



Poetry Objectives Overviews

EYFS

Children in reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>A Bundle of Rhymes</b> Nursery Rhymes by Mother Goose: Jack be Nimble Hey Diddle Diddle Hickory Dickory Dock Little Miss Muffet</p>	<p><b>Creepy Crawly by Anon &amp; Busy Bugs by James Carter</b> Hey Little Bug by J. Carter Mad about minibeasts by G Andreae and D Wojtowycz</p>	<p><b>Into the Pond!</b> When Daddy Fell into the Pond by Alfred Noyes. I promise I'll be careful by The Literacy Company</p>	<p><b>The Farmyard by A. A. Attwood</b> Rosie's Walk by Pat Hutchins Wriggle and Roar by Julia Donaldson Farmer Duck by Martin Waddell</p>	<p><b>Behold by Mary Kawena Pukui</b> Look! by Grace Nichols</p>	<p><b>Eat Your Peas, Louise! by Pegeen Snow &amp; Dinner-time Rhyme by June Crebbin</b></p>
	<p><b>Outcome - Recite rhymes and use them to build a narrative</b></p>	<p><b>Outcome – Class performance poem</b></p>	<p><b>Outcome - Caption or simple sentence for a class poem</b></p>	<p><b>Outcome - Class poem to be performed for an audience</b></p>	<p><b>Outcome - A class observation poem</b></p>	<p><b>Outcome – Class poem</b></p>
	<p><b>Communication and language</b> <u>Children in reception</u> Begin to understand how to listen carefully and why listening is important Engage in storytimes Learn new vocabulary Articulate their ideas and thoughts Begin to use talk to help work out problems and organise thinking and activities Describe events in some detail Learn rhymes poems and songs</p>	<p><b>Communication and language</b> <u>Children in reception</u> Begin to understand how to listen carefully and why listening is important Engage in storytimes Engage in non-fiction books Learn new vocabulary Articulate their ideas and thoughts Describe events in some detail Learn rhymes poems and songs</p>	<p><b>Communication and language</b> <u>Children in reception</u> Understand how to listen carefully and why listening is important Begin to use vocabulary throughout the day Describe events in some detail Begin to use talk to help work out problems and organise thinking and activities Begin to articulate their ideas and thought in well-formed sentences Learn rhymes poems and songs Listen carefully to rhyme and songs paying attention to how they sound</p>	<p><b>Communication and language</b> <u>Children in reception</u> Understand how to listen carefully and why listening is important Use new vocabulary throughout the day Describe events in some detail Begin to use talk to help work out problems and organize thinking and activities Begin to articulate their ideas and thought in well-formed sentences Learn rhymes poems and songs Listen carefully to rhyme and songs paying attention to how they sound</p>	<p><b>Communication and language</b> <u>Children in reception</u> Use new vocabulary in different contexts Articulate their ideas and thoughts in well-formed sentences Use talk to help work out problems and organize thinking and activities Articulate their ideas and thoughts in well-formed sentences</p>	<p><b>Communication and language</b> <u>Children in reception</u> Use new vocabulary in different contexts Articulate their ideas and thoughts in well-formed sentences Use talk to help work out problems and organize thinking and activities Articulate their ideas and thoughts in well-formed sentences</p>
	<p><b>Reading</b> Children in reception Develop their phonological awareness so that they can spot and suggest rhymes count and clap syllables n a word and recognise words with the same initial sound.</p>	<p><b>Reading</b> Children in reception Develop their phonological awareness so that they can spot and suggest rhymes count and clap syllables n a word and recognise words with the same initial sound.</p>	<p><b>Reading</b> Children in reception Read individual letters by saying the sounds for them <b>Blend sounds into words so that they can read short words made up of known letter-sound correspondence</b></p>	<p><b>Reading</b> Children in reception Read individual letters by saying the sounds for them Blend sounds into words so that they can read short words made up of known letter-sound correspondence <b>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</b></p>	<p><b>Reading</b> Children in reception <b>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</b></p>	<p><b>Reading</b> Children in reception <b>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</b></p>
	<p><b>Writing</b> Children in reception n/a</p>	<p><b>Writing</b> Children in reception n/a</p>	<p><b>Writing</b> Children in reception Form lower case letters correctly <b>Spell words by identifying the sounds and then writing the sound with letter/s</b></p>	<p><b>Writing</b> Children in reception Form lower case letters correctly <b>Spell words by identifying the sounds and then writing the sound with letter/s</b></p>	<p><b>Writing</b> Children in reception Form lower case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letter/s <b>Re-read what they have written to check that it makes sense</b></p>	<p><b>Writing</b> Children in reception Form lower case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letter/s <b>Re-read what they have written to check that it makes sense</b></p>



