St. Joseph's Catholic Primary School
English Curriculum Overview

	Class 1 Year A	Class 1 Year B	Class 2 Year A	Class 2 Year B	Class 3 Year A	Class 3 Year B	Class4
Fiction							
Writing to Entertain (Narrative and Description)							
Traditional Tales/Fairy Stories							
Fables							
Myths and legends							
Adventure							
Fantasy							
Suspense/horror/mystery							
Historical Settings							
Science Fiction							
Non-fiction							
Writing to Inform							
Recount – including diary and journal							
Instruction							
Explanation							
Reports							
Biography							
Writing to Persuade							
Letter							
Holiday Brochure							
Speech							
Writing to Discuss							
Newspaper							
Argument							

Writing Curriculum Overview – Year A/Year B

CLASS 1 A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	Pigs Might Fly (Traditional Tale)	Lost and Found (Story)	Bear Shaped (Story)	Jack and the Jellybean Stalk (Traditional Tale)	The Storm Whale (Story)	The Queen's Hat (Adventure)
Non-Fiction	I Wanna Iguana (Persuasive letter)	Penguins (Fact file)	Toys of the Past (Report)	Growing Plants (Instructions)	Grandma Bird (Letter)	Bold Women in Black History (Biography)
Poetry	List Poem Firework Night					
CLASS 1 B	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Fiction	Rainbow Fish (Story)	We're Going on a Bear Hunt (Adventure Story)	The Way Back Home (Story)	Little Red Riding Hood (Traditional Tale)	Handa's Surprise (Story)	The Train Ride (Story)
Non-Fiction	If Sharks Disappeared (Report)	Meet the Weather (Review)	Here we are (Leaflet)	Our Trip to the Woods (Recount)	On Safari (Journal)	Seasons (Information text)
Poetry		Firework Night (List Poem)				When I am By Myself (Rhyming Poem)
Poetry	List Poem Firework Night					

Class 2 A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	Traditional Tale with a Twist Little Red Reading Hood	Adventure Story The Owl who was Afraid of the Dark	Moral Story The Crow's Tale	A range of writing genres	Adventure Story Wombat goes Walkabout	Story Stardust
Non-Fiction	Instructions How to make a bird feeder	Diary The Great Fire of London*	Persuasive Letter The Day the Crayons Quit	Information Text Plants	A range of writing genres	Non-Chronological Reports Pirates
Poetry	Humorous Poem Desk Diddler					

Class 2 B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	Story Stone Age Boy	Traditional Tale The Happy Prince	Myth Theseus and the Minotaur	Traditional Tale with a Twist The True Story of the Three Little Pigs	Suspense Wolves in the Walls	Adventure The Secret of Black Rock
Non-Fiction	Instructions My Strong Mind	Non-chronological Report Skeletons and Muscles	Explanation How a Robot Dog Works	Letter The Gardener	Holiday Brochure Skara Brae	Explanation Street Beneath my Feet
Poetry	I asked the little boy who couldn't see.*					

Class 3 A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	Norse Myth - Arthur and the Golden Rope	Science Fiction - Cosmic	Story of Love and Hope - The Boy, The Mole and The Horse	Mystery - The Nowhere Emporium	Science Fiction - The Iron Man	Narrative - The Present
Non-Fiction	Biography - Nikola Tesla	Journal - Mars Transmission	Poetry – The Highwayman	Persuasive Writing - Sicily Holiday Brochure	Balanced Argument - Should we feed animals at national parks? *	Script for Factual Tour - Once Upon a Raindrop
Poetry	Contemporary Poetry: The River					

Class 3B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	Traditional Tale – The Princess and the Pea	War Story – The Christmas Truce	Adventure - The BFG	Fantasy - The Fantastic Flying Books of Mr. Morris Lessmore	Mystery - The Whale	Narrative - Gorilla
Non-Fiction	Diary - Secrets of a Sun King	Non-Chronological Report Emperor Penguins	Poetry – Still I Rise	Explanation - Digestion	Newspaper Report – The Wizard of Once	Speech - Refugees
Poetry	The Malfeasance					
Year 6	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Fiction	Adventure Story Kensuke's Kingdom	Short Spooky Narrative A Monster Calls	Traditional Tale Hansel and Gretel	*Modern Fiction The Journey	A range of writing genres	A range of writing genres
Non-Fiction	Speech Greta	Persuasive Letter Letter to Mr Scrooge	*Recount Letters from the Lighthouse	A range of writing genres	A range of writing genres	A range of writing genres
Poetry	Narrative Poem Hope-to-Docus*					

Poetry Overview

Each class has been assigned three poetry types to explore, comment on, create and perform each academic year. Please see below for an outline. These will be either **free verse**, **visual** and/or **structured poems**. You should refer to the key objectives from the National Curriculum (included in this document) as well as the specific components and features of each poetry type, which are outlined below.

