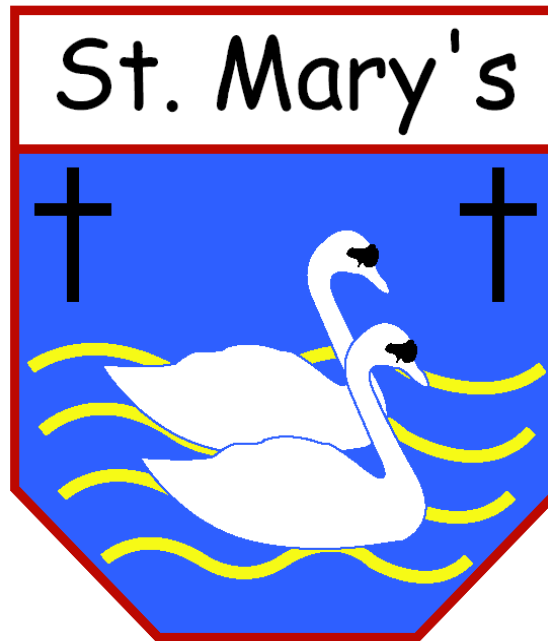


St Mary's Catholic Primary School

Poetry Spine

2025



Intent

At St Marys Primary School, we strive to develop a love of reading. In addition to our whole class texts, picture books, novels and non-fiction books, we have developed a poetry spine for each year group to enjoy a range of poems throughout the year. In the library, there are numerous poetry books for children to enjoy. Through listening to, reading, writing and performing poetry and rhymes, we aim to: build childrens emotional connection to language and the world around them, inspire them to be creative, instil a love for reading and to develop their oracy and confidence when performing.

Each year group will encounter a varied selection of poems, both modern and classical, where vocabulary and meaning can be explored and explained. Poetry forms part of our writing curriculum enabling our pupils to learn about different types of poetry and how poetry is carefully crafted and structured, considering a range of poetic devices. Throughout their studies, children will be encouraged to recite and perform poetry to further enhance their oracy and presentation skills. Poems will be used throughout our curriculum develop vocabulary, fluency, prosody, imagination and empathy. We will encourage pupils to share their own opinions about the poetry they read, providing justifications for their likes and dislikes as well as making comparisons between the different poetry they read. We also aim to explore emotions through poetry and will create a respectful environment where children can share their thoughts.

Each year group will learn and recite at least two poems to be performed and shared with their peers, visitors and grown-ups. We will also be taking part in the Poetry by Heart Competition to further develop confidence with poetry and to engage pupils in an accessible and fun way!

Impact

Developing a love for poetry at St Marys inspires, excites and motivates children to celebrate poetry and language! It allows children to understand that poetry comes in many forms, shapes and sizes and teaches pupils that it doesnt always rhyme! Being exposed to a wide-range of poetry gives children the confidence to write and perform poetry and it provides them with the opportunity to lift poems from the page, bring them to life! Art, drama, music and dance should be used to enhance childrens experience on poetry. Poetry is a fantastic way of allowing children to explore their own personal feelings and experiences: whether that be through discussion, or through the creation of their own poetry.

Our poetry spine develops teachers' knowledge, confidence and expertise in their own poetry repertoire and about the teaching of poetry. It enables children to learn about a wide-range of poetry, develops their skillset and gives them the confidence to write and perform.

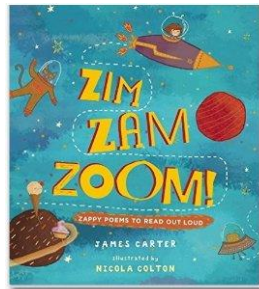
EYES

Poems to Share

Poems Out Loud by Laurie Stansfield



Zim Zam Zoom by James Carter



Rhymes, Poems and Songs to Perform

Hickory Dickory Dock

Falling Apples

Leaves are Falling

1,2,3,4,5 Once I Caught a Fish Alive

Hey Diddle Diddle

Incy Wincy Spider

Humpty Dumpty

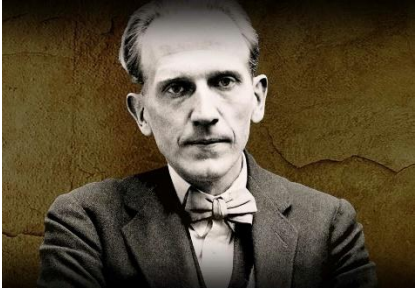
The Grand Old Duke of York

Pat-a-cake

If I were So Very Small (Poetry Basket)

