently Participate in performances</p>	<p><b>Spoken language</b> Build vocabulary Use spoken language: speculating, hypothesising, imagining and exploring ideas Consider and evaluate different viewpoints</p>	<p><b>Spoken language</b> Listen and respond Build vocabulary Speak audibly and fluently Participate in performances</p>

**Pathways to Poetry – Year 6 Overview: Poetry keys and Writing composition**

6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Blitz by Mary Désirée Anderson</b>            Autumn Blitz by Frances Cornford            Bombed Church by Elizabeth Berridge            The Black-out by Mary Desiree Anderson            Black-out by Valentine Ackland            My Friend the Enemy by Dan Smith (Chapter 1)</p>	<p><b>A Tiger in the Zoo by Leslie Norris</b>            Tyger, Tyger by M Morgan            All the Wild Wonders of our Earth by W Cooling            Tell me Tiger by C Bevan            Captivating Creature and Captive Creature by Gina Douthwaite</p>	<p><b>Guarding Secrets by the Literacy Company</b>            The Secret Garden by Francis Hodgson Burnett</p>	<p><b>The Sea by James Reeves</b>            Selected poems from I Am the Seed that Grew the Tree: A Nature Poem for Every Day of the Year by Fiona Waters</p>	<p><b>For Forest by Grace Nichols</b></p>	<p><b>Sonnet Written at the Close of Spring by Charlotte Smith</b>            Sonnet 33 by William Shakespeare            Sonnet Written at the Close of Spring By Charlotte Smith            Plus selected poems from Poems from a Green and Blue Planet edited by Sabrina Mahfouz</p>
	<b>Outcome</b> – Free verse narrative poem	<b>Outcome</b> – Free verse which conveys a message	<b>Outcome</b> – Free verse poem	<b>Outcome</b> – Narrative Poem	<b>Outcome</b> – Free verse poem	<b>Outcome</b> – Narrative Poem in the style of a sonnet
	<p><b>Poetry keys</b>            Experiment with personification to create effective imagery            Make effective language choices, drawing on a range of descriptive techniques</p>	<p><b>Poetry keys</b>            Make effective language choices, drawing on a range of descriptive techniques            Make authorial choices, selecting from a range of forms, to suit the purpose</p>	<p><b>Poetry keys</b>            Make effective language choices, drawing on a range of descriptive techniques            Make authorial choices, selecting from a range of forms, to suit the purpose</p>	<p><b>Poetry keys</b>            Experiment with personification to create effective imagery            Make effective language choices, drawing on a range of descriptive techniques</p>	<p><b>Poetry keys</b>            Experiment with personification to create effective imagery            Make effective language choices, drawing on a range of descriptive techniques</p>	<p><b>Poetry keys</b>            Experiment with personification to create effective imagery            Make effective language choices, drawing on a range of descriptive techniques</p>
	<p><b>Writing composition</b>            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 to enhance effects and clarify meaning            Use consistent and correct tense            Perform own compositions using appropriate intonation, volume and movement</p>	<p><b>Writing composition</b>            Identify the audience for and purpose of writing            Note and develop initial ideas, drawing on reading and research            Enhance meaning through selecting appropriate grammar and vocabulary            Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning            Perform own compositions using appropriate intonation, volume and movement</p>	<p><b>Writing composition</b>            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><b>Writing composition</b>            Note and develop initial ideas, drawing on reading and research            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            Use consistent and correct tense            Perform own compositions using appropriate intonation, volume and movement</p>	<p><b>Writing composition</b>            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            Perform own compositions using appropriate intonation, volume and movement</p>	<p><b>Writing composition</b>            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 to enhance effects and clarify meaning            Perform own compositions using appropriate intonation, volume and movement</p>

**Pathways to Poetry – Year 6 Overview: Reading and Spoken language**

6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Blitz by Mary Désirée Anderson</b> Autumn Blitz by Frances Cornford Bombed Church by Elizabeth Berridge The Black-out by Mary Desiree Anderson Black-out by Valentine Ackland My Friend the Enemy by Dan Smith</p>	<p><b>A Tiger in the Zoo by Leslie Norris</b> Tyger, Tyger by M Morgan All the Wild Wonders of our Earth by W Cooling Tell me Tiger by C Bevan Captivating Creature and Captive Creature by Gina Douthwaite</p>	<p><b>Guarding Secrets by the Literacy Company</b> The Secret Garden by Francis Hodgson Burnett</p>	<p><b>The Sea by James Reeves</b> Selected poems from I Am the Seed that Grew the Tree: A Nature Poem for Every Day of the Year by Fiona Waters</p>	<p><b>For Forest by Grace Nichols</b></p>	<p><b>Sonnet Written at the Close of Spring by Charlotte Smith</b> Sonnet 33 by William Shakespeare Selected poems from Poems from a Green and Blue Planet edited by Sabrina Mahfouz</p>
	<b>Outcome</b> – Free verse narrative poem	<b>Outcome</b> – Free verse which conveys a message	<b>Outcome</b> – Free verse poem	<b>Outcome</b> – Narrative Poem	<b>Outcome</b> – Free verse poem	<b>Outcome</b> – Narrative Poem in the style of a sonnet
	<p><b>Reading</b> Make comparisons within and across books Learn poetry by heart Prepare poems and plays for performance Ask questions to improve understanding Predict from details stated and implied Evaluate authors' language choice Explain and discuss understanding of reading</p>	<p><b>Reading</b> Make comparisons within and across books Learn poetry by heart Prepare poems and plays for performance Ask questions to improve understanding Evaluate authors' language choice Explain and discuss understanding of reading</p>	<p><b>Reading</b> Identify and discuss themes and conventions Learn poetry by heart Prepare poems and plays for performance Draw inferences (characters' feelings, thoughts and motives); justify with evidence Identify how language, structure and presentation contribute to meaning Participate in discussion about books</p>	<p><b>Reading</b> Read and discuss a wide range of texts Identify and discuss themes and conventions Learn poetry by heart Prepare poems and plays for performance Check sense, discuss understanding and explore meaning of words in context Identify how language, structure and presentation contribute to meaning Evaluate authors' language choice</p>	<p><b>Reading</b> Identify and discuss themes and conventions Learn poetry by heart Prepare poems and plays for performance</p>	<p><b>Reading</b> Identify and discuss themes and conventions Make comparisons within and across books Learn poetry by heart Prepare poems and plays for performance Check sense, discuss understanding and explore meaning of words in context Ask questions to improve understanding Identify how language, structure and presentation contribute to meaning Evaluate authors' language choice Explain and discuss understanding of reading</p>
	<p><b>Spoken language</b> Listen and respond Build vocabulary Maintain attention and participate actively in collaborative conversations Speak audibly and fluently Participate in performances</p>	<p><b>Spoken language</b> Listen and respond Build vocabulary Maintain attention and participate actively in collaborative conversations Speak audibly and fluently Participate in performances</p>	<p><b>Spoken language</b> Ask relevant questions Build vocabulary Articulate and justify answers Give well-structured descriptions, explanations and narratives</p>	<p><b>Spoken language</b> Build vocabulary Maintain attention and participate actively in collaborative conversations Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently Participate in performances and role play</p>	<p><b>Spoken language</b> Listen and respond Use spoken language: speculating, hypothesising, imagining and exploring ideas and performances Gain, maintain and monitor the interest of the listener(s)</p>	<p><b>Spoken language</b> Listen and respond Ask relevant questions Build vocabulary Maintain attention and participate actively in collaborative conversations Speak audibly and fluently</p>