



Progression in Poetry

This document sets out the objectives in the national curriculum that are relevant to poetry in each year group. Where appropriate they have been adapted (*noted in italics*). Suggested outcomes have been given in the right-hand column.

| | Reading | | Writing | | Possible outcomes |
|--------|--|--|---|--|--|
| | Listen, discuss, respond | Understanding | Composition | Vocabulary, grammar and punctuation | |
| Year 1 | <ul style="list-style-type: none"> - Listen and discuss a wide range of poems - Link to own experiences - Join in with predictable phrases - Appreciate rhymes and poems and recite some by heart - Discuss word meanings - Discuss significance of title and events - Participate in discussions | <ul style="list-style-type: none"> - Draw on background knowledge and vocabulary provided - Check text makes sense, correcting inaccurate reading - Infer and predict on the basis of what is said and done and has been read so far - Explain understanding | <p>Write sentences by:</p> <ul style="list-style-type: none"> - saying out loud what they are going to write about - composing a sentence orally before writing it - sequencing sentences to form short narratives - re-reading what they have written to check that it makes sense <p>Discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> | <ul style="list-style-type: none"> - Leaving spaces - Joining words and clauses using and - Capital letters for names of people, places, days of week and the I | <p><u>Performing</u></p> <p>Performing rhymes and poems, including from other cultures</p> <p>Performing poems with repeated phrases - Create and include actions</p> <p><u>Creating</u></p> <p>Group performance poetry with repeated patterns or lines</p> <p>List poems</p> <p>Free verse: based on experiences/objects/ places/feelings/curriculum links/senses etc. Adding words/phrases/captions to images</p> <p>Generate rhyming words/phrases</p> <p>Use a scaffolding frame for creating poems</p> <p>All the above could be created as a shared/group write</p> <p><i>Consider having a poem/rhyme each week to learn/enjoy</i></p> |



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| | | | <i>The national curriculum talks about composing sentences and sequences of sentences. Children could compose lines of poems and sequences of lines.</i> | | |
| | <p><u>Poems in Year 1 (Name, Author, Type)</u></p> <p>Autumn Term - London Bridge is Falling Down by Anon – Repeated Lines / The Great Fire by Sue Cowling – Narrative Spring Term – The Eagle by Alfred Lord Tennyson – Rhyming patterns Summer Term – Space by Celia Gentles (Acrostic/List)</p> | | | | |



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| | Reading | | Writing | | Possible outcomes |
|--------|--|---|--|--|---|
| | Listen, discuss, respond | Understanding | Composition | Vocabulary, grammar and punctuation | |
| Year 2 | <ul style="list-style-type: none"> - Listen to, discuss and express views about a wide range of contemporary and classic poetry - Recognise simple recurring literary language in poetry - Discuss and clarify the meanings of words, linking new meanings to known vocabulary - Discuss their favourite words and phrases - Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate | <ul style="list-style-type: none"> - Draw on what they already know or on background information and vocabulary provided by the teacher - Check that the text makes sense to them as they read and correct inaccurate reading - Make inferences on the basis of what is being said and done - Answer and ask questions - Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. | <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> - writing poetry <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary - encapsulating what they want to say, sentence by sentence <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> - evaluating their writing with the teacher and | <ul style="list-style-type: none"> - Explore exclamation marks, question marks, commas for lists, apostrophes (contraction and possessive) - Sentences with different forms: statement, question, exclamation, command - Expanded noun phrases to describe and specify [for example, the blue butterfly] - The present and past tenses correctly and consistently including the progressive form - subordination (using when, if, that, or because) and co-ordination (using or, and, or but) | <p>Performing</p> <p>Contemporary and classic poetry Lyrics (contractions) Poems with repeated patterns and patterned structure Question and answer poems Simple raps</p> <p>Creating</p> <p>Simple structured grammar poem (adjective, noun, verb etc.). This could be used to explore tenses: past, present, incl. progressive Poems that include commands List poems Question and answer poems Calligram words/phrases Free verse: based on experiences/objects/ places/feelings/curriculum links/senses etc. Explore effective/innovative language choices Jokes/riddles/nonsense sentences/puns/humorous words and phrases/tongue twisters (jokes could link to work on homophones) Alliterative sentences</p> |