Monkey Babies by Irene Rawnsley and John Foster

Year 1

<i>Poet to Study</i>	<i>Poems to Perform</i>	<i>Poems to Read</i>	<i>Poets to Inspire Writing</i>
<p><i>A.A. Milne</i></p> 	<p><i>At the Seaside by Robert Louis Stevenson</i></p> <p><i>Water by Shirley Hughes</i></p>	<p><i>An Emerald is as Green as Grass by Christina Rossetti</i></p> <p><i>Please Do Not Feed the Animals by Robert Hull</i></p> <p><i>The Morning Rush by John Foster</i></p> <p><i>Now we are Six by A.A. Milne</i></p> <p><i>"A Beach Riddle" by Little Dazzy Donuts</i></p> <p><i>Spaghetti! Spaghetti! by Jack Prelutsky</i></p> <p><i>A Night-time Adventure by Brenda Williams</i></p>	<p>Riddles</p> <p><i>A riddle is a type of word puzzle where ambiguous clues to an object or persons identify are offered requiring the reader to work out an answer.</i></p> <p><i>A Dinosaur at the Bus Stop by Kate Wakeling</i></p>

Year 2

Poet to Study

Laura Mucha



Poems to Perform

Daddy Fell into The Pond by Alfred Noyes

Nature Trail by Benjamin Zephaniah

Words that make me smile by Laura Mucha

Poems to Read

Snail by Langston Hughes

In the Trees Defence by A.F. Harrold

What is Pink? by Christina Rossetti

The Dark by James Carter

Please Mrs Butler by Allan Ahlberg

Being Me: Poems about thoughts, worries and feelings by Liz Brownlee, Matt Goodfellow and Laura Mucha

What the Fly Thinks by Gertrude Heath

Poets to Inspire Writing

List Poem

A list poem collects content in list form.

Cottage by Eleanor Farjeon

Diamante

A diamante is an unrhymed seven-line poem. The first and seventh line of the poem have one word and this is the same word and this word is a noun.


The second and sixth lines have two words and 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/lessons/how-to-write-a-diamante-poem/>


Year 3

<i>Poet to Study</i>	<i>Poems to Perform</i>	<i>Poems to Read</i>	<i>Poets to Inspire Writing</i>
<p>Joseph Coelho</p> 	<p>The Sound Collector by Roger McGough</p> <p>Try by Joseph Coelho</p> <p>Love Came Down at Christmas by Christina Rossetti</p>	<p>Tony the Turtle by Emile Victor Rieu</p> <p>Over the Green and Yellow Rice Fields by Rabindranath Tagore</p> <p>If Anger was an Animal- The Emotional Menagerie</p> <p>The Owl and the Pussy-Cat by Edward Lear</p> <p>To Make a Garden by Mary Ann Hoberman</p> <p>The Spider and the Fly by Mary Howitt</p> <p>The Tale of the Whale by Karen Swan</p>	<p>Alliteration Poem Alliteration is when words start with the same sound.</p> <p>Try by Joseph Coelho</p> <p>Concrete Poem Also, sometimes called a 'shape' poem. Its visual appearance matches the topic of the poem. The words form shape which illustrate the poems subject as a picture.</p> <p>The Mouses Tail by Lewis Carroll</p>


