



Raglan Primary School Poetry Curriculum

Year 1

Type of Poetry	Features	Added Depth	Suggested Poems/Themes	Take one poet
Acrostics	<ul style="list-style-type: none"> ★ The first or last letter in each line spells out a word. ★ The acrostic links to a given theme e.g. winter. ★ Lines usually end with a comma. 	<ul style="list-style-type: none"> ★ Children could spell out a word using the last letter of each line. ★ Children could include a rhyme. ★ Children could add further description within their poem. 	<ul style="list-style-type: none"> ★ Seasons ★ Animals 	Julia Donaldson <ul style="list-style-type: none"> ★ Crazy Mayonnaisy Mum ★ Wriggle and Roar ★ Shuffle and Squelch
Calligrams/Shape Poems	<ul style="list-style-type: none"> ★ The poem usually describes an object. ★ The poem is presented in the shape of the object that it is describing. ★ The layout may either be with words inside the shape or around the outline of the shape. 	<ul style="list-style-type: none"> ★ Children could have a consistent number of syllables in each line. ★ Children could include language devices such as similes or alliteration. 	<ul style="list-style-type: none"> ★ Toys (teddies, kites) ★ Transport ★ Food 	
Riddles	<ul style="list-style-type: none"> ★ The poem describes an object, but does not name it. ★ The last line usually addresses the reader with a question e.g. <i>What is it?</i> or <i>Can you guess what I could be?</i> ★ The mood of the poem is light-hearted. 	<ul style="list-style-type: none"> ★ Children could write a riddle in either the first person or third person. ★ Children could use rhyming couplets. 	<ul style="list-style-type: none"> ★ Seasons ★ Animals ★ Toys ★ Food 	



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Year 2

Type of Poetry	Features	Added Depth	Suggested Poems/Themes	Take one poet
<p>Diamantes</p> <p>E.g.</p> <p style="text-align: center;">Bike Shiny, quiet Pedalling, spinning, weaving Whizzing round corners Zooming along roads Racing, roaring, speeding Fast, loud Car</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"> ● Line 1: Beginning subject ● Line 2: Two adjectives about line 1 ● Line 3: Three verbs or words ending in –ing about line 1 ● Line 4: A short phrase about line 1 ● Line 5: A short phrase about line 7 ● Line 6: Three verbs or words ending in –ing about line 7 ● Line 7: Two adjective about line 7 ● Line 8: End subject ★ Verbs and adjectives are used in the relevant lines indicated above. ★ Each line starters with a capital letter; commas are used between verbs and adjectives; no punctuation at the end of lines. 	<ul style="list-style-type: none"> ★ Children could use increasingly precise adjectives and verbs in their poems. 	<ul style="list-style-type: none"> ★ Animals 	<p>Roger McGough</p> <ul style="list-style-type: none"> ★ The Sound Collector by Roger McGough ★ The Lost Lost-Property Office by Roger McGough ★ Videos of Roger McGough reading his poems on CLPE Poetryline
<p>Haikus</p> <p>(or Hokku)</p> <p>E.g.</p> <p>The sky is so blue. (5) The sun is so warm up high. (7) I love the summer. (5)</p>	<ul style="list-style-type: none"> ★ The haiku originates from Japan. ★ The mood of the haiku is generally serious and can relate to many themes e.g. nature or love. ★ The line structure is as follows: <ul style="list-style-type: none"> ● Line 1: 5 syllables ● Line 2: 7 syllables ● Line 3: 5 syllables (17 in total) ★ Each line starts with a capital letter. 	<ul style="list-style-type: none"> ★ Children could select rhyming words to end lines 1 and 3. 	<ul style="list-style-type: none"> ★ Plants ★ Animals 	



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Free verse	<ul style="list-style-type: none">★ Free verse does not follow a set syllable pattern or rhyme scheme.★ It may be written on a range of themes.★	★	•	
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Year 3