Year	VERTICAL LINKS	Free Verse Poetry	Visual Poems	Structured Poems
A	**1**	**Short list poems (REC)**	**Shape poems (Y1)**	**Reciting rhyming poems – nursery rhymes and narrative poems (REC)**
B	**1**	**Alphabet List poem (Y1)**	**Simple shape poems (REC)**	**Acrostic poems (Y1)**
A	**2**	**Poems using onomatopoeia and alliteration (2)**		**Limericks, Haiku and Tanka (3)**
B	**2**	**Poems using similes (3)**	**Diamantes (2)**	**List poems (2)**
A	**3**	**Poems using metaphors (4)**		**Cinquains Rhyming Couplets (5)**
B	**3**	**Narrative poems (5)**		**Kennings and Riddles (4)**
	4	**Narrative poems**	**Blackout**	**Rap**

Famous/Classic Poems for children to perform off by heart

Please select a minimum of 3 for Year A and Year B (Mix across Year Groups) to explore with the children and get them to recite from memory during an academic year.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Two Little Dickie Birds	*Now We Are Six* by AA Milne	*Buckingham Place* by AA Milne	*On the Nong Ning Nang* by Spike Milligan	*Life Doesn't Frighten Me* by Maya Angelou	*The Tyger* by William Blake	*In Flander's Fields* by John McCrae
Humpty Dumpty	*I Opened a Book* by Julia Donaldson	*The Moon* by Robert Louis Stevenson	*The Crocodile* by Robert Louis Stevenson	*Please Mrs Butler* by Allan Ahlberg	*The Tale of Custard The Dragon* by Ogden Nash	*Meeting Midnight* by Carol Ann Duffy
Twinkle Twinkle Little Star	*Tippy Tappy* by Michael Rosen	*The Rhythm of Life* by Michael Rosen	*The Adventures of Isabel* by Ogden Nash	*The Quangle Wangle's Hat* by Edward Lear	*The Highwayman* by Alfred Noyes	*The Way Through the Woods* by Rudyard Kipling
Hot Cross Buns	*The Morning Rush* by John Foster	*Plum* by Tony Mitton	*Nature Trail* by Benjamin Zephaniah	*From a Railway Carriage* by Robert Louis Stevenson	*The Charge of the Lightbrigade* by Alfred Lord Tennyson	*The Jabberwocky* by Lewis Carroll
Incy Wincy Spider	*Caterpillar* by Christina Rosetti	*Fruit Picking* by Jack Ousbey	*The Book* by Michael Rosen	*Sick* by Shel Silverstein	*Still I Rise* by Maya Angelou (JC adapted version)	*McCavity: The Mystery Cat* by T.S Eliot
Sing a Song of Sixpence	*Here is the Seed* by John Foster	*See Me Walking* by Clive Webster	*Leap like a Leopard* by John Foster	*Mr Moore* by David Harmer	*Words Are Ours* by Michael Rosen	*Ozymandias* by Percy Bysshe Shelley

Year Group: Reception

Early Learning Goals	Famous/Classic Poems to Read and Perform
ELG: Listening, Attention and Understanding - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers ELG: Speaking - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of part, present and future tenses and making use of conjunctions, with modelling and support from their teacher. ELG: Comprehension - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play. ELG: Being Imaginative and Expressive - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	***Two Little Dickie Birds*** ***Humpty Dumpty*** ***Twinkle Twinkle Little Star*** ***Hot Cross Buns*** ***Incy Wincy Spider*** ***Sing a Song of Sixpence***

Types of Poetry and Features	
Free Verse **List Poem**	A list poem does exactly as described and collects content in a list form. List poems don't have any fixed rhyme or rhythmic pattern.
Visual **Shape Poem**	The poem usually describes an object. The poem is presented in the shape of the object which it is describing. The layout may either be with the words inside a shape or around the outline of the shape. Concrete poems should not be confused with calligrams (where individual words take on a shape that reveals their meaning).
Structural **Rhyming Poems**	Children will be immersed in structured rhyming poetry throughout the year, including well-known 'narrative poems' (story books) such as Julia Donaldson books. Discussion and oral work linked to rhyme and spotting words that rhyme.