Year 4

<i>Poet to Study</i>	<i>Poems to Perform</i>	<i>Poems to Read</i>	<i>Poets to Inspire Writing</i>
<p><i>Valarie Bloom</i></p> 	<p><i>The First Christmas by Marian Swinger</i></p> <p><i>Dont by Michael Rosen</i></p> <p><i>Today, I feel by Gervais Phinnv</i></p>	<p><i>Sleeping Black Jaguar by Pascale Petit</i></p> <p><i>The Door by Miroslav Holub</i></p> <p><i>Cinderella by Roald Dahl</i></p> <p><i>City Jungle by Pie Corbett</i></p> <p><i>The Sun by Wes Magee</i></p> <p><i>The Land of Blue by Laura Mucha</i></p> <p><i>Spellbound by Emily Brontë</i></p>	<p>List Poems A list poem collects content in list form.</p> <p><i>Sandwich by Valarie Bloom</i></p> <p>Narrative Poem Narrative poems tell a story and use rhythm and rhyme.</p> <p><i>Chocolate Cake by Michael Rosen</i></p> <p>Haiku A traditional form of Japanese poetry which consists of three lines. The first and last lines of a Haiku have 5 syllables and the middle line has 7 syllables.</p> <p><i>Beaches by Kaitlyn Guenther</i></p>

Year 5

<i>Poet to Study</i>	<i>Poems to Perform</i>	<i>Poems to Read</i>	<i>Poets to Inspire Writing</i>
<p><u>William Blake</u></p> 	<p><i>Leisure</i> by W.H. Davies</p> <p><i>Another Night Before Christmas</i> by Carol Ann Duffy</p> <p><i>Walking with My Iguana</i> by Brian Moses</p>	<p><i>Daffodils</i> by William Wordsworth</p> <p><i>Comet</i> by Kate Wakeling</p> <p><i>Storm in a Rainforest</i> by Sally Garland</p> <p><i>The Sky Artist</i> by Ben Zephaniah</p> <p><i>Cloud Busting</i> by Malorie Blackman</p> <p><i>Lost Magic</i> by Brian Moses</p> <p><i>Silver</i> by Walter de la Mare</p>	<p>Repetitive Poems</p> <p>Repetition can take many forms. A particular clause or phrase might be repeated in a line or stanza or a whole stanza might be repeated.</p> <p><i>The Tyger</i> by William Blake</p> <p><i>I Remember, I Remember</i> by Thomas Hood</p> <p><i>Little Trotty Wagtail</i> by John Clare</p> <p>Blackout Poetry</p> <p>Blackout poetry is when you take a written piece of text and redact words, in order to come up with your very own poetry.</p> <p>Ian Bland</p>

Year 6

<i>Poet to Study</i>	<i>Poems to Perform</i>	<i>Poems to Read</i>	<i>Poets to Inspire Writing</i>
<p><i>Matt Goodfellow</i></p> 	<p><i>Twas the Night Before Christmas</i> by <i>Clement Clarke Moore</i></p> <p><i>Flanders Fields</i> by <i>John McCrae</i></p> <p><i>Why wear a poppy?</i> by <i>Donald J. Crawford</i></p> <p><i>Instructions for Growing Poetry</i> by <i>Tony Mitton</i></p>	<p><i>I Wandered Lonely as a Cloud</i> by <i>William Shakespeare</i></p> <p><i>Sympathy</i> by <i>Paul Laurence Dunbar</i></p> <p><i>If</i> by <i>Rudyard Kipling</i></p> <p><i>The Hill We Climb</i> by <i>Amanda Gorman</i></p> <p><i>The Lost Words: Raven</i> by <i>Robert Macfarlane</i></p> <p><i>Looking at Your Hands</i> by <i>Martin Carter</i></p> <p><i>Extinct</i> by <i>Mandy Coe</i></p>	<p><i>Free Verse</i> They follow the rhythms of natural speech and don't follow any obvious rules. <i>Matt Goodfellow</i>- <i>The Final Year</i> (Free verse novel)</p> <p><i>Maya Angelou</i>- <i>Caged Bird</i></p> <p><i>Strict Verse Poem</i> Poems written in strict verse have stanzas of equal length and a repeating rhyme pattern.</p> <p><i>Carol Ann Duffy</i>- <i>The Look</i></p>