



Where
CURIOSITY
HATCHES,
creativity takes *flight* and *learning* SOARS
TO A SKY OF
opportunity.

Poetry

Each year group has been assigned three poetry types to teach as a writing unit in English through the academic year. Please see below for an outline. Further details to support teacher's when planning each poetry unit are provided in this document.

	<u>Free Verse</u>	<u>Visual</u>	<u>Structured</u>
<u>EYFS</u>	Short list poems	Simple shape poems	Reciting rhyming poems – nursery rhymes and
<u>1</u>	Alphabet List poem	Shape poem / concrete poems	Riddles
<u>2</u>	Poems using onomatopoeia and alliteration	Diamantes	Acrostic poems
<u>3</u>	Poems using similes		Limericks Question & Answer poems
<u>4</u>	Poems using metaphors		kennings Haikus
<u>5</u>	Narrative poems		Cinquains or Tanka Rhyming Couplets
<u>6</u>	Poems using personification	Blackout poetry	Rhyming couplets – themed

Poems for children to perform off by heart

Please select one to explore with the children and get them to recite from memory during an academic year.

(Highlighted poems are the poems chosen for the academic year 2023-2024)

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 Palace 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 Isobel 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 Rossetti	Fruit Picking by Jack Ousbey	The Book by Michael Rosen	Sick by Shel Silverstein	Still I Rise by Maya Angelou	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		Reading NC Objectives	Writing NC Objectives	Famous / Classic Poems to read and perform
EYFS	RECEPTION	<p>To listen, and respond to, a range of poetry around a theme.</p> <p>To look at rhyme within poems.</p> <p>To collect words that rhyme.</p>	<p>Enjoy making up funny sentences and playing with words.</p> <p>Look carefully at experiences and choose words to describe .</p> <p>Make word collections or use simple repeating patterns.</p>	<p>Choose at least 2 from the list below to read and perform off by heart at some point during the year:</p> <p><i>Two Little Dickie Birds</i> <i>Humpty Dumpty</i> <i>Twinkle Twinkle Little Star</i> <i>Hot Cross Buns</i> <i>Incy Wincy Spider</i> <i>Sing a Song of Sixpence</i></p>

	Type of Poetry & Features	Writing Suggestions
Free Verse List poem	<p>A list poem does exactly as described and collects content in a list form.</p> <p>List poems don't have any fixed rhyme or rhythmic pattern.</p>	<p>From Term 5, children will experiment with writing lists in the form of a poem based on a familiar experience or setting.</p> <p>Templates can be given so that children finish the line in their poem. e.g. In winter I can see... My favourite</p>
Visual Shape poem	<p>The poem usually describes an object. The poem is presented in the shape of the object which it is describing.</p> <p>The layout may either be with the words inside a shape or around the outline of the shape.</p> <p>Concrete poems should not be confused with calligrams (where individual words take on a shape that reveals their meaning).</p>	<p>From Term 5, children will experiment and explore creating simple shape poems using adjectives to describe them, given a template. e.g. leaves, weather, animals, food</p>
Structured	<p>Children will be immersed in structured rhyming poetry throughout the year, including well-known 'narrative poems' (story books) such as Julia Donaldson books.</p> <p>Discussion and oral work linked to rhyme and spotting words that rhyme.</p>	

Year group		Reading NC Objectives	Writing NC Objectives	Famous / Classic Poems to read and perform
KS1	Year 1	<p>To listen to and discuss a wide range of poems at a level beyond that at which they can read independently.</p> <p>Learn to appreciate rhymes and poems commenting on rhymes, word choice, humour and favourite poems.</p> <p>Usually joins in with reciting some by heart.</p> <p>To comment on things that interest them.</p> <p>To say what they like or dislike about a text.</p> <p>With support, to justify their views about a poem they have had read to them.</p> <p>To recognise patterns in texts, e.g. repeated patterns or phrases</p>	<p>Write sentences by: - saying out loud what they are going to write about</p> <ul style="list-style-type: none"> - 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>	<p><i>Choose at least 2 from the list below to read and perform off by heart at some point during the year:</i></p> <p>Now We Are Six by AA Milne I Opened a Book by Julia Donaldson Tippy Tappy by Michael Rosen Caterpillar by Christina Rossetti Here is the Seed by John Foster</p>

