



English National Curriculum Poetry

The information and activities in this issue are designed to help you teach the knowledge, skills and understanding of the Programme of Study for English at **Key Stage 2** through a focus on poetry. The content also supports the QCA Primary National Strategy – Drama. Specific links are detailed below.

Pages 2-3 Hurray for poetry! Programme of study: English En1 Speaking and listening

Pupils should be taught to:

- 1a) use vocabulary and syntax that enables them to communicate more complex meanings
- b) gain and maintain the interest and response of different audiences
- e) speak audibly and clearly, using spoken standard English in formal contexts
- 2d) identify features of language used for a specific purpose
- 4a) create, adapt and sustain different roles, individually and in groups.

Breadth of study

The range should include:

- 8a) reading aloud
- 9a) live talks, readings, presentations
- b) recordings.

The range of purposes should include:

- 10a) explaining, reporting, evaluating
- 11a) working in role
- c) responding to performances.

En2 Reading

Pupils should be taught to:

- 2b) look for meaning beyond the literal
- 4a) recognise the choice, use and effect of figurative language, vocabulary and patterns of language
- e) evaluate ideas and themes that broaden perspectives and extend thinking
- f) consider poetic forms and their effects
- h) respond imaginatively, drawing on the whole text and other reading
- i) read stories, poems and plays aloud.

The range should include:

- 8c) good quality modern poetry
- d) classic poetry.

National Literacy Strategy

Pupils should be taught to:

- read aloud and recite poems; discuss choice of words and phrases; express their views about a poem (Yr3, T1)
- choose and prepare poems for performance (Yr3, T2)
- compare and contrast poems; discuss personal responses and preferences (Yr4, T1)
- read poems by significant poets and identify what is distinctive about the style and content of their poems (Yr5, T1)
- increase familiarity with significant poets (Yr6, T2)
- comment critically on the overall impact of a poem; describe and evaluate the style of an individual poet (Yr6, T3).

Primary National Strategy – Drama.

QCA link

Citizenship – Unit 1 Taking part.

Pages 4-5 Say what you see Programme of study: English En3 Writing

Pupils should be taught to:

- 1b) broaden their vocabulary and use it in inventive ways
- d) use and adapt features of a form of writing, drawing on their reading.

Breadth of study

The range of purposes should include:

- 9a) to imagine and explore feelings and ideas, focusing on creative uses of language and how to interest the reader.

National Literacy Strategy

Pupils should be taught to:

- discuss choice of words and phrases that describe and create impact (Yr3, T1)
- write poems based on personal or imagined



English National Curriculum

Poetry (continued)

experience (Yr4, T1)

- write own examples of descriptive, expressive language based on those read; link to work on similes (Yr4, T2)
- investigate and collect different examples of word play, relating form to meaning (Yr5, T1).

Cross-curricular link

Programme of study: art and design

Pupils should be taught to:

- record from experience and imagination, to select and record from first-hand observation and to explore ideas for different purposes.

QCA link

Art and design Unit 5A – Objects and meanings.

Pages 6-7 Playing with words

Programme of study: English

En1 Speaking and listening

Pupils should be taught to:

- use vocabulary and syntax that enables them to communicate more complex meanings
- gain and maintain the interest and response of different audiences
- speak audibly and clearly, using spoken standard English in formal contexts
- identify features of language used for a specific purpose.

En3 Writing

Pupils should be taught to:

- choose a form and content to suit a particular purpose
- broaden their vocabulary and use it in inventive ways
- use and adapt features of a form of writing, drawing on their reading.

Breadth of study

The range of purposes should include:

- to imagine and explore feelings and ideas, focusing on creative uses of language and how to interest the reader.

National Literacy Strategy

Pupils should be taught to:

- generate ideas by brainstorming and word association; collect suitable words and phrases in order to write poems; use repetitive phrases; write shape poems (Yr3, T1)
- write poems based on personal or imagined experience, linked to poems read; list words and phrases, experiment by trimming and extending sentences; experiment with powerful and expressive verbs (Yr4, T1)
- write metaphors from original ideas or from similes; convey feelings, reflections or moods in a poem through careful choice of words and phrases (Yr5, T1)
- use structures of poems read to write extensions based on these (Yr5, T2)
- write own poems, experimenting with active verbs; produce revised poems for reading aloud (Yr6, T1)
- recognise how poets manipulate words; analyse how messages, moods and feelings are conveyed in poetry; how poets play with meanings (Yr6, T2).

QCA link

Design and Technology Unit 3C – Moving monsters.

Pages 9-11 Dragon's den

Programme of study: English

En1 Speaking and listening

Drama

Pupils should be taught to:

- create, adapt and sustain different roles, individually and in groups
- use dramatic techniques to explore characters and issues.

Breadth of study

The range should include:

- reading aloud
- live talks, readings, presentations
- recordings.



