



Poetry Plan

Hand in hand, fulfilling our potential.

Through sharing, reading, writing and performing rhymes and poems, we aim to build children's emotional connection to language and the world around us. Poems are used throughout our curriculum to develop vocabulary, fluency and prosody, imagination and empathy. We also encourage children to review poetry – to form opinions about their own likes and dislikes and to understand and explain their preferences and respect the thoughts and feelings of others.



We are committed as a school to developing a love of reading and to reading aloud each day. Alongside our class picture books, novels and non-fiction books, we have poetry books to be shared throughout the year. Of course, teachers can add to the core books to further develop children's exposure and enjoyment of poetry.

We have identified a core set of poems for each year group. Each year group will learn by heart two poems to be performed for assembly or to be shared with parents or visitors. Children will also be encouraged to revisit poems previously learnt.

Each year group will encounter a varied selection of poems when used in reading lessons, where vocabulary and meaning can be explored and explained, together with the development of children's wider reading skills.

Poetry also forms part of our writing curriculum and each year group has two forms of poetry to explore and create. This allows children the opportunity to learn more about particular structures of poetry and allows them to write their own poems using a wide range of poetic devices. Children are encouraged to perform their own poetry alongside the poems learnt by their year group.

We also seek opportunities throughout the year for children to watch or hear poets reciting and discussing their own work.

| EYFS   |   |
|--|---|
| Poems to Share   | Rhymes, Poems and Songs to Perform  |
| <p>Poems Out Loud - L Stansfield</p>            | <p>One per half term to learn by heart and perform</p> <p><b><u>Nursery</u></b></p> <p>Head, shoulders, knees and toes<br/> Twinkle, Twinkle Little Star<br/> Put your coat on<br/> If you go down to the woods today<br/> Mary, Mary Quite Contrary<br/> Row, Row, Row Your Boat</p> <p><b><u>Reception</u></b></p> <p>Dingle, Dangle Scarecrow<br/> Bonfire Night Poem (To the tune of Wheels on the Bus)<br/> The Penguin by Roxanne Williams<br/> Nut Tree by Julia Donaldson<br/> We have a little garden by Beatrix Potter<br/> 5 Little Cars by Sue Eilers and Mary Marshall</p> |
| <p>Zim Zam Zoom - J Carter &amp; N Colton</p>  |   |

## EYFS Rhymes, Songs and Poems to Perform

### Head, Shoulders, Knees and Toes

Head, Shoulders, Knees and Toes  
 Knees and Toes x 2  
 And eyes, and ears, and mouth and nose.  
 Head, Shoulders, Knees and Toes.

### Twinkle, Twinkle Little Star

Twinkle, twinkle, little star  
 How I wonder what you are  
 Up above the world so high  
 Like a diamond in the sky  
 Twinkle, twinkle little star  
 How I wonder what you are  
 When the blazing sun is gone  
 When he nothing shines upon  
 Then you show your little light  
 Twinkle, twinkle, all the night  
 Twinkle, twinkle, little star  
 How I wonder what you are

### Put Your Coat On

Put on your shoes, your shoes, your shoes.  
 Put on your shoes, your shoes, your shoes.  
 Put on your shoes.  
 Let's go outside.  
 Hurry up. Hurry up. Hurry hurry up.

Put on your jacket, your jacket, your jacket.  
 Put on your jacket, your jacket, your jacket.  
 Put on your jacket.  
 Let's go outside.  
 Hurry up. Hurry up. Hurry hurry up.

Put on your scarf, your scarf, your scarf.  
 Put on your scarf, your scarf, your scarf.  
 Put on your scarf.  
 Let's go outside.  
 Hurry up. Hurry up. Hurry hurry up