	Type of Poetry & Features	Writing Suggestions	Example Poems
Free Verse Alphabet List Poem	<p>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.</p> <p>List poems usually have a list in the middle, plus a few lines at the beginning and a 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.</p>	<p>Collect/explore new words beginning with each letter. Write an Alphabet list poem.</p> <p>Practise letter formation for letters of the alphabet (including capital letters)</p>	<p><i>A to Z</i> by Michaela Morgan</p> <p><i>The You Can Be A B C</i> – Roger Stevens</p> <p><i>A Monster Alphabet</i> by Gervase Phinn</p> <p><i>An Alphabet of Horrible Habits</i> by Colin West</p>
Visual Shape poem / concrete poem	<p>The poem usually describes an object. The poem is presented in the shape of the object which it is describing.</p> <p>The layout may either be with the words inside a shape or around the outline of the shape.</p> <p>Concrete poems should not be confused with calligrams (where individual words take on a shape that reveals their meaning).</p>	<p>Create a poem in the shape of a noun (linked to a FOS) using a template if needed e.g. weather, oceans, seasons, animals</p> <p>The poem can just be words or phrases to describe the noun, then written as the outline shape or within a template of the shape.</p>	<p><i>The Shape I'm In</i> by James Carter</p> <p><i>Rhythm Machine</i> by Trevor Harvey</p> <p><i>Undersea Tea</i> by Tony Mitton</p> <p>+ more in <i>The Works</i> (every kind of poem you will ever need for the literacy hour) by Paul Cookson</p>
Structured Riddles	<p>The poem describes a noun (usually an object), but does not name it, i.e. it may describe a tiger as striped and furry.</p> <p>The last line usually directly addresses the reader and uses a question, e.g. 'What is it?' or 'Can you guess what I could be?'</p> <p>The mood of the poem is light-hearted.</p>	<p>Write riddles and test them out on friends and family.</p> <p>Riddles about subjects they have experienced / matter to them / familiar objects e.g: animals, seasons, food, household objects</p>	<p><i>What Am I?</i> by Jo Peters</p> <p><i>Animal Riddle</i> by Pie Corbett</p> <p><i>Teaser</i> by Tony Mitton</p> <p><i>Riddle</i> by John Foster</p>

Year group		Reading NC Objectives	Writing NC Objectives	Famous / Classic Poems to read and perform
KS1	Year 2	<p>Listen to, discuss and express views about a wide range of contemporary and classic poetry</p> <p>Recognise simple recurring literary language in poetry</p> <p>Discuss and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Discuss their favourite words and phrases</p> <p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>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>	<p>Develop positive attitudes towards and stamina for writing by: writing poetry</p> <p>Consider what they are going to write before beginning by: o planning or saying out loud what they are going to write about o writing down ideas and/or key words, including new vocabulary</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Choose at least 2 from the list below to read and perform off by heart (using actions if needed).</p> <p>Buckingham Palace by AA Milne</p> <p>The Moon by Robert Louis Stevenson</p> <p>The Rhythm of Life by Michael Rosen</p> <p>Plum by Tony Mitton</p>