Poetry Objectives Overviews

Years 1 and 2 Cycle 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Sea Songs</b> When I was One- The Pirate Song (Trad.) A Sailor Went to Sea (Trad.) Pirate Pete by James Carter	<b>There Are No Such Things as Monsters!! by Roger Stevens</b>	<b>If I Had a Beak by The Literacy Company</b>	<b>At the Zoo by W. M. Thackeray</b> Off by Heart by R Steven At the Zoo by W. M. Thackeray Other poems included in the unit	<b>I Spun a Star by John Foster</b> Night Sky by Zoro Weil	<b>Poetry Fruit Salad</b> I Am the Seed that Grew the Tree: A Nature Poem for Every Day of the Year by Fiona Waters: Plum by Tony Mitton Apples by John Siddique If I Were An Apple by Anon
<b>Outcome - Action rhyme and list poem</b>	<b>Outcome - Descriptive poem based on a model</b>	<b>Outcome - Descriptive poem using the senses</b>	<b>Outcome - List poem</b>	<b>Outcome - List poem</b>	<b>Outcome - Senses poem</b>
Poetry keys Play with words e.g. <i>onomatopoeia, rhyme</i> List words and phrases. Use simple language patterns e.g. <i>repetition and rhyme</i>	Poetry keys Create imaginative ideas List words and phrases Use simple language patterns e.g. <i>repetition and rhyme</i>	Poetry keys Play with words e.g. <i>onomatopoeia, rhyme</i> Describe using the senses	Poetry keys Play with words e.g. <i>onomatopoeia, rhyme</i> List words and phrases Use simple language patterns e.g. <i>repetition and rhyme</i>	Poetry keys Create imaginative ideas Describe using the senses	Poetry keys Create imaginative ideas Play with words e.g. <i>onomatopoeia, rhyme</i> Describe using the senses
Writing composition Say out loud what is going to be written about Re-read what they have written to check that it makes sense Discuss what has been written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher	Writing composition Say out loud what is going to be written about Compose a sentence orally before writing it Read aloud their writing clearly enough to be heard by their peers and the teacher	Writing composition Say out loud what is going to be written about Re-read what they have written to check that it makes sense Discuss what has been written with the teacher or other pupils	Writing composition Say out loud what is going to be written about Compose a sentence orally before writing it Re-read what they have written to check that it makes sense Discuss what has been written with the teacher or other pupils	Writing composition Compose a sentence orally before writing it Discuss what has been written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher	Writing composition Compose a sentence orally before writing it Re-read what they have written to check that it makes sense Discuss what has been written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher
Reading Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which can be read independently. Link what is read or heard to own experiences Recognise and join in with predictable phrases. Learn to appreciate rhymes and poems Participate in discussion about what has been read to them.	Reading Link what is read or heard to own experiences Learn to appreciate rhymes and poems Check that the text makes sense	Reading Recognise and join in with predictable phrases Learn to appreciate rhymes and poems Discuss word meanings, linking new meanings to those already known Explain clearly understanding of what is read to them	Reading Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which can be read independently Link what is read or heard to own experiences Learn to appreciate rhymes and poems Recite some rhymes and poems by heart	Reading Discuss word meanings, linking new meanings to those already known Draw on what they already know Check that the text makes sense Check that the text makes sense	Reading Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which can be read independently Link what is read or heard to own experiences Learn to appreciate rhymes and poems Recite some rhymes and poems by heart Explain clearly understanding of what is read to them
Spoken language Build vocabulary Maintain attention and participate actively in collaborative conversations Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently	Spoken language Listen and respond Maintain attention and participate actively in collaborative conversations Speak audibly and fluently	Spoken language Listen and respond Participate in discussions, presentations and performances Use spoken language: speculating, hypothesising, imagining and exploring ideas	Spoken language Listen and respond Build vocabulary Select and use appropriate registers for effective communication Speak audibly and fluently	Spoken language Ask relevant questions Maintain attention and participate actively in collaborative conversations Speak audibly and fluently	Spoken language Listen and respond Ask relevant questions Build vocabulary Articulate and justify answers Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently



Poetry Objectives Overviews

Year 1 and 2 Cycle 2

2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Zebra Question by Shel Silverstein</b> Ten Things Found in a Shipwrecked Sailor's Pocket by Ian McMillan A Menagerie of Animals by A. F. Harrod	<b>The Owl and the Pussycat by Edward Lear</b>	<b>From a Railway Carriage by Robert Louis Stevenson</b> What Can Eye Spy? by The Literacy Company	<b>Night Sounds by Berlie Doherty</b> Questions at Night by Louis Untermeyer	<b>Father and I in the Woods by David McCord</b> The Intruder by James Reeves	<b>Fox by Kathy Henderson</b> Badgers by Richard Edwards Midnight Visitors by Irene Rawnsley
	<b>Outcome - Riddles and List Poem</b>	<b>Outcome - Narrative poem, experimenting with words and patterns</b>	<b>Outcome - Rhyming 'Bird's – Eye View' poem</b>	<b>Outcome - Senses poem</b>	<b>Outcome - Shape poems</b>	<b>Outcome - Descriptive poem</b>
	<b>Poetry keys</b> Use adventurous word choices of nouns, adjectives and verbs to describe observations Use structured language patterns, including simple repeating phrases	<b>Poetry keys</b> Experiment with word e.g. <i>alliteration, humour</i> Use adventurous word choices of nouns, adjectives and verbs to describe observations Use structured language patterns, including simple repeating phrases	<b>Poetry keys</b> Experiment with word e.g. <i>alliteration, humour</i> Use structured language patterns, including simple repeating phrases	<b>Poetry keys</b> Use adventurous word choices of nouns, adjectives and verbs to describe observations Use structured language patterns, including simple repeating phrases	<b>Poetry keys</b> Experiment with word e.g. <i>alliteration, humour</i> Use adventurous word choices of nouns, adjectives and verbs to describe observations	<b>Poetry keys</b> Experiment with word e.g. <i>alliteration, humour</i> Use adventurous word choices of nouns, adjectives and verbs to describe observations
	<b>Writing composition</b> Write poetry Write down ideas, key words, new vocabulary Make simple additions, revisions and corrections Evaluate writing with the teacher and other pupils Proof-read to check for errors in spelling, grammar and punctuation	<b>Writing composition</b> Write poetry Write down ideas, key words, new vocabulary Read aloud with intonation	<b>Writing composition</b> Write poetry Write down ideas, key words, new vocabulary Plan or say aloud what is going to be written about Encapsulate what is to be written, sentence by sentence Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently	<b>Writing composition</b> Write poetry Plan or say aloud what is going to be written about Write down ideas, key words, new vocabulary Read aloud with intonation	<b>Writing composition</b> Write poetry Plan or say aloud what is going to be written about Write down ideas, key words, new vocabulary Evaluate writing with the teacher and other pupils Proof-read to check for errors in spelling, grammar and punctuation	<b>Writing composition</b> Write poetry Plan or say aloud what is going to be written about Write down ideas, key words, new vocabulary Make simple additions, revisions and corrections Evaluate writing with the teacher and other pupils
	<b>Reading</b> Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which can be read independently Discuss and clarify the meanings of words Make inferences on the basis of what is being said and done Answer and ask questions. <b>Participate in discussion about books, poems and other works</b>	<b>Reading</b> Continue to build up a repertoire of poems learnt by heart Check that the text makes sense <b>Participate in discussion about books, poems and other works</b>	<b>Reading</b> Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which can be read independently Discuss and clarify the meanings of words Draw on what is already known or on background information and vocabulary provided by the teacher <b>Explain and discuss understanding of books, poems and other material</b>	<b>Reading</b> Continue to build up a repertoire of poems learnt by heart Answer and ask questions Participate in discussion about books, poems and other works <b>Explain and discuss understanding of books, poems and other material</b>	<b>Reading</b> Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which can be read independently Recognise simple recurring literary language Check that the text makes sense <b>Explain and discuss understanding of books, poems and other material</b>	<b>Reading</b> Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which can be read independently Discuss and clarify the meanings of words <b>Make inferences on the basis of what is being said and done</b>
	<b>Spoken language</b> Listen and respond Build vocabulary Maintain attention and participate actively in collaborative conversations Use spoken language: speculating, hypothesising, imagining and exploring ideas Participate in discussions	<b>Spoken language</b> Give well-structured descriptions, explanations and narratives Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently	<b>Spoken language</b> Listen and respond Ask relevant questions Give well-structured descriptions, explanations and narratives Maintain attention and participate actively in collaborative conversations	<b>Spoken language</b> Listen and respond Build vocabulary Articulate and justify answers Speak audibly and fluently	<b>Spoken language</b> Listen and respond Ask relevant questions Build vocabulary Use spoken language: speculating, hypothesising, imagining and exploring ideas	<b>Spoken language</b> Build vocabulary Speak audibly and fluently Gain, maintain and monitor the interest of the listener(s)