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|--|---|--|--|--|---|
| | <p>intonation to make the meaning clear</p> <ul style="list-style-type: none"> - Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say | | <p>other pupils</p> <ul style="list-style-type: none"> - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] - read aloud what they have written with appropriate intonation to make the meaning clear. | | <p>Innovated patterned structures</p> <p><u>Analysing</u> Poem review: likes/dislikes/puzzles/patterns Consider publication and presentation</p> |
| | <p><u>Poems in Year 2 (Name, Author, Type)</u></p> <p>Autumn Term - The Owl and the Pussy-Cat by Edward Lear – Repeating Patterns Spring Term – The Crocodile by Lewis Carroll - Explore effective/innovative language choices Spring Term – Songs of the Animal World – Traditional African Poem (Zaire/Democratic Republic of Congo) - Performance Poem Summer Term – The Seaside by Jo Peters – Question and Answer Poem</p> | | | | |



Progression in Poetry

| | Reading | | Writing | | Possible outcomes |
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| | Listen, discuss, respond | Understanding | Composition | Vocabulary, grammar and punctuation | |
| Year 3 | <ul style="list-style-type: none"> - Listen to and discuss a wide range of fiction, poetry - Read books (poems) that are structured in different ways and reading for a range of purposes - Identify themes and conventions in a wide range of books (<i>poems</i>) - Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action - Discuss words and phrases that capture the reader's interest and imagination | <ul style="list-style-type: none"> - Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - Ask questions to improve their understanding of a text - Draw inferences and justifying inferences with evidence - Identify main ideas drawn from more than one paragraph (<i>verse</i>) and summarising these - Identify how language, structure, and presentation contribute to meaning | <p>Plan writing by:</p> <ul style="list-style-type: none"> - discussing writing (<i>forms of poems</i>) similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence (<i>line</i>) structures - organising paragraphs (<i>verses</i>) around a theme <p>Evaluate and</p> | <ul style="list-style-type: none"> - Use a wider range of conjunctions, including when, if, because, although - Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (<i>or repetition for effect</i>) - Conjunctions, adverbs and prepositions to express time and cause - Indicate possession by using the possessive apostrophe with plural nouns - Paragraphs (<i>verses</i>) as a way to group related material - Expanded noun phrases | <p><u>Performing</u></p> <p>Perform a range of poems exploring intonation, tone, volume and actions. Consider the impact of the above on the listener</p> <p>Perform narrative poems. Explore different voices for narrator and characters.</p> <p>Perform free verse poems</p> <p><u>Creating</u></p> <p>Narrative poems</p> <p>Free verse poems</p> <p>List poems</p> <p>Conversation poems</p> <p>Haiku</p> <p>Kenning</p> <p>Calligrams</p> <p>Special effects: similes, metaphors, personification etc.</p> <p>Song lyrics (<i>apostrophes</i>)</p> <p><u>Analysing</u></p> <p>Read/discuss a range of poems and discuss</p> <ul style="list-style-type: none"> - Types of poems they are and how you know. |



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| | <ul style="list-style-type: none"> - Recognise some different forms of poetry (for example, free verse, narrative poetry) - Participate in discussion about both books (<i>poems</i>) that are read to them and those they can read for themselves, taking turns and listening to what others say. | | <p>edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency <p>Read aloud their own writing (<i>poem</i>), to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> | | <ul style="list-style-type: none"> - Structure of the poem - Purpose of the poem <p>Poems could be sorted into different forms. Are they easy to sort or are some ambiguous? Summarise poems</p> <p>Poetry analysis/review:</p> <p>Themes/interesting words</p> <p>phrases/type of poem/response/questions you have</p> |
| | <p>Poems in Year 3 (Name, Author, Type)</p> <p>Autumn Term - A Show In The Colosseum – Roger Stevens – Narrative/ Eight Swords by Roger Stevens – Kennings (represent in a Calligram)</p> <p>Spring Term – The Sea – James Reeves – Personification</p> <p>Summer Term – No Haiku by Adrian Henri – Haiku</p> | | | | |



