



Intent

At Malvern Parish, we are committed to developing a love of reading. Alongside our class picture books, novels and non-fiction books, we are working towards having two or more class poetry books to be shared throughout the year. These are a starting point and teachers may add to the core books throughout the year to further develop children's exposure and enjoyment of poetry.

Through sharing, reading, writing and performing rhymes and poems, we aim to build children's emotional connection to language and help them to discover and develop their God-given gifts and experience the broad riches of the world around us. Each year group will encounter a varied selection of poems 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 from Year 2 onwards, has two forms of poetry to explore and create. This allows children the opportunity to learn more about how poetry can be structured and 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.

Poems are also used throughout our curriculum to develop vocabulary, fluency and prosody, imagination and empathy. Wherever they are encountered in school, our children are urged 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 have identified a core set of poems for each year group. Each year group will learn by heart at least two poems to be performed and shared with their peers, parents or visitors. Children will also be encouraged to revisit poems previously learnt. We also seek opportunities throughout the year for children to watch or hear poets reciting and discussing their own work.

Impact

Developing a poetry friendly classroom and school that inspires, excites and enthuses children and celebrates the value of poetry and language.

Knowing about and being confident to write and read poetry in a range of models. Understanding that there are many forms, shapes and sizes of poetry and it doesn't always have to rhyme!

Providing many and varied opportunities to lift poems from the page and bring them to life

Reading poetry aloud, performing, dramatising, joining in and hearing poets perform their own work.

Encouraging talk about and connecting to children's personal experience, giving children permission and opportunities to share and write about themselves, their feelings and important events using poetic forms.

Developing teachers' knowledge, confidence and expertise in their own poetry repertoire and about the teaching of poetry.

Building poetry into every aspect of the curriculum and not limiting the study or writing of poetry to the literacy curriculum.

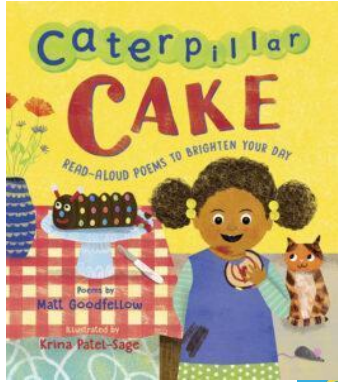
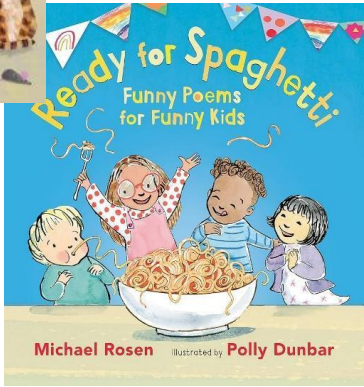
Appreciating that poetry study supports reading, phonics and language development across all year groups.

Working with professional poets so that children can understand the process of poetry creation, performance and presentation.

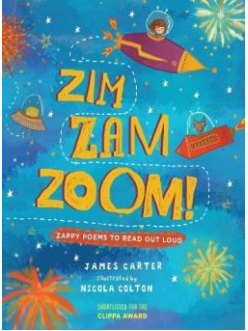
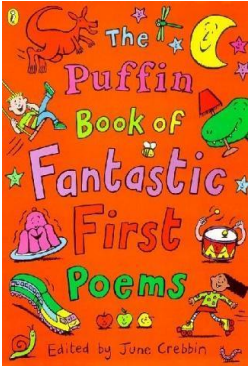
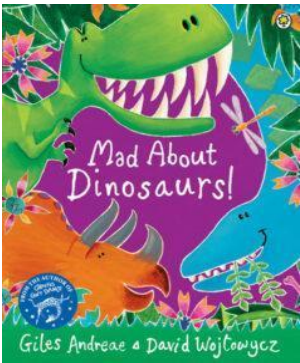
Understanding the importance of art, drama, music and dance to support and enhance children's poetry writing and develop responses.

Giving children's own poetry an audience using a variety of forms.


Implementation

EYFS		
Poems to share	Rhymes, poems and songs to perform	Poems to write
 	<p>Incy Wincy Spider Dingle Dangle Scarecrow Grand Old Duke Humpty Dumpty One, Two, Three, Four, Five, once I caught a fish... Twinkle, Twinkle Wheels On The Bus Row, Row, Row Your Boat... 5 Little Ducks Peter Rabbit had a fly... I'm a little tea pot...</p> <p>Poems to learn off by heart and share... Chop Chop Pancakes I have a little turtle</p>	<p>Acrostic Children will work on their own or in groups to write acrostic poems.</p>
<p>KS1 also learn songs to recite/perform at Harvest and Easter church services. These are performed off by heart (no words) and examples may include two of the following during each service (or similar).</p>		
<p>Harvest Big, Red Combine Harvester – Jared Booth Cauliflowers Fluffy – Elizabeth Hardingham</p>	<p>Easter Spring Chicken – Mark and Helen Johnson Hallelujah! – It's Spring Thing Jesus – Strong and Kind – City Alight</p>	

