

Poetry Curriculum 2020-2021

Year 3 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 3, children should be taught to read, write and perform the following types of poetry:

- Clerihews; • Limericks; • Free Verse

Type of Poetry	Features	Ensuring Challenge for All
Clerihews E.g. Billy Jones wears a hat, Even though his head is fat, In sun his head gets very hot, Billy doesn't care a jot.	<ul style="list-style-type: none"> • A clerihew is four lines in length and includes rhyming couplets (AABB) • The subject of the poem is typically a character who is named on one of the lines. • The mood of this type of poem is comic. 	<ul style="list-style-type: none"> • Ask children to vary the rhyme scheme to either ABCB or ABAB
Limericks E.g. There was an old lady called Mary, Whose face was incredibly hairy,	<ul style="list-style-type: none"> • The poem is five lines in length and follows the rhyme scheme AABBA. • The line structure is as follows: <ul style="list-style-type: none"> o Line 1: 7-10 syllables (3 stressed); o Line 2: 7-10 syllables (3 stressed); 	<ul style="list-style-type: none"> • Provide scaffolding with gapped words for lower attainers. • Ask children to write in nonsense style, considering how their nonsense

<p>Just on a whim She gave it a trim And now she isn't as scary.</p>	<p>o Line 3: 5-7 syllables (2 stressed) ; o Line 4: 5-7 syllables (2 stressed); o Line 5: 7-10 syllables (3 stressed). • 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 type of poem is comic, and it can even be nonsense.</p>	<p>words could be similar to real words to suggest meaning. • Ask children to devise a limerick around a given theme.</p>
<p>Free verse</p>	<p>Choose an imaginative and interesting starting point: • a first hand experience – observing butterflies, looking at a candle flame, studying feathers with magnifying glasses; • objects – skeleton leaves, marbles, hands, trees, watches, a clock, a ship-in-a-bottle; • art – drawing before writing, postcards/posters of paintings, music, sculptures, film clips, photos, dance; • locations – churchyard, building site, sea front, deserted house; • collections – buttons, shoes, stamps, coins, fruit, leaves, pieces of bark;</p>	<p>• Ask the children to invent new similes. • Experiment with word play.</p>