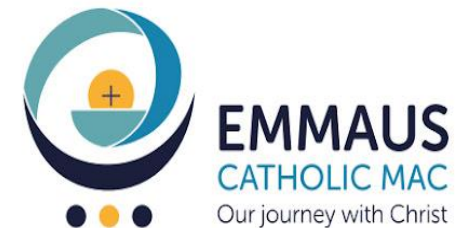




St Joseph's Catholic Primary School

Poetry Spine
2022 - 2023



Intent

At St Joseph's, we are committed to developing a love of reading. Alongside our class picture books, novels and non-fiction books, we have two class poetry books to be shared throughout the year. These are a starting point and teachers will 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 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. [L] [SEP]

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! [L] [SEP]

Providing many and varied opportunities to lift poems from the page and bring them to life [L] [SEP] – reading poetry aloud, performing, dramatising, joining in and hearing poets perform their own work. [L] [SEP]

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. [L] [SEP]

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

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



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. [L] [SEP]

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

Giving children's own poetry an audience using a variety of forms. [L] [SEP]

Implementation

EYFS	
Poems to Share	Rhymes, Poems and Songs to Perform
<p>Poems Out Loud L Stansfield</p>  <p>Zim Zam Zoom – J Carter & N Colton</p> 	<p>Incy Wincy Spider</p> <p>Dingle Dangle Scarecrow</p> <p>Grand Old Duke</p> <p>Humpty Dumpty</p> <p>Oat and Beans and Barley Grow</p>

EYFS Rhymes, Songs and Poems to Perform

Incy Wincy Spider

Incy Wincy spider climbed up the waterspout,
Down came the rain and washed the spider out,
Out came the sun and dried up all the rain,
So Incy Wincy spider climbed up the spout again.
Incy Wincy spider climbed up the waterspout,
Down came the rain and washed the spider out,
Out came the sun and dried up all the rain,
So Incy Wincy spider climbed up the spout again

The Grand Old Duke of York

Oh, the grand old Duke of York,
He had ten thousand men,
He marched them up to the top of The hill and he marched them down again.

And when they were up they were up.
And when they were down they were down.
And when they were only half way up,
They were neither up nor down.

Oats and Beans and Barley Grow

Oats and beans and barley grow
Oats and beans and barley grow
Do you or I or anyone know how
oats and beans and barley
grow?

First the farmer plants the seeds
Stands up tall and takes his ease
Stamps his feet and claps his hands
And turns around to view his land

Oats and beans and barley grow
Oats and beans and barley grow
Do you or I or anyone know how
oats and beans and barley
grow?

Then the farmer watches the ground
Watches the sun shine all around
Stamps his feet and claps his hands
And turns around to view his land

Oats and beans and barley grow
Oats and beans and barley grow
Do you or I or anyone know how
oats and beans and barley
grow?

Dingle, Dangle Scarecrow

When all the cows were sleeping
And the sun had gone to bed
Up jumped the scarecrow
And this is what he said

I'm a dingle, dangle scarecrow
With a flippy, floppy hat
I can shake my hands like this
I can shake my feet like that

When all the hens were roosting
And the moon behind a cloud
Up jumped the scarecrow
And shouted very loud

I'm a dingle, dangle scarecrow
With a flippy, floppy hat
I can shake my hands like this
I can shake my feet like that

Humpty Dumpty

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall,
All the king's horses and all the king's men,
Couldn't put Humpty together again.

He fell off the wall - from the highest high - so high!
He had a great fall - from the highest high - high!
All the king's horses and all the king's men,
Couldn't put Humpty together again.

Humpty Dumpty sat on the ground,
Humpty Dumpty looked all around,
Gone were the chimneys and gone were the roofs,
All he could see was horses and hooves.

He fell off the wall - from the highest high - so high!
He had a great fall - from the highest high - high!
All the king's horses and all the king's men,
Couldn't put Humpty together again.

Year 1

Poems to Share

A First Book of the Sea
Nicola Davies & Emily Sutton



The Puffin Book of Fantastic First
Poems



Poems to Perform

Water
by Shirley Hughes

At The Seaside
by Robert Louis Stevenson

Poems to Read

Spaghetti! Spaghetti!
by Jack Prelutsky

Feasts
by Shirley Hughes

Son of the Train by David
McCord

The Morning Rush by John
Foster

Please Do Not Feed the
Animals by Robert Hull

Poems to Write

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/>

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/>

Year 1: Poems to Perform

Water – Shirley Hughes

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

Slosh it out of buckets,
spray it all around.