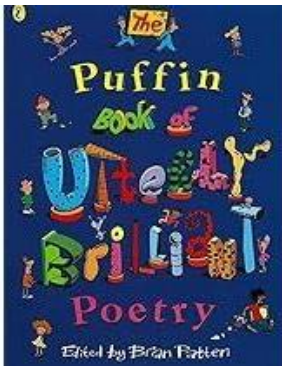
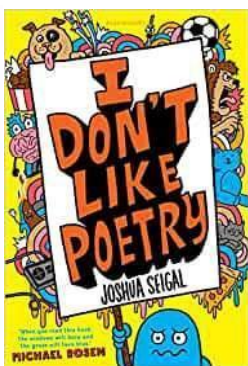
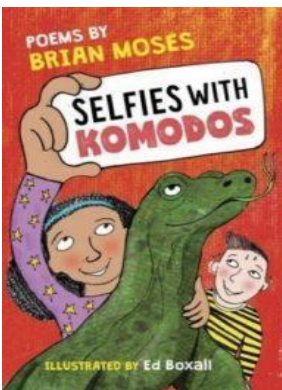
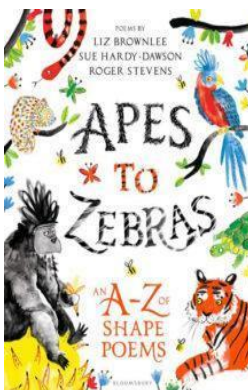
Year 1

Poems to share	Poems to perform	Poems to read	Poems to write
  	<p>Funny Faces (Bodies)</p> <p>Head, Shoulders, Knees and Toes</p> <p>Firework Poem</p> <p>This little piggy</p> <p>If you're happy and you know it</p>	<p>Funny Faces (Bodies)</p> <p>Autumn Woods</p> <p>When Daddy Fell Into The Pond</p> <p>BEwARE! (Animal)</p> <p>Let's Invent A Monster! (Gruffalo)</p> <p>Hey Let's Go! (Traditional stories)</p> <p>Nature Trail</p> <p>People need people</p>	<p>Calligrams A calligram is a form of concrete poetry where individual words take on a shape that reveals their meaning. Example: https://www.ianbland.com/calligrams-are-fun-2/</p> <p>Riddles A riddle is a type of word puzzle where ambiguous clues to an object or person's identity are offered requiring the reader to work out an answer. Example: https://poetry4kids.com/news/writing-riddles/</p> <p>Senses poems (Spring or Summer) e.g. the flowers smell beautiful the grass feels soft and comfortable</p>
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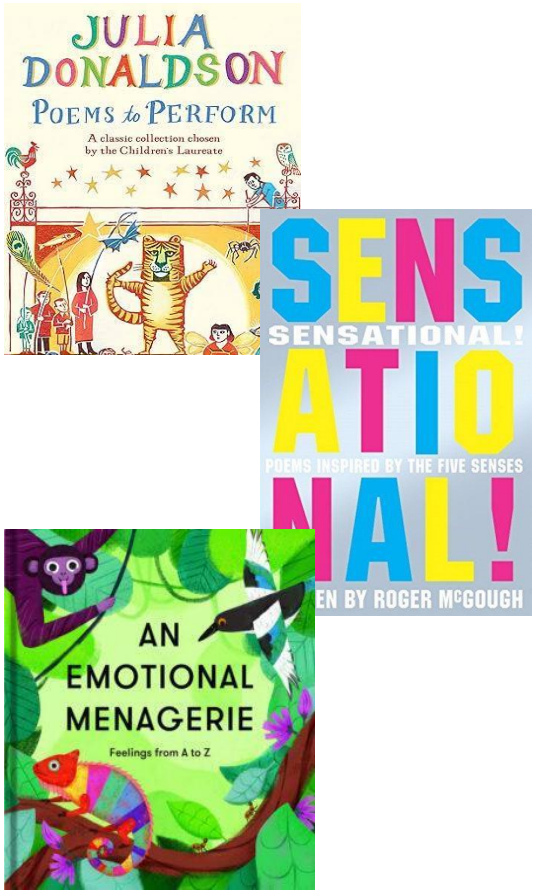
Year 2