Type of Poetry	Features	Added Depth/ Additional Support	Suggested Poems/Themes	Take one poet
<p>Clerihews</p> <p>E.g.</p> <p>Mr Smith wears a wig, But for his head it's rather big. In windy weather he was careless. Now Mr Smith's head is hairless.</p>	<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. ★ Each line starts with a capital letter. 	<ul style="list-style-type: none"> ★ Ask children to vary the rhyme scheme to either ABCB or ABAB. 	<ul style="list-style-type: none"> ★ Clerihews by Roger McGough ★ Zoe by John Hegley ★ Link to Charlie and Chocolate Factory or traditional tale characters? 	<p>Michael Rosen</p> <ul style="list-style-type: none"> ★ Videos of Michael Rosen reading his poems on CLPE Poetryline
<p>Limericks</p> <p>E.g.</p> <p>There was an old man with a beard, Who said, 'It is just as I feared, Two owls and a hen, A lark and a wren, Have all built their nests in my beard!</p>	<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"> • Line 1: 7-10 syllables (3 stressed) • Line 2: 7-10 syllables (3 stressed) • Line 3: 5-7 syllables (2 stressed) • Line 4: 5-7 syllables (2 stressed) • 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. 	<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 words could be similar to real words to suggest meaning. ★ Ask children to devise a limerick around a given theme. 		
<p>Free verse</p>	<ul style="list-style-type: none"> ★ 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"> ★ 	<ul style="list-style-type: none"> ★ The Magic Box by Kit Wright 	



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Year 4

Type of Poetry	Features	Added Depth/ Additional Support	Suggested Poems/Themes	Take one poet
<p>Kenning Poems</p> <p>E.g.</p> <p>My Sister</p> <p>Dummy-sucker Teddy-thrower Anything-chewer</p> <p>Kiss-giver Slave-employer Dolly-hugger Calm-destroyer</p> <p>Milk-drinker Nappy-leaker Peace-breaker Scream-shrieker</p> <p>Unlike any other My sister.</p>	<ul style="list-style-type: none"> ★ A kenning is a two word phrase which describes an object, often using a metaphor to do so. ★ Kenning poems are a type of riddle which use kennings to describe something or someone. ★ Each line consists of one kenning. There is no set number of lines in each verse. ★ The kennings should be ordered within the poem with consideration of the impact on the reader. 	<ul style="list-style-type: none"> ★ Ask children to make precise word choices. ★ Encourage children to use language devices, such as metaphors and alliteration. 		<p>Maya Angelou</p>
<p>Tetractys</p> <p>E.g.</p> <p><i>I (1)</i> <i>Am four (2)</i> <i>And I go (3)</i> <i>To big school where (4)</i> <i>I learn to read and write</i> <i>and spell my name. (10)</i></p>	<ul style="list-style-type: none"> ★ The poem is five lines in length. ★ The line structure is as follows: <ul style="list-style-type: none"> • Line 1: 1 syllable • Line 2: 2 syllables • Line 3: 3 syllables • Line 4: 4 syllables • Line 5: 10 syllables ★ There is no set rhyme scheme. ★ Each line starts with a capital letter and only the last line ends with a full stop. 	<ul style="list-style-type: none"> ★ Ask children to write a double tetractys which follows the following line structure: <ul style="list-style-type: none"> • Line 1: 1 syllable • Line 2: 2 syllables • Line 3: 3 syllables • Line 4: 4 syllables • Line 5: 10 syllables • Line 6: 10 syllables • Line 7: 4 syllables • Line 8: 3 syllables • Line 9: 2 syllables 		



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		<ul style="list-style-type: none">• Line 10: 1 syllable		
Free verse	<ul style="list-style-type: none">★ Free verse does not follow a set syllable pattern or rhyme scheme.★ It may be written on a range of themes.	★		