Progression in Poetry

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|--------|--|--|---|---|--|
| | Listen, discuss, respond | Understanding | Composition | Vocabulary, grammar and punctuation | |
| Year 4 | <ul style="list-style-type: none"> - Listen to and discuss a wide range of fiction, poetry - Read books (poems) that are structured in different ways and reading for a range of purposes - Identify themes and conventions in a wide range of books (<i>poems</i>) - Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action - Discuss words and phrases that capture the reader's interest and imagination - Recognise some different forms of poetry (for example, free verse, narrative) | <ul style="list-style-type: none"> - Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - Ask questions to improve their understanding of a text - Draw inferences and justifying inferences with evidence - Identify main ideas drawn from more than one paragraph (<i>verse</i>) and summarising these - Identify how language, structure, and presentation contribute to meaning | <p>Plan writing by:</p> <ul style="list-style-type: none"> - discussing writing (<i>forms of poems</i>) similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence (<i>line</i>) structures - organising paragraphs (<i>verses</i>) around a theme <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their | <ul style="list-style-type: none"> - Use a wider range of conjunctions, including when, if, because, although - Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (<i>or repetition for effect</i>) - Conjunctions, adverbs and prepositions to express time and cause - Indicate possession by using the possessive apostrophe with plural nouns - Paragraphs (<i>verses</i>) as a way to group related material - Expanded noun phrases | <p><u>Performing</u></p> <p>Perform a range of poems exploring intonation, tone, volume and actions. Consider the impact of the above on the listener</p> <p>Perform narrative poems. Explore different voices for narrator and characters.</p> <p>Perform free verse poems</p> <p><u>Creating</u></p> <p>Narrative poems</p> <p>Free verse poems</p> <p>List poems</p> <p>Conversation poems</p> <p>Haiku</p> <p> kennings</p> <p>Calligrams</p> <p>Special effects: similes, metaphors, personification etc.</p> <p>Song lyrics (<i>apostrophes</i>)</p> <p><u>Analysing</u></p> <p>Read/discuss a range of poems and discuss</p> |



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|--|--|--|--|--|--|
| | <p>poetry)</p> <ul style="list-style-type: none"> - Participate in discussion about both books (<i>poems</i>) that are read to them and those they can read for themselves, taking turns and listening to what others say. | | <p>own and others' writing and suggesting improvements</p> <ul style="list-style-type: none"> - proposing changes to grammar and vocabulary to improve consistency <p>Read aloud their own writing (<i>poem</i>), to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> | | <ul style="list-style-type: none"> - Types of poems they are and how you know. - Structure of the poem - Purpose of the poem <p>Poems could be sorted into different forms. Are they easy to sort or are some ambiguous? Summarise poems</p> <p>Poetry analysis/review:</p> <p>Themes/interesting words</p> <p>phrases/type of poem/response/questions you have</p> |
| | <p>Poems in Year 4 (Name, Author, Type)</p> <p>Autumn Term - Remembrance Day Remembered by John Mole/ The Soldiers Came by John Agard/Remembrance by Sue Cowling - Acrostic</p> <p>Spring Term - I Was Born in The Stone Age by Michael Rosen = Conversation Poem</p> <p>Summer Term - People Need People by Benjamin Zephaniah - Narrative Poem</p> | | | | |



Progression in Poetry

Purposes for poetry: to convey information, to entertain, to share a story, to amuse, to reflect, to pass on culture heritage, to pray with thanks, to celebrate, to praise, to persuade etc. The purpose for poetry should be discussed with pupils.

