



Tibberton and Hindlip C of E First Schools

Poetry



We want our children to grow in wisdom; to cultivate a wide-ranging knowledge that will help broaden life chances; to develop the spiritual, intellectual and emotional resources they need to live a good life; and to develop the character to live well together in community, whilst preparing them for the opportunities, responsibilities and experiences of future life. We want our learners to live out 'life in all its fullness'. This is impossible without the skill of reading. Our ultimate aim is for the children to become confident and independent readers with high levels of enjoyment, understanding and comprehension, whilst promoting enjoyment of reading and the understanding that reading is a life-long skill. At Tibberton and Hindlip CE First Schools we believe that success in reading has a direct effect upon progress in all areas of life and learning. We support children's development as they become enthusiastic and critical readers of stories, poetry, drama and non-fiction and media texts. We want children to develop a love for literature. We strive to build upon a wide vocabulary base and develop a capacity to convey meaning through a range of high quality texts. "Whatever you do, work at it with all your heart." (Colossians 3:23)

Through sharing, reading, writing and performing rhymes and poems, we aim to build children's emotional connection to language and the world around us. Poems are used throughout our curriculum to develop vocabulary, fluency and prosody, imagination and empathy. We also encourage children to review poetry – 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 are committed as a school to developing a love of reading and to reading aloud each day. Alongside our class picture books, novels and non-fiction books, we have two class poetry books to be shared throughout the year. Of course, teachers can add to the core books to further develop children's exposure and enjoyment of poetry.





We have identified a core set of poems for each year group. Each year group will learn by heart two poems to be performed for assembly or to be shared with parents or visitors. Children will also be encouraged to revisit poems previously learnt.

Each year group will encounter a varied selection of poems when used 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 has two forms of poetry to explore and create. This allows children the opportunity to learn more about particular structures of poetry and allows them 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.

We also seek opportunities throughout the year for children to watch or hear poets reciting and discussing their own work.

Red Class (EYFS)

Poems to Share	Rhymes, Poems and Songs to Perform	Poems to Perform	Poems to Read	Poems to Write
<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</p> <p>Grow</p>	<p>Water</p> <p>- Shirley Hughes</p> <p>Rickety Train Ride</p> <p>- Tony Mitton</p>	<p>Spaghetti! Spaghetti!</p> <p>- Jack Prelutsky</p> <p>Feasts</p> <p>- Shirley Hughes</p>	<p>Concrete</p> <p>A concrete poem is written in the shape of its subject. As form is the highest consideration here sometimes the poems consist of single words describing their subject rather than complete lines.</p>
<p>Perfectly Peculiar Pets - E Woollard & A Boretzki</p> 				<p>Rhyming</p> <p>Rhyming patterns can be in couplets where pairs of lines rhyme or can be alternate where every other line rhymes.</p>
<p>A First Book of the Sea - N Davies & E Sutton</p> 				

Blue Class (Year 1): Rhymes, Songs and Poems to Perform

<p style="text-align: center;">Incy Wincy Spider</p> <p>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</p> <p style="text-align: center;">The Grand Old Duke of York</p> <p>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.</p>	<p style="text-align: center;">Oats and Beans and Barley Grow</p> <p>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?</p>	<p style="text-align: center;">Dingle, Dangle Scarecrow</p> <p>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 floppy, 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 floppy, floppy hat I can shake my hands like this I can shake my feet like that</p>	<p style="text-align: center;">Humpty Dumpty</p> <p>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.</p>
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Blue Class: Poems to Perform




Water – Shirley Hughes

I like water.
The shallow, splashy, paddly kind,
The hold-on-tight-it's-deep kind.
Slosh it out of buckets,
spray it all around.
I do like water.

Rickety Train Ride - Tony Mitton

I'm taking the train to Ricketywick
Clickety clickety clack
I'm sat in my seat
With a sandwich to eat
As I travel the trickety track.
It's an ever so rickety trickety train,
And I honestly thickety think
That before it arrives
At the end of the line
It will tip up my drippety drink.