	Type of Poetry & Features	Writing Suggestions	Example Poems
Free Verse Onomatopoeia & Alliteration	<p>Onomatopoeia, according to the Oxford Dictionary, is the 'formation of a word which describes its sound'.</p> <p>Examples of onomatopoeic words include sizzle, clap, moo, roar, etc.</p> <p>It is a common feature in many poems written with children in mind. The onomatopoeia can sometimes form a refrain, that repeats through the poem, providing structure.</p>	<p>Firework, bonfire night poetry</p> <p>The noises around a house / outside</p> <p>Poem about a science experiment</p> <p>A poem about the senses</p>	<p><i>Firework Poem</i> by Jim Carter</p> <p><i>Look at the Train!</i> by Kathy Henderson</p> <p><i>Rain-Dance</i> by Hilda Offen</p> <p><i>Onomatopoeia</i> by Eve Merriam</p>
Visual Diamantes	<p>The poem is presented in the shape of a diamond</p> <ul style="list-style-type: none"> - Line 1: Beginning subject; - Line 2: Two adjectives about line 1; - Line 3: Three verbs or words ending '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. <p>Precise verbs and adjectives are used in the relevant lines indicated above.</p> <p>Each line starts with a capital letter; commas are used between verbs and adjectives; no punctuation at the end of lines.</p>	<p>Ideas for teaching sequence at: https://www.poetry4kids.com/lessons/how-to-write-a-diamante-poem/</p> <p>Online interactive programme with example poems and activity to make diamante poems: http://www.readwritethink.org/classroom-resources/student-interactives/diamante-poems-30053.html</p>	<p><i>Bike</i> <i>Shiny, quiet</i> <i>Peddalling, spinning, weaving</i> <i>Whizzing round corners, zooming along roads</i> <i>Racing, roaring, speeding</i> <i>Fast, loud</i> <i>Car</i></p>
Structured Acrostic	<p>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.</p> <p>The most common and simple form of an acrostic poem is where the first letters of each line spell out the word or phrase.</p>	<p>Link to FOS</p>	<p><i>An Acrostic</i> by Roger McGough</p> <p><i>Giant</i> by Jack Ousbey</p> <p><i>My Glasses</i> by John Hegley</p>

Year group		Reading NC Objectives	Writing NC Objectives	Famous / Classic Poems to read and perform
KS1	Year 3	<p>Read books (poems) that are structured in different ways and reading for a range of purposes</p> <p>Identify themes and conventions in a wide range of books (<i>poems</i>)</p> <p>Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Recognise some different forms of poetry (for example, free verse, narrative poetry)</p> <p>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>	<p>Discussing writing (forms of poems) similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discussing and recording ideas</p> <p>Read aloud their own writing (poem), to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Choose at least 2 from the list below to read and perform off by heart (using actions if needed).</p> <p>On the Nong Ning Nang by Spike Milligan</p> <p>The Crocodile by Robert Louis Stevenson</p> <p>The Adventures of Isabel Ogden Nash</p> <p>Nature Trail by Benjamin Zephaniah</p>

	Type of Poetry & Features	Writing Suggestions	Example Poems
Free Verse Simile	<p>Simile is common poetic device.</p> <p>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.'</p> <p>Keep the structure simple, non rhyming and explore similes first. It may take the form of a 'list poem'.</p>	<p>Animal simile poem</p> <p>Colour simile poem</p> <p>On the ground simile poem</p> <p>About an earthquake / tsunami</p>	<p><i>Leap Like a Leopard</i> by John Foster</p> <p>On the ground simile poem https://www.teachitprimary.co.uk/resources/y2/poetry-exploring-form/seasons/on-the-ground-simile-poem/16186</p>
Structured Limerick	<p>The poem is five lines in length and follows the rhyme scheme AABBA.</p> <ul style="list-style-type: none"> o Line 1: 7-10 syllables; o Line 2: 7-10 syllables; o Line 3: 5-7 syllables; o Line 4: 5-7 syllables; o Line 5: 7-10 syllables. <p>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.</p> <p>Each line starts with a capital letter. Lines often end with a comma.</p> <p>The mood of this type of poem is comic, and it can even be nonsense.</p>	<p>Write limericks on famous book, tv or film characters.</p> <p>Write limericks based on made up people/characters.</p>	<p>Edward Lear limericks</p> <p><i>Spring Magic</i> by Judith Nicholls</p> <p><i>Short Visit, Long Stay</i> by Paul Cookson</p> <p><i>Limerick</i> by John Irwin</p>
Structured Q&A poem	<p>The poem is structured as a dialogue between two people.</p> <p>This kind of poem is great for performance as there are clear roles and voices within it and the children can have fun adding character to the lines.</p>	<p>PUPPY IN THE HOUSE Who broke the window? It wasn't me. Wag, wag! Who chewed the rug? It wasn't me. Lick, lick! Who made a puddle? It wasn't me. Woof, woof!</p>	<p><i>Why Must We Go To School?</i> by Allen Ahlberg</p> <p><i>Conversation</i> by Michael Rosen</p> <p>From Poems to Perform by Julia Donaldson</p> <p><i>Conversation Piece</i> by Gareth Owen</p> <p><i>The Treasures</i> by Clare Bevan</p>