| Poetic forms and devices | |
|---------------------------|--|
| Alliteration | This is when words that start with the same sound are used repeatedly in a phrase or sentence |
| Assonance | This is the repetition of a vowel sound within nearby words |
| Blackout poem | This is when a poet takes a piece of text and crosses out much of the original text. The words left form a new poem. |
| Ballad | A poem or song that narrates a story in short stanzas. It may use rhythm and rhyme |
| Calligram | This is a word, phrase or poem that is presented in a visual way. This may be by the shape of the letters, some words or the whole poem which links to the meaning/theme of the words/poems. |
| Cinquain | A cinquain has a 5 line structure. It follows the pattern: Line 1: 2 syllables Line 2: 4 syllables Line 3: 6 syllables Line 4: 8 syllables Line 5: 2 syllables |
| Comic Verse | There are no fixed rules for rhyme and rhythm. Comic verse often involves a play on words and focuses on amusing the reader |
| Concrete poem | A poem that is written in the shape of the words on the page match the subject of the poem |
| Conversation poems | A poem that creates the appearance of a conversation that has been inserted into the structure of a poem. |
| Couplet | Two lines of a poem that have the same rhythm and rhyme |
| Free verse | Free verse poems do not follow particular forms and are without rhythm and rhyme. Some examples could be monologue, list poems, narrative |
| Haiku | This is a Japanese poem with the intention of evoking images. It follows the structure Line 1: 5 syllables Line 2: 7 syllables Line 3: 5 syllables |
| Kennings | A kenning describes the qualities of something using two-word phrases in the place of a noun. Kenning poems uses two-word phrases on each line and may include metaphors |
| Limerick | A five line comic verse where the 1 st , 2 nd and 5 th line rhyme with each other and the 3 rd and 4 th line rhyme with each other |
| List poem | A list poem often has a list of words, phrases or sentences on a subject. They often have a starter word or sentence. E.g. For breakfast I will eat... Things that... Words and phrases are often repeated. It may or may not rhyme. |
| Metaphor | This is when something is described as being the same as an unrelated object. They are often used to create effects and images. |
| Narrative | A narrative poem tells a story. It may be free verse or involve rhythm and rhyme. |
| Onomatopoeia | This is a word that describes its sound |
| Personification | This is when objects, animals and plants are given human qualities to help paint a picture in the reader's mind |



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| Quatrain | A stanza with four lines where usually alternate lines rhyme |
| Question and answer | This is structured as a dialogue between two people and often follows the structure of a question followed by an answer. |
| Rap | This is a musical vocal delivery involve rhythm and rhyme |
| Riddle | This is generally presented as a puzzle to be solved. They may often have clues to a unknown object or person. |
| Simile | When something is compared to another thing using 'as' or 'like' to paint a picture in reader's mind |
| Structured grammar poem | A poem that follows a specific grammar structure. Children can then use this structure to create their own poem |
| Tongue twister | Short poems or lines that are hard to say because they use a lot of similar sounds |



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Year 1 Core Set of Poems

Autumn Term - London Bridge is Falling Down by Anon – Repeated Lines

London Bridge is falling down
Falling down, falling down
London Bridge is falling down
My fair lady

Build it up with iron bars
Iron bars, iron bars
Build it up with iron bars
My fair lady

Iron bars will bend and break
Bend and break, bend and break
Iron bars will bend and break
My fair lady

Build it up with gold and silver
Gold and silver, gold and silver
Build it up with gold and silver
My fair lady

Gold and silver we've not got
We've not got, we've not got
Gold and silver we've not got
My fair lady

London Bridge is falling down
Falling down, falling down
London Bridge is falling down
My fair lady

London Bridge is falling down
Falling down, falling down
London Bridge is falling down
My fair lady

Autumn Term - The Great Fire by Sue Cowling – Narrative

The Summer's been a scorcher.
There's still no sign of rain.
A baker's left his oven on.
Down in Pudding Lane!
So go and tell the King,
Wake the Lord Mayor from his bed.
The wind is from the east
Which means the fire is sure to
spread.

Now London Bridge is burning,
Our houses are all gone,
The churches are in ruins,
Streets too hot to walk upon!
So go and fetch a bucket
And join the human chain
To fight the mighty blaze
That started down in Pudding Lane.

Spring Term – The Eagle by Alfred Lord Tennyson – Rhyming patterns

The Eagle

He clasps the crag with crooked
hands;
Close to the sun in lonely lands,
Ring'd with the azure world, he
stands.

The wrinkled sea beneath him crawls;
He watches from his mountain walls,
And like a thunderbolt he falls.