### If You Go Down to the Woods Today

If you go down to the woods today  
 You're sure of a big surprise  
 If you go down to the woods today  
 You better go in disguise  
 For every bear that ever there was  
 Will gather there for certain because  
 Today's the day the teddy bears have their picnic  
 Every teddy bear who's been good  
 Is sure of a treat today  
 There's lots of marvelous things to eat  
 And wonderful games to play  
 Beneath the trees, where nobody sees  
 They'll hide and seek as long as they please  
 Cause that's the way the teddy bears have their picnic  
 Picnic time for teddy bears  
 The little teddy bears are having a lovely time today  
 Watch them, catch them unawares  
 And see them picnic on their holiday  
 See them gaily gad about  
 They love, to play and shout, they never have any cares  
 At six o'clock their mommies and daddies  
 Will take them home to bed  
 Because they're tired little teddy bears  
 If you go down in the woods today  
 You better not go alone  
 It's lovely down in the woods today  
 But safer to stay at home  
 For every bear that ever there was  
 Will gather there together because  
 Today's the day the teddy bears have their picnic  
 Today's the day the teddy bears have their picnic

### Mary, Mary Quite Contrary

Mary, Mary, quite contrary  
 How does your garden grow?  
 With silver bells and cockleshells  
 And pretty maids all in a row  
 And pretty maids all in a row  
 Mary, Mary, quite contrary  
 How does your garden grow?  
 With silver bells and cockleshells  
 And pretty maids all in a row  
 And pretty maids all in a row

### Row, Row, Row Your Boat

Row, row, row your boat  
 Gently down the stream  
 Merrily merrily, merrily, merrily  
 Life is but a dream

### Dingle, Dangle Scarecrow

When all the cows were sleeping  
 And the sun had gone to bed

### Bonfire Night Poem

The rockets in the sky go swish, bang, swish.  
 Swish, bang, swish (x 2)  
 The rockets in the sky go swish, bang, swish.

### The Penguin

I am a bird you know quite well,  
 All dressed in black and white.

### We have a little garden

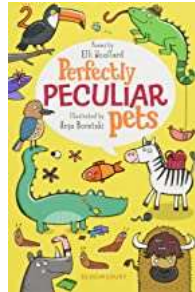
We have a little garden,  
 A garden of our own,  
 And every day we water there

|  |  |   |  |
|--|--|---|--|
| <p>Up jumped the scarecrow<br/>And this is what he said</p> <p>I'm a dingle, dangle scarecrow<br/>With a flippy, floppy hat<br/>I can shake my hands like this<br/>I can shake my feet like that</p> <p>When all the hens were roosting<br/>And the moon behind a cloud<br/>Up jumped the scarecrow<br/>And shouted very loud</p> <p>I'm a dingle, dangle scarecrow<br/>With a flippy, floppy hat<br/>I can shake my hands like this<br/>I can shake my feet like that</p> | <p>On Bonfire Night</p> <p>The Catherine wheels spin round and round.<br/>Round and round (x 2)<br/>The Catherine wheels spin round and round.<br/>On Bonfire Night<br/>The jumping jacks go jump, bang, jump.<br/>Jump, bang, jump (x 2)<br/>The jumping jacks go jump, bang, jump.<br/>On Bonfire Night.</p> | <p>And even though I do have wings<br/>They're not designed for flight.</p> <p>I waddle, waddle, waddle,<br/>On my funny little feet.<br/>Across the icy snow I go<br/>To find a fishy treat!</p> <p><b>Nut Tree</b></p> <p>Small, brown, hard, round,<br/>The nut is lying underground.</p> <p>Now a shoot begins to show.<br/>Now the shoot begins to grow.</p> <p>Tall, taller, tall as can be,<br/>The shoot is growing into a tree.</p> <p>And branches grow, and stretch and spread<br/>With twigs and leaves above your head.</p> <p>And on a windy autumn day<br/>The nut tree bends, the branches sway,</p> <p>The leaves fly off and whirl around,<br/>And nuts go tumbling to the ground:<br/>Small, brown, hard, round.</p> | <p>The seeds that we have sown.</p> <p>We love our little garden,<br/>And tend it with such care,<br/>You will not find a faced leaf<br/>Or blighted blossom there.</p> <p><b>5 Little Cars</b></p> <p>One little car,<br/>Going to the zoo,<br/>Met another car,<br/>Then there were two.</p> <p>Two little cars<br/>Driving by the sea.<br/>One drove up from the beach,<br/>Then there were three.</p> <p>Three little cars<br/>Driving by the store,<br/>Another pulled out,<br/>Then there were four.</p> <p>Four little cars<br/>Out for a drive.<br/>Another car joined them,<br/>Then there were five.</p> |
|--|--|---|--|

Year 1/2 Year A

Poems to Share

Perfectly Peculiar Pets -  
E Woollard & A Boretzki



A First Book of the Sea -  
N Davies & E Sutton



Poems to Perform

Water  
- Shirley Hughes

Cats Sleep Anywhere –  
Eleanor Farjeon

Poems to Read

Spaghetti! Spaghetti!  
- Jack Prelutsky

Feasts  
– Shirley Hughes

Poems to Write

Concrete

A concrete poem is written in the shape of its subject. As form is the highest consideration here sometimes the poems consist of single words describing their subject rather than complete lines.