Poems to share	Poems to perform	Poems to read	Poems to write
	<p>Poems to Whisper - Tickle Breath - Joseph Coelho and Daniel</p> <p>Animals - Joseph Coelho and Daniel Gray-Barnett</p> <p>The Master of Puppets - Joseph Coelho and Daniel Gray-Barnett</p>	<p>Missing: Daisy - James Carter</p> <p>Pirate Pete - James Carter</p> <p>Recipe For This Boy - Joseph Coelho and Daniel Gray-Barnett</p>	<p>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. Example: https://clpe.org.uk/poetry/poems/schooltomorrow-excuses-mum</p> <p>Diamante 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. Example: https://poetry4kids.com/?s=diamante+</p> <p>Similes This will serve as an introduction to figurative language used in poetry and wider literacy.</p>
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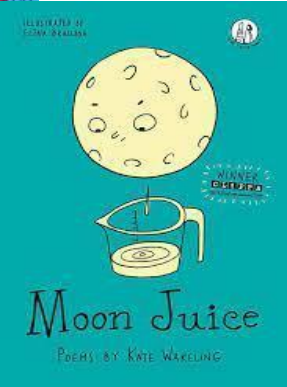


Year 3

Poems to share	Poems to perform	Poems to read	Poems to write
   	<p>The Sea Ghosts - Brian Moses</p> <p>Whale by Sue Hardy-Dawson</p> <p>Please Mrs Butler - Alan Ahlberg</p> <p>Adventures of Isabel - Ogden Nash</p>	<p>Chocolate Cake - Michael Rosen</p> <p>Not a Care in the World</p> <p>Brothers - Joshua Siegal Difficult - Matt Goodfellow</p> <p>Concrete - Don't Call Out</p> <p>The Mouse's Tale - Lewis Carroll</p> <p>Sun and Moon - Jan Alison</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. Example: https://poetryzone.co.uk/childrensarchive/kennings/</p> <p>Concrete</p> <p>Concrete poetry—sometimes also called 'shape poetry'—is poetry whose visual appearance matches the topic of the poem. The words form shapes which illustrate the poem's subject as a picture, as well as through their literal meaning. Example: https://poetry4kids.com/?s=concrete</p>
<p>KS2 also learn songs to recite/perform at Harvest, Christmas and Easter church services. These are performed off by heart (no words) and examples may include the following during each service (or similar).</p>			
<p>Harvest</p> <p>Let's Harvest Let's Celebrate Because It's Harvest Thank Your Lucky Stars All Things Bright and Beautiful</p>	<p>Christmas</p> <p>No Christmas Trees Gloria, Gloria Ding, Dong Merrily on High We Three Kings of Orient Are</p>	<p>Easter</p> <p>How It All Began Clap Your Hands, Shout For Joy The Time This Is Amazing Grace</p>	

Year 4

Poems to share	Poems to perform	Poems to read	Poems to write
 <p>The image shows three book covers. The top one is 'Julia Donaldson Poems to Perform' with a colorful illustration of a tiger and other animals. The middle one is 'Sensational! Poems Inspired by the Five Senses' by Roger McGough, with large colorful letters. The bottom one is 'An Emotional Menagerie' by Roger McGough, featuring a monkey, a bird, and a fish.</p>	<p>The Sound Collector - Roger McGough</p> <p>Ears Hear - Lucia M. & James L. Humes Jr</p> <p>From A Railway Carriage - Robert Louis Stephenson</p> <p>On The Ning Nang Nong - Spike Milligan</p>	<p>The Jaberwocky - Lewis Carroll</p> <p>Mrs Skunk Writes A Letter To The Press - John Agard</p> <p>Gregory Gruber - Marian Swinger</p>	<p>Cinquains Cinquains are five lines long. They have 2 syllables in the first line, 4 in the second, 6 in the third, 8 in the fourth line, and just 2 in the last line. Cinquains do not need to rhyme, but can do so. Example: https://poetry4kids.com/?s=cinquain</p> <p>Free Verse 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. Example: https://clpe.org.uk/poetry/poems/raindance https://poetry4kids.com/?s=free+verse</p> <p>MORERAPS – Joseph Coelho</p> <p>Repetition These poems repeat individual words, phrases, lines, or entire stanzas.</p>
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<p>Harvest Let's Harvest Let's Celebrate Because It's Harvest Thank Your Lucky Stars All Things Bright and Beautiful</p>	<p>Christmas No Christmas Trees Gloria, Gloria Ding, Dong Merrily on High We Three Kings of Orient Are</p>	<p>Easter How It All Began Clap Your Hands, Shout For Joy The Time This Is Amazing Grace</p>	