Poetry Objectives Overviews

Years 3 and 4 Cycle 1

3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>The Shell by John Foster</b> Squishy Words by Alistair Reid Sea Shell by Amy Lowell</p>	<p><b>Dance with Me, Autumn by The Literacy Company</b> The Garden year by S Coleridge, Autumn's Begun by A J Roma Frost by V Bloom</p>	<p><b>The River's Tale by Rudyard Kipling (extract)</b> The Fossil by Ogden Nash</p>	<p><b>The Magnificent Bull from the Dinka tribe</b> Leap Like a leopard by John Foster As, as, as by Robert Hull</p>	<p><b>I Saw a Peacock by Anonymous</b> Weeping Willow in My Garden by Ian Serrailier Horse of the Sea by Snorri Sturlason in The Barefoot Book of Earth Poems by Judith Nicholls</p>	<p><b>Apes to Zebras</b> Various animal poems from the above text The Shape I'm In by James Carter</p>
	Outcome - Senses poem	Outcome - Descriptive poem	Outcome - Descriptive poem	Outcome - Dinka-inspired poem	Outcome - Nonsense Poem	Outcome - Shape Poem
	<p>Poetry keys Use language with increasing effect: choices of nouns, adjectives and verbs; alliteration; repetition and rhyme</p>	<p>Poetry keys Use language with increasing effect: choices of nouns, adjectives and verbs; alliteration; repetition and rhyme Create own repeating patterns and use simple forms</p>	<p>Poetry keys Use language with increasing effect: choices of nouns, adjectives and verbs; alliteration; repetition and rhyme Create own repeating patterns and use simple forms</p>	<p>Poetry keys Create similes</p>	<p>Poetry keys Create similes Create own repeating patterns and use simple forms</p>	<p>Poetry keys Use language with increasing effect: choices of nouns, adjectives and verbs; alliteration; repetition and rhyme</p>
	<p>Writing composition Plan writing by discussing the structure, vocabulary and grammar of similar writing Discuss and record ideas Compose and rehearse sentences orally Proof-read for spelling and punctuation errors</p>	<p>Writing composition Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Writing composition Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Compose and rehearse sentences orally Proof-read for spelling and punctuation errors</p>	<p>Writing composition Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Assess the effectiveness of own and others' writing Propose changes to grammar and vocabulary to improve consistency Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Writing composition Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Compose and rehearse sentences orally Proof-read for spelling and punctuation errors</p>	<p>Writing composition Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Assess the effectiveness of own and others' writing Propose changes to grammar and vocabulary to improve consistency Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>
	<p><b>Reading</b> Show understanding through intonation, tone, volume and action Discuss words and phrases that capture the reader's interest and imagination Explain meaning of words in context <b>Identify how language, structure, and presentation contribute to meaning</b></p>	<p><b>Reading</b> Prepare poems and play scripts to read aloud and to perform Show understanding through intonation, tone, volume and action Discuss words and phrases that capture the reader's interest and imagination <b>Explain meaning of words in context</b></p>	<p><b>Reading</b> Use dictionaries to check the meaning of words Discuss words and phrases that capture the reader's interest and imagination Recognise different forms of poetry Explain meaning of words in context <b>Ask questions to improve understanding of a text</b></p>	<p><b>Reading</b> Identify themes and conventions Prepare poems and play scripts to read aloud and to perform Show understanding through intonation, tone, volume and action Discuss words and phrases that capture the reader's interest and imagination Draw inferences such as inferring characters' feelings, thoughts and motives from their actions <b>Identify how language, structure, and presentation contribute to meaning</b></p>	<p><b>Reading</b> Listen to and discuss a wide range of texts Use dictionaries to check the meaning of words Discuss words and phrases that capture the reader's interest and imagination Recognise different forms of poetry <b>Identify how language, structure, and presentation contribute to meaning</b></p>	<p><b>Reading</b> Listen to and discuss a wide range of texts Identify themes and conventions Prepare poems and play scripts to read aloud and to perform Discuss words and phrases that capture the reader's interest and imagination Identify how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction <b>Participate in discussion about books</b></p>
	<p><b>Spoken language</b> Listen and respond Build vocabulary Give well-structured descriptions, explanations and narratives Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently <b>Participate in discussions and role play</b></p>	<p><b>Spoken language</b> Build vocabulary Speak audibly and fluently <b>Gain, maintain and monitor the interest of the listener(s)</b></p>	<p><b>Spoken language</b> Listen and respond Ask relevant questions Build vocabulary <b>Participate in discussions and role play</b></p>	<p><b>Spoken language</b> Listen and respond Build vocabulary Maintain attention and participate actively in collaborative conversations <b>Speak audibly and fluently</b></p>	<p><b>Spoken language</b> Listen and respond Ask relevant questions Build vocabulary Articulate and justify answers <b>Participate in discussions</b></p>	<p><b>Spoken language</b> Listen and respond Ask relevant questions Build vocabulary Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently <b>Consider and evaluate different viewpoints</b></p>