Summer Term – Space by Celia Gentles (Acrostic/List)

Stars
Planets
Asteroids
Constellations
Extra-terrestrials



Progression in Poetry

Year 2 Core Set of Poems

Autumn Term - The Owl and the Pussy-Cat by Edward Lear – Repeating Patterns

The Owl and the Pussy-Cat

The Owl and the Pussy-cat went to sea
In a beautiful pea-green boat,
They took some honey, and plenty of money,
Wrapped up in a five-pound note.
The Owl looked up to the stars above,
And sang to a small guitar,
"O lovely Pussy! O Pussy, my love,
What a beautiful Pussy you are,
You are,
You are!
What a beautiful Pussy you are!"

Pussy said to the Owl, "You elegant fowl!
How charmingly sweet you sing!
O let us be married! too long we have tarried:
But what shall we do for a ring?"
They sailed away, for a year and a day,
To the land where the Bong-Tree grows
And there in a wood a Piggy-wig stood
With a ring at the end of his nose,
His nose,
His nose,
With a ring at the end of his nose.

"Dear Pig, are you willing to sell for one shilling
Your ring?" Said the Piggy, "I will."
So they took it away, and were married next day
By the Turkey who lives on the hill.
They dined on mince, and slices of quince,
Which they ate with a runcible spoon;
And hand in hand, on the edge of the sand,
They danced by the light of the moon,
The moon,
The moon,
They danced by the light of the moon.

Spring Term – The Crocodile by Lewis Carroll - Explore effective/innovative language choices

The Crocodile

How doth the little crocodile
Improve his shining tail,
And pour the waters of the Nile
On every golden scale!

How cheerfully he seems to grin,
How neatly spreads his claws,
And welcomes little fishes in,
With gently smiling jaws!

Spring Term – Songs of the Animal World – Traditional African Poem (Zaire/Democratic Republic of Congo) Performance Poem

The fish goes... Hip!
The bird goes... Viss!
The monkey goes...
Gnan!

I start to the left,
I twist to the right,
I am the fish
That slips through the water,
That slides,
That twists,
That leaps!

Everything lives,
Everything dances,
The fish goes... Hip!
The bird goes... Viss!
The monkey goes...
Gnan!

The bird flies away,
Flies, flies, flies,
Goes, returns, passes,
Climbs, floats, swoops,
I am the bird!

Everything lives,
Everything dances,
The fish goes... Hip!
The bird goes... Viss!
The monkey goes...
Gnan!

The monkey! From
branch to
branch
Runs, hops, jumps,
With his wife and baby,
Mouth stuffed full, tail in
air,
Here's the monkey,
here's the
Monkey!

Everything lives,
Everything dances,
The fi sh goes... Hip!
The bird goes... Viss!
The monkey goes...
Gnan!

Summer Term – The Seaside by Jo Peters – Question and Answer Poem

Are we nearly there?
Can you see the sea?
Who will be ready first?
Me! me! me!

Does the sand tickle?
Down by the sea
Who can make footprints?
Me! me! me!

The seagulls are crying,
'Shush,' says the sea.
Down by the sea
Who dares put a toe in?
Me! me! me!



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Year 3 Core Set of Poems

Autumn Term - A Show In The Colosseum – Roger Stevens – Narrative

The lion leaped, I dodged, I danced,
I struck the creature with my lance.
His claw drew blood.
I winced, I cried,
I held my side.
He leaped again, I dodged, I ducked
I threw my net and caught his mane
And with my lance
I cancelled out my debt.
The lion died.

I heard the crowd roar,
Cheer, applaud.
I looked to Caesar, saw him frown
His hand extended
Thumb held...

Autumn Term - Eight Swords by Roger Stevens – Kennings (represent in a Calligram)

Death Bringer
Fear Striker
Starlight Catcher
Body Halver
Blood Letter
Mercy Killer
Head Splitter
Flesh Carver

Spring Term – The Sea – James Reeves – Personification

The sea is a hungry dog,
Giant and grey.
He rolls on the beach all day.
With his clashing teeth and shaggy
jaws
Hour upon hour he gnaws
The rumbling, tumbling stones,
And 'Bones, bones, bones, bones! '
The giant sea-dog moans,
Licking his greasy paws.