Year 5

Poems to share	Poems to perform	Poems to read	Poems to write
   	<p>Charge of The Light Brigade - Alfred, Lord Tennyson</p> <p>Walking With My Iguana - Brian Moses</p> <p>A Letter to Summer - Joshua Seigal</p>	<p>In Flanders' Fields - John McCrae (Remembrance Day)</p> <p>Here Dead We Lie Because We Did Not Choose - A. E. Hausman</p> <p>Dulce Et Decorum Est - Wilfred Owen</p> <p>In The Bleak Midwinter - Christina Rosseti</p> <p>Spellbound - Emily Brontë</p> <p>Snow - Walter De La Mare</p>	<p>Narrative Poems Narrative poems tell a story, often using the voices of either a narrator or characters; the entire story may be written in metered verse or free verse. Narrative poems do not need to rhyme.</p> <p>Haiku Haikus are seventeen syllable poems with the following structure: Line 1: 5 syllables Line 2: 7 syllables Line 3: 5 syllables 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 Example: https://poetry4kids.com/?s=haiku</p> <p>Blackout Poetry 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. Example: https://www.ianbland.com/blackoutpoetry/</p>

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Harvest

Let's Harvest
Let's Celebrate Because It's Harvest
Thank Your Lucky Stars
All Things Bright and Beautiful

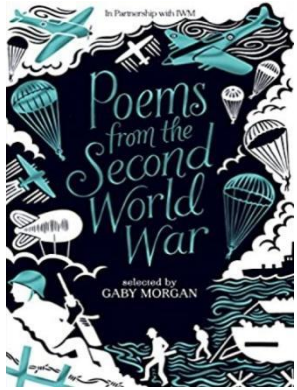
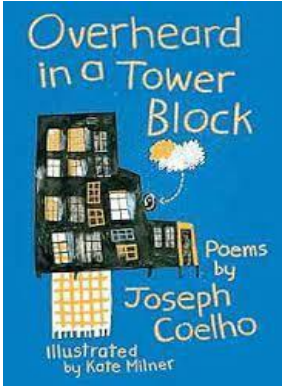
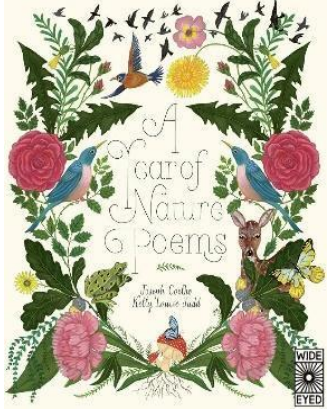
Christmas

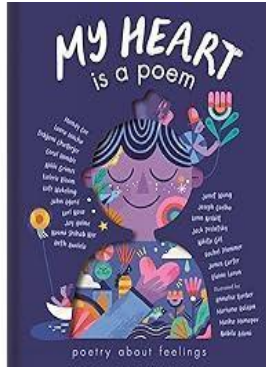
No Christmas Trees
Gloria, Gloria
Ding, Dong Merrily on High
We Three Kings of Orient Are

Easter

How It All Began
Clap Your Hands, Shout For Joy
The Time
This Is Amazing Grace

Year 6

Poems to share	Poems to perform	Poems to read	Poems to write
  	<p>For The Fallen - Robert Binyon</p> <p>Homework! Oh ,Homework! - Jack Prelutsky</p> <p>The Unspeakable Feeling - Kate Wakeling</p> <p>Please Mrs Butler - Allan Ahlberg</p> <p>Stop All The Clocks - WH Auden</p>	<p>For The Fallen - Robert Binyon (for Remembrance Day)</p> <p>The Blackout - Mary Desiree Anderson</p> <p>I've Finished My Blackout - Anon</p> <p>The Click of the Garden Gate - May Hill</p> <p>Dunkirk - Mary Desiree Anderson</p> <p>A Gunner's Day - Anon</p> <p>If - Rudyard Kipling</p> <p>Ages of Man - As You Like It, Shakespeare</p> <p>Snowflakes - Linda A. Copp</p> <p>Snow and Snow - Ted Hughes</p> <p>The Poet -</p>	<p>Poems using imagery and other figurative language</p> <p>Imagery, in a literary or poetic sense, is the author's use of description and vivid language, deepening the reader's understanding of the work, by appealing to the senses. Imagery is often complemented by the use of other poetic devices, such as simile, metaphor, personification, onomatopoeia, etc.</p> <p>https://clpe.org.uk/poetry/poetic-devices/imagery</p> <p>Strict Verse</p> <p>Poems written in strict verse have stanzas of equal length and a repeating rhyme pattern.</p> <p>Example:</p> <p>https://clpe.org.uk/poetry/poems/poet</p> <p>Question and Answer Poems</p> <p>Whilst this is not a traditional poetic structure it is one which poets for children use, often for comic effect. The poem is structured as a dialogue between two people. This kind of poem is lends itself to performance as there are clear roles and voices within it.</p> <p>Example:</p> <p>https://clpe.org.uk/poetry/poems/pleasemrs-butler</p>



Rachel Rooney

Seeker -
Rachel Rooney

The Treasures -
Clare Bevan

Conversation Piece -
Gareth Owen

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