Poetry Objectives Overviews

# Years 3 and 4 Cycle 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Family Album</b> Me and My Brother &amp; other poems online by Michael Rosen Tricks in Quick, Let's get Out of Here by Michael Rosen</p>	<p><b>The Lost Lost-Property Office by Roger McGough</b> Words Are Ours by Michael Rosen</p>	<p><b>The Roman Centurion's Song by Rudyard Kipling (edited extract)</b> The Fossil by Ogden Nash</p>	<p><b>Windrush Child by John Agard</b> Windrush Child by John Agard December by Valerie Bloom</p>	<p><b>Look! by Grace Nichols</b> The Tree in the Wood (Trad.)</p>	<p><b>Look Closely</b> Various haiku by Arakida Moritake Icy Morning Haiku by James Carter Acorn Haiku by Kit Wright Seeds by Walter de La Mare</p>
<p><b>Outcome - Free verse narrative poem</b></p>	<p><b>Outcome – List poem</b></p>	<p><b>Outcome - Cinquain</b></p>	<p><b>Outcome - Free verse, personal narrative poem</b></p>	<p><b>Outcome - A list poem based on a traditional rhyme</b></p>	<p><b>Outcome – A series of haiku</b></p>
<p>Poetry keys Use language with increasing effect: choices of nouns, adjectives, adverbs and verbs; alliteration; hyperbole Create own repeating patterns and experiment with simple forms</p>	<p>Poetry keys Use language with increasing effect: choices of nouns, adjectives, adverbs and verbs; alliteration; hyperbole Create own repeating patterns and experiment with simple forms</p>	<p>Poetry keys Use language with increasing effect: choices of nouns, adjectives, adverbs and verbs; alliteration; hyperbole Create own repeating patterns and experiment with simple forms</p>	<p>Poetry keys Use increasingly effective similes to create imagery Use language with increasing effect: choices of nouns, adjectives, adverbs and verbs; alliteration; hyperbole</p>	<p>Poetry keys Use increasingly effective similes to create imagery Create own repeating patterns and experiment with simple forms</p>	<p>Poetry keys Use language with increasing effect: choices of nouns, adjectives, adverbs and verbs; alliteration; hyperbole Create own repeating patterns and experiment with simple forms</p>
<p>Writing composition Plan writing by discussing the structure, vocabulary and grammar of similar writing Discuss and record ideas. Propose changes to grammar and vocabulary to improve consistency Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Writing composition Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Compose and rehearse sentences orally Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Writing composition Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Propose changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Writing composition Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Compose and rehearse sentences orally Assess the effectiveness of own and others' writing Propose changes to grammar and vocabulary to improve consistency Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Writing composition Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Assess the effectiveness of own and others' writing Proof-read for spelling and punctuation errors</p>	<p>Writing composition Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Compose and rehearse sentences orally Assess the effectiveness of own and others' writing Proof-read for spelling and punctuation errors Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>
<p><b>Reading</b> Prepare poems and play scripts to read aloud and to perform Show understanding through intonation, tone, volume and action Ask questions to improve understanding of a text <b>Identify how language, structure, and presentation contribute to meaning</b></p>	<p><b>Reading</b> Use dictionaries to check the meaning of words Prepare poems and play scripts to read aloud and to perform Show understanding through intonation, tone, volume and action Recognise different forms of poetry Discuss words and phrases that capture the reader's interest and imagination Explain meaning of words in context <b>Ask questions to improve understanding of a text</b></p>	<p><b>Reading</b> Prepare poems and play scripts to read aloud and to perform Discuss words and phrases that capture the reader's interest and imagination Explain meaning of words in context <b>Identify how language, structure, and presentation contribute to meaning</b></p>	<p><b>Reading</b> Use dictionaries to check the meaning of words Prepare poems and play scripts to read aloud and to perform Show understanding through intonation, tone, volume and action Recognise different forms of poetry Discuss words and phrases that capture the reader's interest and imagination Explain meaning of words in context <b>Ask questions to improve understanding of a text</b></p>	<p><b>Reading</b> Recognise different forms of poetry Discuss words and phrases that capture the reader's interest and imagination Explain meaning of words in context <b>Identify how language, structure, and presentation contribute to meaning</b></p>	<p><b>Reading</b> Use dictionaries to check the meaning of words Recognise different forms of poetry Discuss words and phrases that capture the reader's interest and imagination <b>Identify how language, structure, and presentation contribute to meaning</b></p>
<p><b>Spoken language</b> Listen and respond Give well-structured descriptions, explanations and narratives Participate in discussions Gain, maintain and monitor the interest of the listener(s) Select and use appropriate registers for effective communication</p>	<p><b>Spoken language</b> Build vocabulary Gain, maintain and monitor the interest of the listener(s) Select and use appropriate registers for effective communication</p>	<p><b>Spoken language</b> Build vocabulary Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently Participate in discussions</p>	<p><b>Spoken language</b> Build vocabulary Use spoken language: speculating, hypothesising, imagining and exploring ideas Gain, maintain and monitor the interest of the listener(s) Select and use appropriate registers for effective communication</p>	<p><b>Spoken language</b> Listen and respond Build vocabulary Maintain attention and participate actively in collaborative conversations Use spoken language: speculating, hypothesising, imagining and exploring ideas</p>	<p><b>Spoken language</b> Listen and respond Ask relevant questions Build vocabulary Articulate and justify answers Use spoken language: speculating, hypothesising, imagining and exploring ideas</p>