And when the night wind roars
And the moon rocks in the stormy
cloud,
He bounds to his feet and snuffs and
sniffs,
Shaking his wet sides over the cliffs,
And howls and hollows long and loud.

But on quiet days in May or June,
When even the grasses on the dune
Play no more their reedy tune,
With his head between his paws
He lies on the sandy shores,
So quiet, so quiet, he scarcely snores.

Summer Term – No Haiku by Adrian Henri – Haiku

I'm sorry to say
that I really don't feel like
a Haiku today.



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Year 4 Core Set of Poems

Autumn Term - Remembrance Day Remembered by John Mole

For the sake of men we never knew
We trooped into the hall
Where there names in golden letters
Were written on the wall.

Somebody sounded a bugle
And ghosts seemed everywhere
Until the last note softly fell
On the suddenly empty air.

Then the world filled up with living
In its own accustomed way,
With the usual busy traffic
Of the usual busy day.

But what I most remember
And know that I always will
Is how we stood utterly silent
And absolutely still.

Autumn Term - The Soldiers Came by John Agard

The soldiers came
and dropped their bombs.
The soldiers didn't take long
to bring the forest down.

With the forest gone
the birds are gone
With the birds gone
who will sing their song?

But the soldiers forgot
to take the forest
out of the people's hearts.

The soldiers forgot
to take the birds
out of the people's dreams.
And in the people's dreams
the birds still sing their song.

Now the children
are planting seedlings
to help the forest grow again.
They eat a simple meal of soft rice
wrapped in banana leaf.
And the land welcomes their smiling
like a shower of rain.

Spring Term - I Was Born in The Stone Age by Michael Rosen - Conversation Poem

I Was Born in the Stone Age
I was born in the Stone Age.

When I was at school,
we didn't have chairs or desks,
we sat on rocks,
and we didn't have paper or pens
so Miss used to say, 'Get out your rock'
and then we wrote on rocks with a
smaller rock,
or what's called a 'stone'.

Then, I went home
and we didn't have TV in the Stone Age.
We just had a rock.
Mum used to put a rock on top of the rock
and we'd say, 'What's on the rock tonight,
Mum?'
She'd say, 'A rock'.
And then we watched 'The Rock'.
We just stared at it for hours.
Then we went to bed.
Which was also a rock.
We just lay on a rock.

Then the Stone Age came to an end.
We woke up one morning and
everyone said, 'The Stone Age's finished.'
You can see that when you look at your
timeline on the wall of your classrooms.

Summer Term - People Need People by Benjamin Zephaniah - Narrative Poem

People need people,
To walk to
To talk to
To cry and rely on,
People will always need people.
To love and to miss
To hug and to kiss,
It's useful to have other people.
To whom to moan
If you're all alone,
It's so hard to share
When no one is there.
There's not much to do
When there's no one but you.
People will always need people.

To please
To tease
To put you at ease,
People will always need people.
To make life appealing
And give life some meaning,
It's useful to have other people.
It you need a change
To whom will you turn.
If you need a lesson
From whom will you learn.
If you need to play
You'll know why I say
People will always need people.



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Autumn Term - Remembrance by Sue Cowling - Acrostic

Red poppies at
Eleven in the
Morning on the
Eleventh day of the eleventh
Month. We
Bow our heads
Respectfully
And think of those who did
Not live to
Celebrate peace and the
End of fighting.

There's The Stone Age.
That's at the beginning of everything.
The Stone Age is at the start of your
timeline and the Stone Age begins with a
line.
Then comes the Stone Age.
Then there's a line at the end of the Stone
Age.
The Stone Age just ends.
That's how it was for us.
Then along came the next 'Age'.
That one's the Leaf Age or Twig Age or
something.
What IS the next 'Age' called?
The Mud Age, I think.

I should remember...

Anyway,

I was born in the Stone Age.

As girlfriends
As boyfriends
From Bombay
To Ostend,
People will always need people-
To have friendly fights with
And share tasty bites with,
It's useful to have other people.
People live in families
Gangs, posses and packs,
Its seems we need company
Before we relax,
So stop making enemies
And let's face the facts,
People will always need people,
Yes
People will always need people.



Progression in Poetry



Progression in Poetry



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