English National Curriculum Poetry (continued)

En3 Writing

Pupils should be taught to:

- 1a) choose a form and content to suit a particular purpose
- b) broaden their vocabulary and use it in inventive ways
- d) use and adapt features of a form of writing, drawing on their reading
- e) use features of layout, presentation and organisation effectively.

National Literacy Strategy

Pupils should be taught to:

- distinguish between rhyming and non-rhyming poetry and comment on impact of layout (Yr3, T1)
- choose and prepare poems for performance, identify appropriate expression and use of voices and other sounds (Yr3, T2)
- compare and contrast poems on similar themes (Yr4, T1)
- write metaphors from original ideas or from similes; convey feelings, reflections or moods in a poem through careful choice of words and phrases (Yr5, T1)
- analyse how messages, moods and feelings are conveyed in poetry; how poets play with meanings (Yr6, T2)
- write a sequence of poems linked by a theme or form (Yr6, T3).

Cross-curricular link

Programme of study: art and design

Breadth of study

Pupils should be taught through:

- 5a) exploring a range of starting points for practical work
- b) working on their own and collaborating with others on projects in two and three dimensions on different scales.

QCA link

Design and technology Unit 3C - Moving monsters;
Art and design Unit 6B - What a performance

Pages 12-13 Playful poetry

En1 Speaking and listening

Pupils should be taught to:

- 1a) use vocabulary and syntax that enables them to communicate more complex meanings
- 2d) identify features of language used for a specific purpose.

En3 Writing

Pupils should be taught to:

- 1b) broaden their vocabulary and use it in inventive ways
- d) use and adapt features of a form of writing, drawing on their reading.

National Literacy Strategy

Pupils should be taught to:

- generate ideas by brainstorming and word association (Yr3, T1)
- write poetry that uses sound to create effects, eg alliteration, distinctive rhythms (Yr3, T3)
- list words and phrases, experiment by trimming and extending sentences; experiment with powerful and expressive verbs (Yr4, T1)
- investigate and collect different examples of word play, relating form to meaning; write metaphors from original ideas or from similes (Yr5, T1)
- recognise how poets manipulate words; analyse how messages, moods and feelings are conveyed in poetry; how poets play with meanings (Yr6, T2).

QCA link

Citizenship Unit 1 – Taking part.

Pages 14-15 What's your secret?

Programme of study: English

En1 Speaking and listening

Pupils should be taught to:

- 1a) use vocabulary and syntax that enables them to communicate more complex meanings
- b) gain and maintain the interest and response of different audiences
- e) speak audibly and clearly, using spoken standard English in formal contexts
- 2d) identify features of language used for a specific purpose.

En3 Writing

Pupils should be taught to:



English National Curriculum Poetry (continued)

- 1a) choose a form and content to suit a particular purpose
- b) broaden their vocabulary and use it in inventive ways
- d) use and adapt features of a form of writing, drawing on their reading
- e) use features of layout, presentation and organisation effectively.

Breadth of study

The range of purposes should include:

- 9a) to imagine and explore feelings and ideas, focusing on creative uses of language and how to interest the reader.

National Literacy Strategy

Pupils should be taught to:

- generate ideas by brainstorming and word association; write imaginative comparisons; select appropriate words and careful presentation; build up class collections (Yr3, T1)
- write poems, experimenting with different styles and structures (Yr4, T2)
- investigate and collect different examples of word play, relating form to meaning; write metaphors from original ideas or from similes (Yr5, T1)
- analyse how messages, moods and feelings are conveyed in poetry (Yr6, T2).

Cross-curricular link

Programme of study: art and design

Breadth of study

Pupils should be taught through:

- 5a) exploring a range of starting points for practical work
- b) working on their own and collaborating with others on projects in two and three dimensions on different scales.

Programme of study: mathematics

Ma3 Shape, space and measures

Pupils should be taught to:

- 2c) make and draw with increasing accuracy 3D shapes.

QCA link

Design and Technology Unit 4A – Money containers.

Page 16 Full of life

Programme of study: English

En3 Writing

Pupils should be taught to:

- 1b) broaden their vocabulary and use it in inventive ways
- d) use and adapt features of a form of writing, drawing on their reading.

Breadth of study

The range of purposes should include:

- 9a) to imagine and explore feelings and ideas, focusing on creative uses of language and how to interest the reader.

National Literacy Strategy

Pupils should be taught to:

- generate ideas by brainstorming and word association; collect suitable words and phrases in order to write poems; use repetitive phrases (Yr3, T1)
- understand the use of figurative language in poetry (Yr4, T2)
- write metaphors from original ideas or from similes; convey feelings, reflections or moods in a poem through careful choice of words and phrases (Yr5, T1)
- write own poems experimenting with active verbs and personification (Yr6, T1).

Cross-curricular link

Programme of study: science

SC2 Life processes

Pupils should be taught:

- 1a) that the life processes common to humans and other animals include nutrition, movement, growth and reproduction.

QCA link

Art and design Unit 6C – A sense of place.