Poetry Objectives Overviews

Years 5 and 6 Cycle 1

5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>The Song of Hiawatha by Henry Wadsworth Longfellow (extract)</b> Hiawatha by Susan Jeffers</p>	<p><b>The Moon</b> Is the moon tired by Christina Rossetti The moon at Knowle Hill by Jackie Kay She walks in beauty by Lord Byron Silver by Walter de la Mare</p>	<p><b>Viking Kennings &amp; Spells</b> Sigrdrifa's Prayer</p>	<p><b>Finding Magic by Eric Finney</b> What is green by Mary O'Neil The Ferns by Gene Baro Great, Wide, Beautiful, Wonderful World by William Brighty Rands Give and take by Roger McGough Leisure by William Henry Davies</p>	<p><b>The Sun in Me by Moira Andrew</b> Solitude by Archibald Lampman I am the song by Charles Causley The Juggler of Day by Emily Dickinson</p>	<p><b>Animals of Africa</b> Good Morning Mr Croco-Doco-Dile by Charles Causley The Rum Tum Tugga by T. S. Eliot Jellicle Cats by T. S. Eliot The Squirrel by Anon</p>
	Outcome - Narrative poem	Outcome - Free verse with refrains and verses	Outcome - Songs and word play: good luck spells	Outcome - Free verse	Outcome - Free verse song	Outcome – Poem using puns and wordplay
	<p>Poetry keys Use a range of descriptive language techniques to create effective imagery e.g. <i>metaphor, simile, playing with word order</i> Experiment with a range of poetry forms</p>	<p>Poetry keys Use a range of descriptive language techniques to create effective imagery e.g. <i>metaphor, simile, playing with word order</i> Experiment with a range of poetry forms</p>	<p>Poetry keys Experiment with metaphor to make effective comparisons Experiment with a range of poetry forms</p>	<p>Poetry keys Experiment with metaphor to make effective comparisons Experiment with a range of poetry forms</p>	<p>Poetry keys Experiment with metaphor to make effective comparisons Use a range of descriptive language techniques to create effective imagery e.g. <i>metaphor, simile, playing with word order</i></p>	<p>Poetry keys Use a range of descriptive language techniques to create effective imagery e.g. <i>metaphor, simile, playing with word order</i> Experiment with a range of poetry forms</p>
	<p>Writing composition Note and develop initial ideas, drawing on reading and research Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Perform own compositions using appropriate intonation, volume and movement</p>	<p>Writing composition Note and develop initial ideas, drawing on reading and research Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Perform own compositions using appropriate intonation, volume and movement</p>	<p>Writing composition Identify the audience for and purpose of writing Use consistent and correct tense Distinguish between the language of speech and writing Choose the appropriate register Perform own compositions using appropriate intonation, volume and movement</p>	<p>Writing composition Note and develop initial ideas, drawing on reading and research Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Perform own compositions using appropriate intonation, volume and movement</p>	<p>Writing composition Identify the audience for and purpose of writing Note and develop initial ideas, drawing on reading and research Enhance meaning through selecting appropriate grammar and vocabulary Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Perform own compositions using appropriate intonation, volume and movement</p>	<p>Writing composition Note and develop initial ideas, drawing on reading and research Enhance meaning through selecting appropriate grammar and vocabulary Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Perform own compositions using appropriate intonation, volume and movement</p>
	<p><b>Reading</b> Read and discuss a wide range of texts Learn poetry by heart. Prepare poems and plays for performance Draw inferences (characters' feelings, thoughts and motives); justify with evidence Summarise main ideas, identifying key details Evaluate authors' language choice Participate in discussion about books. Explain and discuss understanding of reading. <b>Provide reasoned justifications for views</b></p>	<p><b>Reading</b> Identify and discuss themes and conventions Make comparisons within and across books Learn poetry by heart Prepare poems and plays for performance <b>Identify how language, structure and presentation contribute to meaning</b></p>	<p><b>Reading</b> Read and discuss a wide range of texts Identify and discuss themes and conventions Make comparisons within and across books Learn poetry by heart Prepare poems and plays for performance <b>Check sense, discuss understanding and explore meaning of words in context</b></p>	<p><b>Reading</b> Identify and discuss themes and conventions Make comparisons within and across books Learn poetry by heart Prepare poems and plays for performance Check sense, discuss understanding and explore meaning of words in context Identify how language, structure and presentation contribute to meaning <b>Provide reasoned justifications for views</b></p>	<p><b>Reading</b> Read and discuss a wide range of texts Identify and discuss themes and conventions Learn poetry by heart Prepare poems and plays for performance Participate in discussion about books <b>Explain and discuss understanding of reading</b></p>	<p><b>Reading</b> Learn poetry by heart Prepare poems and plays for performance Check sense, discuss understanding and explore meaning of words in context Identify how language, structure and presentation contribute to meaning <b>Evaluate authors' language choice</b></p>
	<p><b>Spoken language</b> Listen and respond Build vocabulary Give well-structured descriptions, explanations and narratives Use spoken language: speculating, hypothesising, imagining and exploring ideas <b>Participate in performances</b></p>	<p><b>Spoken language</b> Listen and respond Build vocabulary Speak audibly and fluently <b>Participate in performances</b></p>	<p><b>Spoken language</b> Ask relevant questions Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently Participate in performances <b>Select and use appropriate registers for effective communication</b></p>	<p><b>Spoken language</b> Listen and respond Build vocabulary Speak audibly and fluently <b>Participate in performances</b></p>	<p><b>Spoken language</b> Build vocabulary Use spoken language: speculating, hypothesising, imagining and exploring ideas <b>Consider and evaluate different viewpoints</b></p>	<p><b>Spoken language</b> Listen and respond Build vocabulary Speak audibly and fluently <b>Participate in performances</b></p>