I do like water.

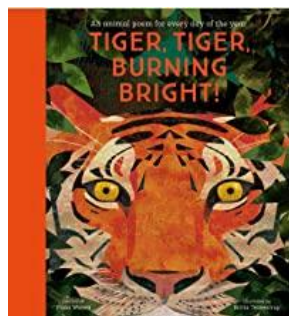
At The Seaside- Robert Louis Stevenson

When I was down beside the sea
A wooden spade they gave to me
To dig the sandy shore.
My holes were empty like a cup.
In every hole the sea came up
Till it could come no more.

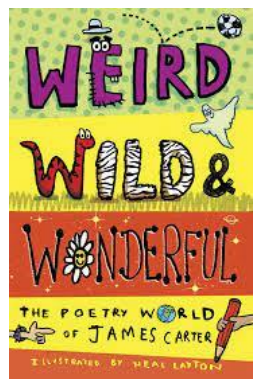
Year 2

Poems to Share

Tiger Tiger Burning Bright
Fiona Waters



Weird, Wild & Wonderful
James Carter



Poems to Perform

Daddy Fell into The Pond –
Alfred Noyes

Cats Sleep Anywhere –
Eleanor Farjeon

In Flanders Fields
John McCrae
(Remembrance Assembly)

Poems to Read

Don't by Michael Rosen

A Tiny Burning Flame -
Unknown

Owl and the Pussy Cat by
Edward Lear

My Lonely Garden from
Take off Your Brave
– Nadim (aged 4)

Cobwebs – Unknown

What is Pink? by Christina
Rossetti

Eletelephony by Laura
Richards

The Dark by James Carter

Macavity; The Mystery Cat
by T.S. Elliot

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.

Example:

<https://clpe.org.uk/poetry/poems/school-tomorrow-excuses-mum>

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+>

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!

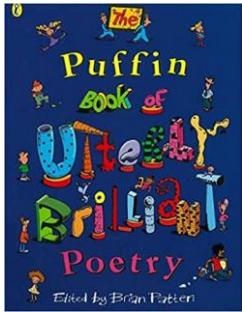
Cats Sleep Anywhere – Eleanor Farjeon

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

Poems to Share

The Puffin Book of Utterly
Brilliant Poetry
Edited by Brian Patten



Stars with Flaming Tails by
Valerie Bloom



Poems to Perform

The Sound Collector -
Roger McGough

The Adventures of Isabel -
Ogden Nash

Poems to Read

Chocolate Cake by Michael
Rosen

Mr Moore By
David Harmer

Ghost in the Garden
By Berlie Doherty

The Small Dragon
By Brian Patten

If Anger was an Animal -
The Emotional Menagerie

My Brother Might be Bigfoot-
By Kenn Nesbitt

Poems to Write

kennings

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/childrens-archive/kennings/>

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/rain-dance>

<https://poetry4kids.com/?s=free+verse>

Year3: 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

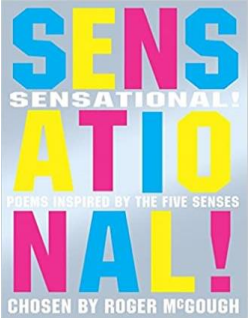
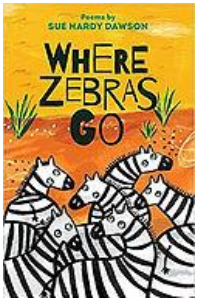
Isabel met an enormous bear,
Isabel, Isabel, didn't care,
The bear was hungry, the bear was ravenous,
The bear's big mouth was cruel and cavernous.
The bear said, Isabel, glad to meet you,
How do, Isabel, now I'll eat you!