Year Group: Year 1

Reading NC Objectives	Famous/Classic Poems to Read and Perform
• To listen to and discuss a wide range of poems at a level beyond that at which they can read independently. • To learn to appreciate rhymes and poems commenting on rhymes, word choice, humour and favourite poems. • Usually joins in with reciting some by heart. • To comment on things that interest them. To say what they like or dislike about a text. • With support, to justify their views about a poem they have had read to them. • To recognise patterns in text, e.g. repeated patterns or phrases.	***Now We Are Six*** by AA Milne ***I Opened a Book*** by Julia Donaldson ***Tippy Tappy*** by Michael Rosen ***The Morning Rush*** by John Foster ***Caterpillar*** by Christina Rosetti ***Here is the Seed*** by John Foster

Types of Poetry and Features		Example Poems
Free Verse **Alphabet List Poems**	A list poem does exactly as describe and collects content in a list form. List poems don't have any fixed rhyme or rhythmic pattern. List poems usually have a list in the middle, plus a few lines at the beginning and few lines at the end. You can think of the beginning and end of a list poem like the top and bottom slices of bread in a sandwich.	*A to Z* by Michaela Morgan *The You Can Be A B* C – Roger Stevens *A Monster Alphabet* by Gervase Phinn *An Alphabet of Horrible Habits* by Colin West
Visual **Shape Poem/ Concrete Poem**	The poem usually describes an object. The poem is presented in the shape of the object which it is describing. The layout may either be with the words inside a shape or around the outline of the shape. Concrete poems should not be confused with calligrams (where individual words take on a shape that reveals their meaning).	*The Shape I'm In* by James Carter *Rhythm Machine* by Trevor Harvey What Can You Do With a Football by James Carter + more in *The Works (every kind of poem you will ever need for the literacy hour)* by Paul Cookson
Structural **Acrostic Poems**	An acrostic poem is a type of poetry where the first, last or other letters in a line spell out a particular word or phrase. The most common and simple form of an acrostic poem is where the first letters of each line spell out the word or phrase.	*An Acrostic* by Roger McGough *Giant* by Jack Ousbey *My Glasses* by John Hegley

Year Group: Year 2

Reading NC Objectives		Famous/Classic Poems to Read and Perform
• 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 intonation to make the meaning clear. • Participate in discussion about books, poems and other words that are read to them and those that they can read for themselves, taking turns and listening to what others say.		***Buckingham Place*** by AA Milne ***The Moon*** by Robert Louis Stevenson ***The Rhythm of Life*** by Michael Rosen ***Plum*** by Tony Mitton ***Fruit Picking*** by Jack Ousbey ***See Me Walking*** by Clive Webster
Types of Poetry and Features		**Example Poems**
Free Verse **Onomatopoeia & alliteration**	Onomatopoeia, according to the Oxford Dictionary, is the 'formation of a word which describes its sound'. Examples of onomatopoeic words include sizzle, clap, moo, roar, etc. It is a common feature in many poems written with children in mind. The onomatopoeia can sometimes form a refrain, then repeats through the poem, providing structure.	*Firework Poem* by Jim Carter *Look at the Train!* By Kathy Henderson *Rain-Dance* by Hilda Offen *Onomatopoeia* by Eve Merriam
Visual **Diamantes**	The poem is presented in the shaped of a diamond: Line 1: Beginning subject Line 2: Two adjectives about line 1 Line 3: Three verbs or words ending in '-ing' about line 1 Line 4: A short phrase about line 1, a short phrase about line 7 Line 5: Three verbs or words ending '-ing' about line 7 Line 6: Two adjectives about line 7 Line 7: End subject Precise verbs and adjectives are used in the relevant lines indicated above. Each line starts with a capital letter; commas are used between verbs and adjectives' no punctuation at the end of lines.	Bike Shiny, quiet Pedalling, spinning, weaving Whizzling round corners, zooming along roads Racing, roaring, speeding Fast, loud Car
Structural **List Poems**	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.	*Tell Me Mama* by John Lyons *What a Poem's* Not by John Healey *The Sound Collector* by Roger McGough