Poetry Objectives Overviews

Years 5 and 6 Cycle 2

6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Blitz by Mary Désirée Anderson</b> Autumn Blitz by Frances Cornford Bombed Church by Elizabeth Berridge The Black-out by Mary Desiree Anderson Black-out by Valentine Ackland My Friend the Enemy by Dan Smith (Chapter 1)</p>	<p><b>A Tiger in the Zoo by Leslie Norris</b> Tyger, Tyger by M Morgan All the Wild Wonders of our Earth by W Cooling Tell me Tiger by C Bevan Captivating Creature and Captive Creature by Gina Douthwaite</p>	<p><b>Guarding Secrets by the Literacy Company</b> The Secret Garden by Francis Hodgson Burnett</p>	<p><b>The Sea by James Reeves</b> Selected poems from I Am the Seed that Grew the Tree: A Nature Poem for Every Day of the Year by Fiona Waters</p>	<p><b>For Forest by Grace Nichols</b></p>	<p><b>Sonnet Written at the Close of Spring by Charlotte Smith</b> Sonnet 33 by William Shakespeare Sonnet Written at the Close of Spring By Charlotte Smith Plus selected poems from Poems from a Green and Blue Planet edited by Sabrina Mahfouz</p>
	<b>Outcome – Free verse narrative poem</b>	<b>Outcome – Free verse which conveys a message</b>	<b>Outcome – Free verse poem</b>	<b>Outcome – Narrative Poem</b>	<b>Outcome – Free verse poem</b>	<b>Outcome – Narrative Poem in the style of a sonnet</b>
	Poetry keys Experiment with personification to create effective imagery Make effective language choices, drawing on a range of descriptive techniques	Poetry keys Make effective language choices, drawing on a range of descriptive techniques Make authorial choices, selecting from a range of forms, to suit the purpose	Poetry keys Make effective language choices, drawing on a range of descriptive techniques Make authorial choices, selecting from a range of forms, to suit the purpose	Poetry keys Experiment with personification to create effective imagery Make effective language choices, drawing on a range of descriptive techniques	Poetry keys Experiment with personification to create effective imagery Make effective language choices, drawing on a range of descriptive techniques	Poetry keys Experiment with personification to create effective imagery Make effective language choices, drawing on a range of descriptive techniques
	Writing composition Note and develop initial ideas, drawing on reading and research Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Use organisational and presentational devices to structure text Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use consistent and correct tense Perform own compositions using appropriate intonation, volume and movement	Writing composition Identify the audience for and purpose of writing Note and develop initial ideas, drawing on reading and research Enhance meaning through selecting appropriate grammar and vocabulary Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Perform own compositions using appropriate intonation, volume and movement	Writing composition Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Distinguish between the language of speech and writing Choose the appropriate register Perform own compositions using appropriate intonation, volume and movement	Writing composition Note and develop initial ideas, drawing on reading and research Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use consistent and correct tense Perform own compositions using appropriate intonation, volume and movement	Writing composition Identify the audience for and purpose of writing Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Perform own compositions using appropriate intonation, volume and movement	Writing composition Note and develop initial ideas, drawing on reading and research Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Use organisational and presentational devices to structure text Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Perform own compositions using appropriate intonation, volume and movement
