

St. Andrew's Methodist Primary School

Whole-School Poetry Spine

Intent

At St Andrew's Methodist, we are committed to developing a love of reading. Alongside sharing our class picture books, novels and non-fiction books, we have chosen key poems to be shared throughout the year. Our over-arching goal is to develop a poetry -friendly school that inspires, excites and enthuses children and celebrates the value of poetry and language. Our students are continuously encouraged to develop their creativity and embrace the power of poetry.

We want to develop our children's exposure and enjoyment of poetry, through encouraging and teaching our pupils to be confident in writing and reading poetry in a range of models. We aim to ensure by studying a wide variety of poetic genres that our pupils understand that there are many forms, shapes and sizes of poetry and it doesn't always have to rhyme! Our poetry spine reflects a breadth of poetry styles and a selection of poems that promote the diverse, unique world that we live in, e.g. *Shakespeare's Sonnets* in Y6 motivate the children to discover more about our rich literary heritage, whereas *The Island Man* in Y5 explores the traditions and cultures of the Caribbean, and Y4's focus on *Gran Can Ya Rap?* challenges the stereotypes around age.

Each year group will encounter a varied selection of poems in whole-class reading activities, where vocabulary and meaning can be explored and explained, together with the development of children's wider reading skills. We appreciate that poetry study supports reading, phonics and language development across all year groups, when poems are selected carefully to match the year group expectations. High-quality questioning and discussions will be integral to building good comprehension skills within our reading.

Poetry also forms part of our writing curriculum. This allows children the opportunity to learn more about how poetry can be structured and to write their own poems, innovating their ideas, encompassing a wide range of poetic devices. Children are encouraged to be inspired and perform their own poetry, alongside the poems learnt by their year group. We will explore understanding the importance of art, drama, music and dance to support and enhance children's poetry writing and develop responses, where this is relevant to performance.

Poems are also used throughout our curriculum to develop vocabulary, fluency and prosody, imagination and empathy. Across all year groups, 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.

Implementation

Each year group contains examples of a range of engaging poems studied at the heart of our English curriculum to foster our love of poetry and ensure our children become familiar with key poets. Different types of poetry genres/styles are focused on per year group to offer variation and to show progression and continuity across the Key Stages. Through sharing, reading, writing and performing rhymes and poems, we aim to build children's emotional connection to language and the world around us. The Poetry Spine should be used alongside The Reading Spine.

Teachers will carefully plan meaningful and captivating activities based on each studied poem, appropriate for their year group and key stage expectations, including: analytical work, innovation tasks, recitals and performance. Not all activities will have a written outcome.

This Poetry Spine is a flexible., working document and therefore teaching staff may select other poem titles within their poetic genre appropriate for their cohort each academic year, in order to effectively match and meet the needs and interests of the year group.

Year Group	Poetic Genre/Style	Poetry	Term
Nursery	Nursery Rhymes & Rhyming Narratives	Various nursery rhymes for performance to be taught and a selection of well-known rhyming narratives to be shared	Ongoing across the academic year – focus on three per half-term World Nursery Rhyme Week to be celebrated in November
Reception	Sounds, Rhymes and Rhythms	Crackle! Spit! <i>Marie Thorn</i>	Autumn World Nursery Rhyme Week to be celebrated in November
		A Tiny Seed Was Sleeping <i>Nicki Davies</i>	Spring
		Big Green Crocodile <i>Jane Newberry</i>	Summer
Year 1	Concrete/Shape Poem <u>Performance Poetry</u>	Zim Zam Zoom! <i>James Carter</i>	Autumn
	Singable, Illustrated Poem	The Little Turtle <i>Vachel Lindsay</i>	Spring
	Rhyming Story	Oi Frog! <i>Kes Gray</i>	Summer
Year 2	Classical Poem	A Visit From St Nicholas <i>Clement Clarke Moore</i>	Autumn
	Acrostic Poem	S-P-R-I-N-G	Spring
	Modern Fairytale Poem (Narrative) <u>Performance Poetry</u>	Revolting Rhymes – Little Red Riding Hood & The Wolf <i>Roald Dahl</i>	Summer
Year 3	Cinquain Poem <u>Performance</u>	November Nights <i>Adelaide Crapsey</i>	Autumn

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	<u>Poetry</u>		
	Limerick Poem	A Book of Nonsense: There was an Old Man with a Beard <i>Edward Lear</i>	Spring
	Haiku Poem	H Is For Haiku: A Treasury of Haiku from A to Z <i>Sydell Rosenburg</i>	Summer
	Satirical Poem	I Don't Like Poetry <i>Joshua Seigel</i>	Autumn
	Narrative Poem	Jabberwocky <i>Lewis Carroll</i>	Spring
	Rap Poem	Gran Can You Rap? <i>Jack Ousbey</i>	Summer
	<u>Performance Poetry</u>		
Year 5	Free Verse Poem	The Magic Box <i>Kit Wright</i>	Autumn
	Cultural Poem	Island Man <i>G`race Nichols</i>	Spring
	Narrative Poem	From A Railway Carriage <i>Robert Louis Stevenson</i>	Summer
	<u>Performance Poetry</u>		
Year 6	Quatrain, Lyrical Poem	The Tyger <i>William Blake</i>	Autumn
	Sonnet	Sonnet 18: Shall I compare thee to a summer's day? <i>William Shakespeare</i>	Summer
	<u>Performance Poetry</u>		

Impact

St. Andrew's Methodist's commitment is in fostering a love of reading through a poetry-friendly approach. By integrating diverse poems into the curriculum, students explore varied genres, fostering an appreciation for literary heritage and global cultures. Poetry becomes an integral part of the writing curriculum, empowering students to create and perform their own poems while employing artistic elements, such as drama and performance. The initiative extends to collaborating with the local library and professionals, enriching children's understanding of poetry creation, performance and presentation. This rounded approach not only enhances language development, but also encourages

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empathy, imagination and a life-long of love poetry. Our children will engage with and lift poems from the page by bringing them to life. Our children will be able to talk about and connect to children's personal experiences, giving them permission and opportunities to share and write about themselves, their feelings and important events, using poetic forms.

This Poetry Spine should be used alongside the Reading Spine.

Date of policy: December 2023

Signed: L. Gomm

R. Fortune

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