

Poetry Curriculum 2020-2021

Year 2 Poetry

KS1/KS2 Key objectives

To learn, re-read and recite favourite poems, taking account of punctuation.

Recognise and join in with repeated phrases and words

To identify and discuss favourite poems and poets, using appropriate terms (poet, poem, verse, rhyme etc.) and referring to the language of the poem.

In Year 2, children should be taught to read, write and perform the following types of poetry:

- Diamantes
- Haikus
- Free Verse

Type of Poetry	Features	Ensuring Challenge for All
<p>Diamantes</p> <p style="text-align: center;">Ladybird Red, spotty Flying,flapping,weaving Landing gently on a flower Searching feeding hungrily gleaming bright Ladybird</p>	<ul style="list-style-type: none"> • The poem is presented in the shape of a diamond. • The line structure is as follows: <ul style="list-style-type: none"> o Line 1: Beginning subject; o Line 2: Two adjectives about line 1; o Line 3: Three verbs or words ending ‘-ing’ about line 1; o Line 4: A short phrase about line 1, a short phrase about line 7; o Line 5: Three verbs or words ending ‘-ing’ about line 7; o Line 6: Two adjectives about line 7; o Line 7: End subject. • Precise verbs and adjectives are used in the relevant lines indicated above. 	<ul style="list-style-type: none"> • Children use increasingly precise adjectives and verbs in their verse.

	<ul style="list-style-type: none"> • Each line starts with a capital letter; commas are used between verbs and adjectives; no punctuation at the end of lines. 	
Haikus	<ul style="list-style-type: none"> • The mood of a haiku is generally serious (with the exception of the senryu form), and can relate to many themes, including nature or love. • The line structure is as follows: <ul style="list-style-type: none"> o Line 1: 5 syllables; o Line 2: 7 syllables; o Line 3: 5 syllables. 	<ul style="list-style-type: none"> • Ask children to select rhyming words to end lines 1 and 3.
Free Verse	Free verse does not follow a set syllable pattern or rhyme scheme. It may be written on a range of themes.	<ul style="list-style-type: none"> • Ask children to include language devices, such as similes and alliteration.