	<p><b>Reading</b> Make comparisons within and across books Learn poetry by heart Prepare poems and plays for performance Ask questions to improve understanding Predict from details stated and implied Evaluate authors' language choice <b>Explain and discuss understanding of reading</b></p>	<p><b>Reading</b> Make comparisons within and across books Learn poetry by heart Prepare poems and plays for performance Ask questions to improve understanding Evaluate authors' language choice <b>Explain and discuss understanding of reading</b></p>	<p><b>Reading</b> Identify and discuss themes and conventions Learn poetry by heart Prepare poems and plays for performance Draw inferences (characters' feelings, thoughts and motives); justify with evidence Identify how language, structure and presentation contribute to meaning <b>Participate in discussion about books</b></p>	<p><b>Reading</b> Read and discuss a wide range of texts Identify and discuss themes and conventions Learn poetry by heart Prepare poems and plays for performance Check sense, discuss understanding and explore meaning of words in context Identify how language, structure and presentation contribute to meaning <b>Evaluate authors' language choice</b></p>	<p><b>Reading</b> Identify and discuss themes and conventions Learn poetry by heart <b>Prepare poems and plays for performance</b></p>	<p><b>Reading</b> Identify and discuss themes and conventions Make comparisons within and across books Learn poetry by heart Prepare poems and plays for performance Check sense, discuss understanding and explore meaning of words in context Ask questions to improve understanding Identify how language, structure and presentation contribute to meaning Evaluate authors' language choice <b>Explain and discuss understanding of reading</b></p>



## Poetry Objectives Overviews

<p><b>Spoken language</b> Listen and respond Build vocabulary Maintain attention and participate actively in collaborative conversations Speak audibly and fluently <b>Participate in performances</b></p>	<p><b>Spoken language</b> Listen and respond Build vocabulary Maintain attention and participate actively in collaborative conversations Speak audibly and fluently <b>Participate in performances</b></p>	<p><b>Spoken language</b> Ask relevant questions Build vocabulary Articulate and justify answers <b>Give well-structured descriptions, explanations and narratives</b></p>	<p><b>Spoken language</b> Build vocabulary Maintain attention and participate actively in collaborative conversations Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently <b>Participate in performances and role play</b></p>	<p><b>Spoken language</b> Listen and respond Use spoken language: speculating, hypothesising, imagining and exploring ideas Participate in discussions and performances <b>Gain, maintain and monitor the interest of the listener(s)</b></p>	<p><b>Spoken language</b> Listen and respond Ask relevant questions Build vocabulary Maintain attention and participate actively in collaborative conversations <b>Speak audibly and fluently</b></p>
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