Rhyming

Rhyming patterns can be in couplets where pairs of lines rhyme or can be alternate where every other line rhymes.

**Year 1/2 Year A: Poems to Perform**

Water – Shirley Hughes

I like water.  
The shallow, splashy, paddly kind,  
The hold-on-tight-it's-deep kind.

Slosh it out of buckets,  
spray it all around.

I do like water.

Rickety Train Ride - Tony Mitton

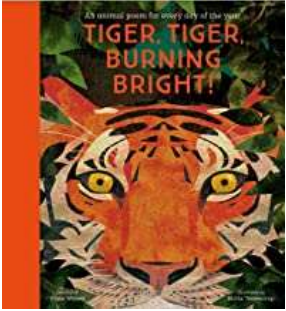
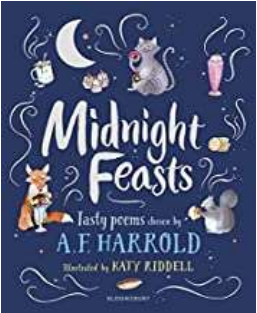
I'm taking the train to Ricketywick  
Clickety clickety clack

I'm sat in my seat  
With a sandwich to eat  
As I travel the trickety track.

It's an ever so rickety trickety train,  
And I honestly thickety think

That before it arrives  
At the end of the line  
It will tip up my drippety drink.

Year 1/2 Year B

| Poems to Share  | Poems to Perform   | Poems to Read   | Poems to Write  |
|---|--|---|---|
| <p>Tiger Tiger Burning Bright<br/>- Fiona Waters</p>  <p>Midnight Feasts: Tasty poems chosen<br/>by A.F. Harrold</p>  | <p>Daddy Fell into The Pond –<br/>Alfred Noyes</p> <p>From a Railway Carriage –<br/>Robert Louis Stevenson</p> <p>Rickety Train Ride<br/>- Tony Mitton</p> | <p>Footprints in the Sand – B Williams</p> <p>A Tiny Burning Flame - Unknown</p> <p>Owl and the Pussy Cat – E Lear</p> <p>My Lonely Garden from Take off<br/>Your Brave<br/>– Nadim (aged 4)</p> <p>Cobwebs - Unknown</p> | <p>Diamante</p> <p>A diamante is an unrhymed seven-line poem. The first and seventh line of the poem have one word and this word is a noun. The second and sixth lines have two words and these are adjectives connected to the first noun. The third and fifth lines have three words and these are verbs. The fourth line has four words and these are nouns.</p> <p>Acrostic</p> <p>An acrostic is a poem in which the first letters of each line spell out a word or phrase. Usually, the first letter of each line is capitalised. Acrostics do not have to rhyme and there is not set length or rhythm for each line.</p> |

## Year 2: Poems to Perform

When Daddy Fell into the Pond – Alfred Noyes

Everyone grumbled. The sky was grey.  
We had nothing to do and nothing to say.  
We were nearing the end of a dismal day,  
And there seemed to be nothing beyond,  
THEN

*Daddy fell into the pond!*

And everyone's face grew  
merry and bright,  
And Timothy danced for sheer delight.  
"Give me the camera, quick, oh quick!  
He's crawling out of the duckweed!"  
*Click!*

Then the gardener suddenly  
slapped his knee,  
And doubled up, shaking silently,  
And the ducks all quacked  
as if they were daft,  
And it sounded as if the old drake laughed.  
Oh, there wasn't a thing that didn't respond  
WHEN  
*Daddy fell into the pond!*

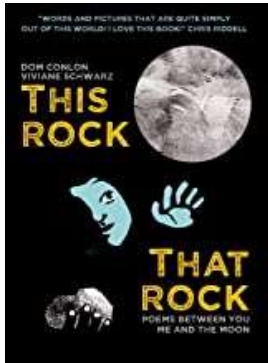
Cats Sleep Anywhere – Eleanor Farjeon

Cats sleep, anywhere,  
Any table, any chair  
Top of piano, window-ledge,  
In the middle, on the edge,  
Open drawer, empty shoe,  
Anybody's lap will do,  
Fitted in a cardboard box,  
In the cupboard, with your frocks-  
Anywhere! They don't care!  
Cats sleep anywhere.