Year Group: Year 3

Reading NC Objectives	Famous/Classic Poems to Read and Perform
• 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 (poems) • 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) • Participate in discussion about both books (poems) that are read to them and those they can read for themselves, taking turns and listening to what others say	***On the Nong Ning Nang*** by Spike Milligan **The Crocodile** by Robert Louis Stevenson ***The Adventures of Isabel*** by Ogden Nash ***Nature Trail*** by Benjamin Zephaniah ***The Book*** by Michael Rosen ***Leap like a Leopard*** by John Foster

Types of Poetry and Features		Example Poems
Free Verse **Simile Poems**	Simile is a common poetic device. The subject of the poem is described by comparing it to another object or subject, using 'as' or 'like'. For example, the subject may be 'creeping as quietly as a mouse' or be 'sly, like a fox.' Keep the structure simple, non-rhyming and explore similes first. It may take the form of a 'list poem'.	*Like a Leopard* by John Foster
Structural **Limericks**	The poem is five lines in length and follows the rhyme scheme AABBA. Line 1: 7-10 syllables; Line 2: 7-10 syllables; Line 3: 5-7 syllables; Line 4: 5-7 syllables Line 5: 7-10 syllables. The first line usually begins with 'There was a…' and ends with the name of a person or place. The last line should be rather unusual or far-fetched. Each line starts with a capital letter. Lines often end with a comma. The mood of this poem is comic, and it can even be nonsense.	Edward Lear limericks *Spring Magic* by Judith Nicholls *Short Visit, Long Stay* by Paul Cookson *Limerick* by John Irwin
Structural **Haiku & Tanka**	The *haiku* originates from Japan, and is similar in structure to a Tanka poem. The mood of a haiku is generally serious, and can relate to many themes, including nature or love. Each line starts with a capital letter. The line structure is as follows: Line 1: 5 syllables; Line 2: 7 syllables Line 3: 5 syllables. (14 in total) *Tanka* is a Japanese form of five lines with 5, 7, 5, 7, and 7 syllables. 31 in all.	*Haiku* by Takahoma Kyoshi *Four Seasons Haiku* by Adrian Henri *Bumble-bee* by Angela Topping *Seaview Haiku* by John Foster *Silver Aeroplane* by John Foster *Red* by Coral Rumble

Year Group: Year 4

Reading NC Objectives	Famous/Classic Poems to Read and Perform
• 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 (poems) • 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) • Participate in discussion about both books (poems) that are read to them and those they can read for themselves, taking turns and listening to what others say	***Life Doesn't Frighten Me*** by Maya Angelou ***Please Mrs Butler*** by Allan Ahlberg ***The Quangle Wangle's Hat*** by Edward Lear ***From a Railway Carriage*** by Robert Louis Stevenson ***Sick*** by Shel Silverstein ***Mr Moore*** by David Harmer

Types of Poetry and Features		Example Poems
Free Verse **Metaphor Poems**	A metaphor is when something is described as being the same as an unrelated object. They are often used to create effects or images. For example, '*The moon was a ghostly galleon tossed upon the seas…*'	*The Poet* by Rachel Rooney *Poetry Pie* by Roger McGough *What a poem's not* by John Hegley *The Sea's Hands* by George Szirtes *Seasons* by Valerie Bloom *I Asked the River* by Valerie Bloom *Two Plants* by John Agard
Structural **Kennings**	A 'kenning' is a two word phrase which describes an object, often using a metaphor to do so. Kenning poems are a type of riddle which use kennings to describe something or someone. Each line consists of one kenning. There is no set number of lines in each verse. The kennings should be ordered within the poem with consideration of the impact on the reader.	*Grey Squirrel* – Celia Warren *River* – June Crebbin
Structural **Riddles**	The poem describes a noun (usually an object), but does not name it, i.e. it may describe a tiger as striped an furry. The last line usually addresses the reader and uses a question, e.g. 'What is it? or 'Can you guess what I could be?' The mood of the poem is light-hearted.	*What Am I?* by Jo Peters *Animal Riddle* by Pie Corbett *Teaser* by Tony Mitton *Riddle* by John Foster