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Year 5

Type of Poetry	Features	Added Depth/ Additional Support	Suggested Poems/Themes	Take one poet
Haikus (or Hokku) E.g. The sky is so blue. (5) The sun is so warm up high. (7) I love the summer. (5)	<ul style="list-style-type: none"> ★ The haiku originates from Japan. ★ The mood of the haiku is generally serious and can relate to many themes e.g. nature or love. ★ The line structure is as follows: <ul style="list-style-type: none"> • Line 1: 5 syllables • Line 2: 7 syllables • Line 3: 5 syllables (17 in total) ★ Each line starts with a capital letter. 	<ul style="list-style-type: none"> ★ Vary the theme to ensure that this style is appropriate for Year 5. ★ Ask children to follow an ABA rhyme scheme. 		John Lyons <ul style="list-style-type: none"> ★ Videos of John Lyons reading his poems on CLPE Poetryline
Senryus	<ul style="list-style-type: none"> ★ The structure of a senryu is identical to that of a haiku. ★ It is three lines in length. ★ The line structure is as follows: <ul style="list-style-type: none"> • Line 1: 5 syllables • Line 2: 7 syllables • Line 3: 5 syllables (17 in total). ★ Each line starts with a capital letter. ★ The last line ends with a full stop; no other punctuation is necessary. ★ Where senryus differ from haikus is in their subject. Senryus are typically about humans rather than concepts such as nature or love. 			
Renga ('linked poem') E.g. The final leaf falls (5) The tree branches are so bare (7) Autumn has arrived (5)	<ul style="list-style-type: none"> ★ Renga poems are written by more than one poet. Poet A would write three lines following the structure below. Poet B would then write the last two lines of the verse following the given structure. This is repeated within a pair or small group until the poem is complete. ★ The line structure is as follows: <ul style="list-style-type: none"> • Line 1: 5 syllables • Line 2: 7 syllables • Line 3: 5 syllables 	<ul style="list-style-type: none"> ★ Ask children to approach a range of themes with different opinions, i.e. a verse from the perspective of someone who dislikes autumn, followed by a verse by someone who likes autumn. ★ Ask children to mirror the structure with a syllable 	<ul style="list-style-type: none"> ★ Planets? 	



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Remember Summer's warm kiss (7) So gentle, it will be missed. (7)	<ul style="list-style-type: none">• Line 4: 7 syllables• Line 5: 7 syllables <ul style="list-style-type: none">★ There is no set rhyme scheme.★ The themes within a verse need to be consistent.★ Each line starts with a capital letter and the last line of each verse ends with a full stop.	pattern of their choosing, e.g. 6, 8, 6, 8, 8.		
Free verse	<ul style="list-style-type: none">★ Free verse does not follow a set syllable pattern or rhyme scheme.★ It may be written on a range of themes.	★	The Highway Man	



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Year 6

Type of Poetry	Features	Added Depth/ Additional Support	Suggest Poem/Theme	Take one poet
<p>Ottava Rima</p> <p>E.g.</p> <p>Quickly did the tiger begin his fast run Over hilly ground you see him fly and leap The passive prey laying grazing in the sun Suddenly its life that it wanted to keep Tiger pounces, quickly getting the job done The prey collapsing in a really big heap Tiger sleeps as night takes over from the day Will we ever see the hunter become prey?</p>	<ul style="list-style-type: none"> ★ It is an Italian style of poetry. ★ It is eight lines in length; each line consists of eleven syllables. ★ The rhyme scheme is ABABABCC. ★ Each line opens with a capital letter. ★ It is optional whether lines end with commas or not. ★ A poem may consist of several verses following the structure above. ★ The last line of the poem may end with a question mark or a full stop. 	<ul style="list-style-type: none"> ★ Ask children to consider the precision of their vocabulary choices. They should use a thesaurus to develop this (linked to Y5 and Y6 writing curriculum objective). 		<p>John Agard</p> <ul style="list-style-type: none"> ★ Videos of John Agard reading his poems on CLPE Poetryline
<p>Iambic Pentameter</p> <p>E.g.</p> <p>Two households, both alike in dignity, In fair Verona, where we lay our scene, From ancient grudge break to new mutiny, Where civil blood makes civil hands unclean. From forth the fatal loins of these two foes</p>	<ul style="list-style-type: none"> ★ Unlike other taught styles, Iambic Pentameter refers to the way in which individual lines are constructed. There are no particular rules about verse length. ★ It is a sequence of ten alternately unstressed and stressed syllables. ★ Children should be encouraged to hear the effect of lines being constructed in this style. 	<ul style="list-style-type: none"> ★ Ask children to consider why characters such as the witches in Macbeth do not deliver their lines following this meter: what does this suggest about the presentation of character? 		



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A pair of star-cross'd lovers take their life.				
Free verse	<ul style="list-style-type: none">★ 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">★ Remembrance poetry★	