Year 3/4 Year A

Poems to Share

This Rock, That Rock - D Conlon



Stars with Flaming Tails - Valerie Bloom



Poems to Perform

The Sound Collector - Roger McGough

The Adventures of Isabel - Ogden Nash

Poems to Read

The Dragon of Andor – Reading Explorers

Mr Moore – David Harmer

Ghost in the Garden - Berlie Doherty

The Small Dragon - Brian Patten

If Anger was an Animal - The Emotional Menagerie

The Witch of Axon - Reading Explorers

My Brother Might be Bigfoot- Kenn Nesbitt

Poems to Write

List

A list poem collects content in a list form. It can be purely a list without any transitional phrases. List poems don't have any fixed rhyme or rhythmic pattern – this is the poet's choice.

Clerihew

A clerihew is usually a humorous poem written about a specific person. It is a four-line comic verse with two rhyming pairs of lines with the rhyme scheme AABB. The First line of the poem will include the name of the person about whom the verse is written.

### Year3/4 Year A: Poems to Perform

The Sound Collector – Roger McGough

A stranger called this morning  
Dressed all in black and grey  
Put every sound into a bag  
And carried them away

The whistling of the kettle  
The turning of the lock  
The purring of the kitten  
The ticking of the clock  
The popping of the toaster  
The crunching of the flakes  
When you spread the marmalade  
The scraping noise it makes

The hissing of the frying pan  
The ticking of the grill  
The bubbling of the bathtub  
As it starts to fill  
The drumming of the raindrops  
On the windowpane  
When you do the washing-up  
The gurgle of the drain

The crying of the baby  
The squeaking of the chair  
The swishing of the curtain  
The creaking of the stair

A stranger called this morning  
He didn't leave his name  
Left us only silence  
Life will never be the same

The Adventures of Isabel – Ogden Nash

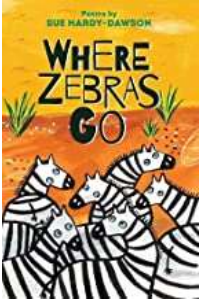
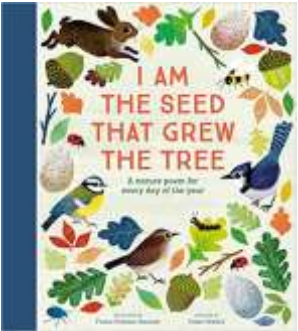
Isabel met an enormous bear,  
Isabel, Isabel, didn't care,  
The bear was hungry, the bear was ravenous,  
The bear's big mouth was cruel and cavernous.  
The bear said, Isabel, glad to meet you,  
How do, Isabel, now I'll eat you!

Isabel, Isabel, didn't worry,  
Isabel didn't scream or scurry.  
She washed her hands and she straightened her hair up,  
Then Isabel quietly ate the bear up.

Once in a night as black as pitch  
Isabel met a wicked old witch.  
The witch's face was cross and wrinkled,  
The witch's gums with teeth were sprinkled.  
Ho, ho, Isabel! the old witch crowed,  
I'll turn you into an ugly toad!

Isabel, Isabel, didn't worry,  
Isabel didn't scream or scurry,  
She showed no rage and she showed no rancor,  
But she turned the witch into milk and drank her