Year Group: Year 5

Reading NC Objectives		Famous/Classic Poems to Read and Perform
• Continue to read and discuss an increasingly wide range of poetry • Read books (poems) that are structured in different ways and for a range of purposes • Make comparisons within and across books (poems) • Learn a wider range of poetry by heart • Prepare poems to read aloud/perform, showing understanding through intonation/tone/volume so that the meaning is clear to an audience	• Participate in discussions about books (poems) that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identify how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	***The Tyger*** by William Blake ***The Tale of Custard The Dragon*** by Ogden Nash ***The Highwayman*** by Alfred Noyes ***The Charge of the Lightbrigade*** by Alfred Lord Tennyson ***Still I Rise*** by Maya Angelou (JC adapted version) ***Words Are Ours*** by Michael Rosen

Types of Poetry and Features		Example Poems
Free Verse **Narrative Poems**	A narrative poem in literature is a poem which tells a story. It has a full storyline with all the elements of a traditional story. These elements include characters, plot, conflict and resolution, setting and action. Narrative poems include old epics, lays and ballads.	*The Highwayman* by Alfred Noyes *Maggie and the Dinosaur* by Dave Ward *Me and my Brother* by Michael Rosen *The Owl and the Pussycat* by Edward Lear *The Visitor* by Isan Serraillier
Structural **Cinquain**	A cinquain poem is a verse of five lines that do not rhyme Line 1: 2 syllables Line 2: 4 syllables Line 3: 6 syllables Line 4: 8 syllables Line 5: 2 syllables	*School Trip* by Tracey Balance *For the Wash* by Angela Topping *November Night* – Adelaide Crapsey *Snow* – Adelaide Crapsey *Blackbird* – John Foster *At the Gate* – John Foster
Structural **Rhyming Couplets**	Writing rhyming poetry is not easy, despite children's enthusiasm to want to create poems that rhyme further down the school. The rhyming words and rhythmic beats of each line need to be appropriate to the mood and theme of the poem. Possible structures include: Rhyming couplets: AA BB CC DD EE etc Alternative rhyming couplets: ABAB CDCD etc Unbound couplets: A B C B	*Kicking up Leaves* by Matt Simpson *My Brother Bert* by Ted Hughes *Where do all the teachers go?* By Peter Dixon *Alien's Stole my Underpants* by Brian Moses *The Bonfire* by Eleanor Farjeon *Windrush Child* by John Agard

Year Group: Year 6

Reading NC Objectives		Famous/Classic Poems to Read and Perform
• Continue to read and discuss an increasingly wide range of poetry • Read books (poems) that are structured in different ways and for a range of purposes • Make comparisons within and across books (poems) • Learn a wider range of poetry by heart • Prepare poems to read aloud/perform, showing understanding through intonation/tone/volume so that the meaning is clear to an audience	• Participate in discussions about books (poems) that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identify how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	***In Flander's Fields*** by John McCrae ***Meeting Midnight*** by Carol Ann Duffy ***The Way Through the Woods*** by Rudyard Kipling ***The Jabberwocky*** by Lewis Carroll ***McCavity: The Mystery Cat*** by T.S Eliot ***Ozymandias*** by Percy Bysshe Shelley

Types of Poetry and Features		Example Poems
Free Verse **Narrative Poems**	A narrative poem in literature is a poem which tells a story. It has a full storyline with all the elements of a traditional story. These elements include characters, plot, conflict and resolution, setting and action. Narrative poems include old epics, lays and ballads.	*The Listeners* by Walter De La Mare *The Pied Piper* by Robert Browning *Matilda* by Hillaire Belloc *The Tyger* by William Blake *The Jabberwocky* by Lewis Carroll *The Sick Rose* by William Blake
Visual **Blackout**	A blackout poem is when a poet takes a marker (usually black marker) to already established text – like in a newspaper – and starts redacting words until a poem is formed. The key thing with a blackout poem is that the text AND redacted text form a sort of visual poem.	Explore with children how poetry can be used to 'project' their 'voice' on issues important to them. Themes may include controversial issues such as climate change, bulling, animal cruelty.
Structural **Rap**	The is a music vocal delivery involving rhythm and rhyme. Rap, originating from American street culture and which unlike a song which is set to music, is spoken over a musical backing or beat. Rap has a syncopated rhythm meaning that the beats that are emphasised are not the ones you would usually expect. It is designed for performance and to be read aloud.	*Gran, Can You Rap*? By Jack Ousbey *Goldilocks on CCTV by* John Agard *Fuss Fuss Fuss or the Goldilocks Rap* by James Carter *Damsel in Distress Rap* – John Agard