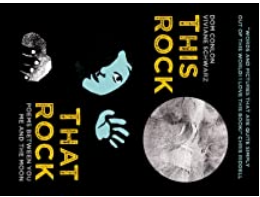
Yellow Class: Year 2

Poems to Share	Poems to Perform	Poems to Read	Poems to Write
<p>Tiger Tiger Burning Bright - Fiona Waters</p>  <p>Midnight Feasts: Tasty poems chosen by A.F. Harrold</p>  <p>I Am the Seed That Grew the Tree - F Waters & F Preston-Gannon</p> 	<p>The Sound Collector - Roger McGough</p> <p>Daddy Fell into The Pond – Alfred Noyes</p> <p>Cats Sleep Anywhere – Eleanor Farjeon</p>	<p>A Tiny Burning Flame - Unknown</p> <p>Owl and the Pussy Cat – E Lear</p> <p>My Lonely Garden from Take off Your Brave – Nadim (aged 4)</p>	<p>Acrostic</p> <p>An acrostic is a poem in which the first letters of each line spell out a word or phrase. Usually, the first letter of each line is capitalised. Acrostics do not have to rhyme and there is not set length or rhythm for each line.</p> <p>List</p> <p>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.</p> <p>Diamante</p> <p>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.</p>

Yellow Class: Poems to Perform

<p>When Daddy Fell into the Pond – Alfred Noyes</p> <p>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 <i>Daddy fell into the pond!</i></p> <p>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!" <i>Click!</i></p> <p>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 <i>Daddy fell into the pond!</i></p>	<p>Cats Sleep Anywhere – Eleanor Farjeon</p> <p>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.</p>	<p>The Sound Collector – Roger McGough</p> <p>A stranger called this morning Dressed all in black and grey Put every sound into a bag And carried them away</p> <p>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</p> <p>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</p> <p>The crying of the baby The squeaking of the chair The swishing of the curtain The creaking of the stair</p> <p>A stranger called this morning He didn't leave his name Left us only silence Life will never be the same</p>
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Orange Class~ Year 3 & Year 4

Poems to Share	Poems to Perform	Poems to Read	Poems to Write
<p>Stars with Flaming Tails - Valerie Bloom</p>  <p>Where Zebras Go – S Hardy-Dawson</p>  <p>This Rock, That Rock - D Conlon</p> 	<p>The Adventures of Isabel - Ogden Nash</p> <p>Granny's Sugarcake – John Lyons</p> <p>From a Railway Carriage – R L Stevenson</p>	<p>The Dragon of Andor – Reading Explorers</p> <p>Mr Moore – David Harmer</p> <p>Ghost in the Garden - Berlie Doherty</p> <p>The Small Dragon - Brian Patten</p> <p>If Anger was an Animal - The Emotional Menagerie</p> <p>The Witch of Axon - Reading Explorers</p> <p>My Brother Might be Bigfoot- Kenn Nesbitt</p> <p>It Couldn't Be Done - Edgar A Guest</p> <p>Hey Diddle Diddle</p> <p>The Jaberwocky – Lewis Carroll</p>	<p>Clerihew</p> <p>A clerihew is usually a humorous poem written about a specific person. It is a four-line comic verse with two rhyming pairs of lines with the rhyme scheme AABB. The First line of the poem will include the name of the person about whom the verse is written.</p> <p> kennings</p> <p>Kennings are a means of referring to people or objects without naming them directly. A Kenning names something by describing its qualities in a two-word compound expression (often consisting of a noun and a verb made into a noun using an -er ending). Kennings can be developed into a poem or a riddle.</p> <p>Free Verse</p> <p>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.</p>

Orange Class: Poems to Perform

<p>Granny's Sugarcake – John Lyons</p> <p>Sugarcake! Sugarcake! Ah chile sweetie ting a Trini granny could mek:</p> <p>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.</p> <p>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.</p> <p>Wen de sugarcake ready, she spoon it out on greaseproof paper, an is den meh mout begin to water but de look meh Granny gimme tell meh ah got to wait fuh it to cool down good.</p> <p>Sugarcake! Sugarcake! How ah love de sugarcake meh Granny does mek</p>	<p>From a Railway Carriage – R L Stevenson</p> <p>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.</p> <p>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!</p>	<p>The Adventures of Isabel – Ogden Nash</p> <p>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!</p> <p>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.</p> <p>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!</p> <p>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</p>
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