Year 3/4 Year B

| Poems to Share   | Poems to Perform  | Poems to Read  | Poems to Write  |
|--|---|--|---|
| <p>Where Zebras Go – S Hardy-Dawson</p>  <p>I Am the Seed That Grew the Tree -<br/>F Waters &amp; F Preston-Gannon</p>  | <p>Granny’s Sugarcake – John Lyons</p> <p>From a Railway Carriage – R L Stevenson</p> | <p>It Couldn’t Be Done - Edgar A Guest</p> <p>Hey Diddle Diddle</p> <p>The Jaberwocky – Lewis Carroll</p> <p>The Romans in Britain- Judith Nicholls</p> <p>Lions- Joshua Morton</p> <p>Cricket Song- Solveig Paulson Russell</p> | <p>Kennings</p> <p>Kennings are a means of referring to people or objects without naming them directly. A Kenning names something by describing its qualities in a two-word compound expression (often consisting of a noun and a verb made into a noun using an -er ending). Kennings can be developed into a poem or a riddle.</p> <p>Free Verse</p> <p>Free verse poems have no rhyming structure and often don't have a particular rhythm or syllable patterns. Poets use line breaks, punctuation and the use of shorter and longer lines to convey meaning.</p> |

Year 3/4 Year B: Poems to Perform

Granny's Sugarcake – John Lyons

Sugarcake!  
Sugarcake!  
Ah chile sweetie ting  
a Trini granny could mek:

She grate de coconut,  
put sugar in ah hot pot.  
When it bubble-up like crazy  
she stir in de coconut;  
den she drop in some clove,  
ah piece of cinnamon,  
an few drops ah vanilla.

She screwin up she face,  
keepin she yeye pon it.  
She stirrin it,  
she stirrin it  
an she whole body shakin-up;  
ah tellin yuh, meh Granny got riddum.

Wen de sugarcake ready,  
she spoon it out  
on greaseproof paper,

an is den meh mout begin to water  
but de look meh Granny gimmeh  
tell meh ah got to wait  
fuh it to cool down good.

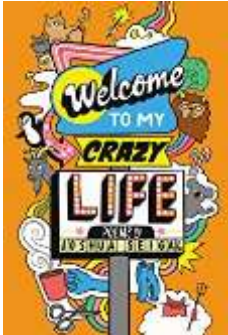
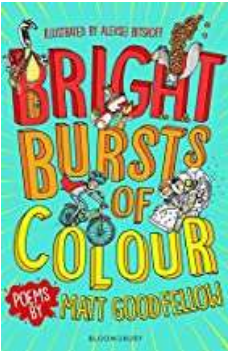
Sugarcake!  
Sugarcake!  
How ah love de sugarcake  
meh Granny does mek

From a Railway Carriage – R L Stevenson

Faster than fairies, faster than witches,  
Bridges and houses, hedges and ditches;  
And charging along like troops in a battle,  
All through the meadows the horses and cattle:  
All of the sights of the hill and the plain  
Fly as thick as driving rain;  
And ever again, in the wink of an eye,  
Painted stations whistle by.

Here is a child who clammers and scrambles,  
All by himself and gathering brambles;  
Here is a tramp who stands and gazes;  
And there is the green for stringing the daisies!  
Here is a cart run away in the road  
Lumping along with man and load;  
And here is a mill and there is a river:  
Each a glimpse and gone for ever!

Year 5/6 Year A

| Poems to Share  | Poems to Perform  | Poems to Read   | Poems to Write  |
|---|---|---|---|
| <p>Welcome to My Crazy Life – J Seigal</p>  <p>Bright Bursts of Colour – M Goodfellow</p>  | <p>Leisure –<br/>W H Davies</p> <p>Walking with My Iguana –<br/>Brian Moses</p> | <p>Storm in a Rainforest –<br/>Sally Garland</p> <p>Autumn leaves –<br/>James Mcinerney</p> <p>The Sky Artist –<br/>Grace Nichols</p> <p>Whispering Waves –<br/>National Poetry Library</p> <p>Twas the night before Christmas -<br/>Clement Clarke Moore</p> <p>A Poem to be Spoken Silently –<br/>Pie Corbett</p> <p>My Grandma's Bonsai Tree –<br/>Ben Mayoh</p> | <p>Haiku (Kensuke's Kingdom)</p> <p>Haiku are seventeen syllable poems with the following structure:<br/>Line 1: 5 syllables<br/>Line 2: 7 syllables<br/>Line 3: 5 syllables<br/>The lines are separate and each contains a new thought. A haiku describes one moment of time. Haiku are visual poems usually about the natural world, and leave the reader with a picture.</p> <p>Blackout</p> <p>Blackout poetry is a form of 'found poetry' where the poet selects words from a printed text and redacts the unwanted words. The chosen words will form a new poem - giving the original text a whole new meaning.</p> |

## Year 5/6 Year A: Poems to Perform and Write

Walking with My Iguana – Brian Moses

I'm walking with my iguana. I'm walking with my iguana.  
When the temperature rises to above eighty-five,  
my iguana is looking like he's coming alive.  
So we make it to the beach,  
my iguana and me,  
then he sits on my shoulder as we stroll by the sea . . .  
and I'm walking with my iguana.