Further Performance Poetry Suggestions

Year 1	Year 2	Year 3
There Was an Old Lady Who Swallowed a Fly Voices of Water – Tony Mitton My Colours – Colin West Hands – Julia Donaldson Queue for the Zoo – Clare Bevan The Wind – Christina Rossetti The Star – Jane Taylor I Wanna be a Star – Tony Mitton The Midnight Skaters – Roger McGough The Book by Michael Rosen Dad and the Cat and the Tree by Kit Wright The Vulture by Hillaire Belloc Where Teachers Keep Their Pets by Paul Cookson Nut Tree by Julia Donaldson What Do You Do on a Nature Walk? By Kate Williams Grandma's Glasses Here's the Church and Here's the Steeple	I'm Walking with my Iguana – Brian Moses Solo with Chorus – Rose Fyleman The Rhythm of Life – Michael Rosen Nut Tree – Julia Donaldson The Dinosaur Rap – John Foster Cats – Eleanor Farjeon Shhhhh! – Julia Donaldson At the Zoo – William Makepeace Thackeray What is Pink? Christina Rossetti King of the Dinosaurs – Aoife Mannix Why must we go to school? Allan Ahlberg Dog in the Playground – Allan Ahlberg Didgeridoo – Roger McGough The Great Fire of London by George Szirtes My Gran Visits England – Grace Nichols The Seagulls – Michael Rosen Little Red Riding Hood and the Wolf by Roald Dahl	Life Doesn't Frighten me at all – Maya Angelou The Torch – Michael Rosen You Tell Me – Michael Rosen Dear Mum – Brian Patten Twenty Four Hours – Charles Causley Instructions for Giants – John Rice School Tomorrow – Excuses for Mum – Joseph Coelho Cat-rap – Grace Nichols The Slow Man – Allan Ahlberg Mafia Cats – Roger McGough Keepy-Uppy Kid – Rachel Rooney The Magic Box by Kit Wright Ten Things Found in a Wizard's Pocket by Ian McMillan The Teacher's Day in Bed by David Orme

Year 4	Year 5	Year 6
Macavity by T.S. Eliot You Wait Till I'm Older Than You – Michael Rosen Maggie and the Dinosaur – Dave Ward The Child Who Was Wild – Michael Rosen The Treasures – Clare Bevan Today, I Feel – Gervase Phinn The Trouble with My Brother – Brian Patten You Can't Stop Me – Miriam Moss I Like to Stay Up – Grace Nichols Little Bit of Food – Joseph Coelho Our World New World – John Agard The Poet – Rachel Rooney The Sea's Hands – George Szirtes Wide Open – Rachel Rooney Six Facts About Light – Rachel Rooney For Forest – Grace Nichols	Give and Take – Roger McGough From a Railway Carriage – R.L. Stevenson Conversation Piece – Gareth Owen Football Mad – Benjamin Zephaniah Rum Tum Tiger – T.S Eliot River Reflection – Jackie Kay What do you want to be? – Wilf Merttens Keep On Keeping On – Michael Sage Mother to Son – Langston Hughes The Words of Poems – Carol Ann Duffy Darkness and Light – Grace Nichols Moon-Mad – Grace Nichols You – Grace Nicholls	Cargoes – John Masefield The Lion and Albert – Marriot Edgar If – Rudyard Kipling The Jumblies – Edward Lear What I Love About School – Roger McGough Jack and the Beanstalk – Roald Dahl Jack's Tale – Judith Nicholls Children in Wartime by Isobel Thrilling For Forest by Grace Nichols The Sea (in a hungry dog) by James Reeves Fire, Burn: and Cauldron Bubble by William Shakespehare Upon Westminster Bridge by William Wordsworth The Evacuee by Shirley Tomlinson Cloud Busting by Malorie Blackman