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 4

Poems to Share	Poems to Perform	Poems to Read	Poems to Write
<p>Sensational Edited by Roger McGough</p>  <p>Where Zebras Go Sue Hardy-Dawson</p> 	<p>Granny's Sugarcake – John Lyons</p> <p>From a Railway Carriage – R L Stevenson</p>	<p>It Couldn't Be Done by Edgar A Guest</p> <p>The Door by Miroslav Holub</p> <p>Slowly by James Reeves</p> <p>Child's Song in Spring by E Nesbitt</p> <p>Hurt No Living Thing by Christina Rossetti</p> <p>The Pied Piper of Hamelin by Robert Browning</p>	<p>Cinquains</p> <p>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.</p> <p>Example: https://poetry4kids.com/?s=cinquain</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.</p> <p>Example: https://poetry4kids.com/?s=concrete+</p>

Year 4: 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

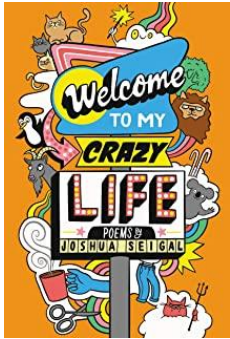
Faster than fairies, faster than witches,
Bridges and houses, hedges and ditches;
And charging along like troops in a battle,
All through the meadows the horses and cattle:
All of the sights of the hill and the plain
Fly as thick as driving rain;
And ever again, in the wink of an eye,
Painted stations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

Here is a child who clambers 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!

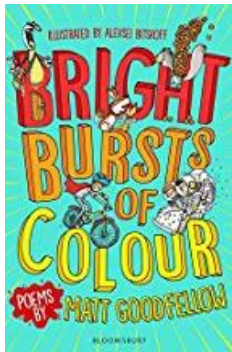
Year 5

Poems to Share

Welcome to My Crazy Life
J Seigal



Bright Bursts of Colour
M Goodfellow



Poems to Perform

Leisure –
W H Davies

Walking with My Iguana –
Brian Moses

Poems to Read

Storm in a Rainforest by
Sally Garland

Autumn leaves by
James Mcinerney

The Sky Artist by
Grace Nichols

The British by
Ben Zephaniah

Whispering Waves –
National Poetry Library

Twas the night before
Christmas by Clement Clarke
Moore

A Poem to be Spoken Silently
By Pie Corbett

The Jaberwocky by Lewis
Carroll

Cloud Busting by
Malorie Blackman

Poems to Write

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>

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/blackout-poetry/>

Year 5: 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.

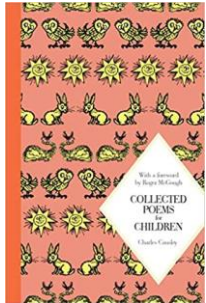
Leisure – William Henry Davies

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 6

Poems to Share

Collected Poems for Children
Charles Causley



Belonging Street
Mandy Coe



Poems to Perform

The River – Valerie Bloom
The Listeners – Walter De La Mare

Poems to Read

The Book by Michael Rosen
My Grandma's Bonsai Tree by Ben Mayoh
The Highwayman by Alfred Noyes
The Hill We Climb by Amanda Gorman
Raven by R Macfarlane
The Witches' Spell by William Shakespeare (from Macbeth)
Daffodils by William Wordsworth
If by Rudyard Kipling

Poems to Write

Strict Verse

Poems written in strict verse have stanzas of equal length and a repeating rhyme pattern.

Example:

<https://clpe.org.uk/poetry/poems/poet>

Question and Answer Poems

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 lends itself to performance as there are clear roles and voices within it.

Example:

<https://clpe.org.uk/poetry/poems/please-mrs-butler>

Year 6: 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.

The Listeners – Walter De La Mare

Is there anybody there?' said the Traveller,
Knocking on the moonlit door;
And his horse in the silence champed the grasses
Of the forest's ferny floor:
And a bird flew up out of the turret,
Above the Traveller's head:
And he smote upon the door again a second time;
'Is there anybody there?' he said.
But no one descended to the Traveller;
No head from the leaf-fringed sill
Leaned over and looked into his grey eyes,
Where he stood perplexed and still.
But only a host of phantom listeners
That dwelt in the lone house then
Stood listening in the quiet of the moonlight
To that voice from the world of men:
Stood thronging the faint moonbeams on the dark stair,
That goes down to the empty hall,
Harkening in an air stirred and shaken
By the lonely Traveller's call.
And he felt in his heart their strangeness,
Their stillness answering his cry,
While his horse moved, cropping the dark turf,
'Neath the starred and leafy sky;
For he suddenly smote on the door, even
Louder, and lifted his head:—

'Tell them I came, and no one answered,
That I kept my word,' he said.
Never the least stir made the listeners,
Though every word he spake
Fell echoing through the shadowiness of the still house
From the one man left awake:
Ay, they heard his foot upon the stirrup,
And the sound of iron on stone,
And how the silence surged softly backward,
When the plunging hoofs were gone.