I'm walking with my iguana.  
Well if anyone sees us we're a big surprise,  
my iguana and me on our daily exercise,  
till somebody phones the local police  
and says I have an alligator tied to a leash.



When I'm walking with my iguana.  
I'm walking with my iguana.  
It's the spines on his back that make him look grim,  
but he just loves to be tickled under his chin.  
And I know that my iguana is ready for bed  
when he puts on his pyjamas and lays down his sleepy head.

And I'm walking with my iguana.  
Still walking with my iguana.  
With my iguana...with my iguana...  
and my piranha, and my Chihuahua, and my chinchilla, and my gorilla, my  
caterpillar...  
and I'm walking...with my iguana...with my iguana...with my iguana.

Leisure – William Henry Davies

What is this life if, full of care,  
We have no time to stand and stare?-  
No time to stand beneath the boughs  
And stare as long as sheep or cows:  
No time to see, when woods we pass,  
Where squirrels hide their nuts in grass:  
No time to see, in broad daylight,  
Streams full of stars, like skies at night:  
No time to turn at Beauty's glance,  
And watch her feet, how they can dance:  
No time to wait till her mouth can  
Enrich that smile her eyes began?  
A poor life this if, full of care,  
We have no time to stand and stare.

Year 5/6 Year B

| Poems to Share   | Poems to Perform  | Poems to Read   | Poems to Write   |
|--|---|---|--|
| <p>The Lost Words –<br/>R Macfarlane &amp; J Morris</p>  <p>Belonging Street – M Coe</p>  | <p>The River – Valerie Bloom</p> <p>In Flanders’ Fields – John McCrea<br/>(WW2)</p> | <p>The Book –<br/>Michael Rosen</p> <p>The Highwayman –<br/>Alfred Noyes</p> <p>The Listeners –<br/>Walter de la Mare</p> <p>The Hill We Climb –<br/>Amanda Gorman</p> <p>Raven –<br/>R Macfarlane</p> <p>Cloud Busting –<br/>Malorie Blackman</p> <p>The British –<br/>Ben Zephaniah</p> | <p>Spoken Word</p> <p>Characterized by rhyme, repetition, improvisation, and word play, spoken word poems frequently refer to issues of social justice, politics, race, and community. Spoken word may draw on music, sound, dance, or other kinds of performance to connect with audiences.</p> <p>Narrative</p> <p>Narrative poems tell a story, usually about a very specific moment in time. They can be written in rhyme and with strict rhythmic pattern but are most often in free verse.</p> |

Year 5/6 Year B: Poems to Perform

The River – Valerie Bloom

The River's a wanderer.  
A nomad, a tramp,  
He doesn't choose one place  
To set up his camp.

The River's a winder,  
Through valley and hill  
He twists and he turns,  
He just cannot be still.

The River's a hoarder,  
And he buries down deep  
Those little treasures  
That he wants to keep.

The River's a baby,  
He gurgles and hums,  
And sounds like he's happily  
Sucking his thumbs.

The River's a singer,  
As he dances along,  
The countryside echoes  
The notes of his song.

The River's a monster  
Hungry and vexed,  
He's gobbled up trees  
And he'll swallow you next.

In Flanders' Fields – John McCrea

In Flanders' fields the poppies blow  
Between the crosses, row on row,  
That mark our place; and in the sky  
The larks, still bravely singing, fly  
Scarce heard amid the guns below.

We are the Dead. Short days ago  
We lived, felt dawn, saw sunset glow,  
Loved and were loved, and now we lie  
In Flanders fields.

Take up our quarrel with the foe:  
To you from failing hands we throw  
The torch; be yours to hold it high.  
If ye break faith with us who die  
We shall not sleep, though poppies grow  
In Flanders fields.