Year group		Reading NC Objectives	Writing NC Objectives	Famous / Classic Poems to read and perform
KS1	Year 4	<p>Read books (poems) that are structured in different ways and reading for a range of purposes</p> <p>Identify themes and conventions in a wide range of books (<i>poems</i>)</p> <p>Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Recognise some different forms of poetry (for example, free verse, narrative poetry)</p> <p>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>	<p>Discussing writing (forms of poems) similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discussing and recording ideas</p> <p>Read aloud their own writing (poem), to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Choose at least 2 from the list below to read and perform off by heart (using actions if needed).</p> <p>Life Doesn't Frighten Me by Maya Angelou</p> <p>Please Mrs Butler by Allan Ahlberg</p> <p>The Quangle Wangle's Hat by Edward Lear</p> <p>From a Railway Carriage by Robert Louis Stevenson</p> <p>Sick by Shel Silverstein</p> <p>Mr Moore by David Harmer</p>

	Type of Poetry & Features	Writing Suggestions	Example Poems
Free Verse List Poem	<p>Free verse does not follow a set syllable pattern or rhyme scheme.</p> <p>It may be written on a range of themes.</p> <p>Refer to the KS2 key objectives and writing curriculum content for Year 4. Alliteration and similes (non clichéd) should be expected and encouraged as children have come across this in Year 2 and 3.</p>	<p>Putting items into a box/suitcase</p> <p>Walking through a door into a different land/world</p> <p>Link to project</p>	<p><i>The Magic Box</i> by Kit Wright</p> <p><i>The Sound Collector</i> by Roger McGough</p> <p><i>Ten Things Found in a Wizard's Pocket</i> by Ian McMillan</p> <p><i>Things I'd Do If It Weren't For Mum</i> by Tony Mitton</p> <p><i>The Teacher's Day in Bed</i> by David Orme</p>
Structured Kennings	<p>A 'kenning' is a two word phrase which describes an object, often using a metaphor to do so.</p> <p>Kenning poems are a type of riddle which use kennings to describe something or someone.</p> <p>Each line consists of one kenning. There is no set number of lines in each verse.</p> <p>The kennings should be ordered within the poem with consideration of the impact on the reader.</p>	<p>Teach metaphors explicitly first</p> <p>Encourage precise word choices and other features learned in previous years such as alliteration, similes.</p>	<p><i>Beowulf</i></p> <p><i>BEWARE!</i> Poem from Zim Zam Zoom! by James Carter</p> <p><i>Guess Who?</i> By Coral Rumble</p> <p><i>Squirrel</i> by Celia Warren</p>
Structured Haiku	<p>The haiku originates from Japan, and is similar in structure to a Tanka poem (year 5)</p> <p>The mood of a haiku is generally serious, and can relate to many themes, including nature or love. The line structure is as follows: Line 1: 5 syllables; Line 2: 7 syllables; Line 3: 5 syllables. (14 in total).</p> <p>Each line starts with a capital letter.</p>	<p>Write a Haiku linked to project/class text or for a specific theme-day.</p>	<p><i>Haikus</i> by Basho</p> <p><i>Four Seasons Haiku</i> by Adrian Henri</p> <p><i>Bumble-bee</i> by Angela Topping</p> <p><i>Policemand Haiku</i> by Roger Stevens</p>

Year group		Reading NC Objectives		Writing NC Objectives	Famous / Classic Poems to read and perform
KS1	Year 5	<p>Continue to read and discuss an increasingly wide range of poetry</p> <p>Read books (poems) that are structured in different ways and for a range of purposes</p> <p>Make comparisons within and across books (poems)</p> <p>Learn a wider range of poetry by heart</p> <p>Prepare poems to read aloud/perform, showing understanding through intonation/tone/volume so that the meaning is clear to an audience</p>	<p>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</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>Follow the National Curriculum guidelines for writing in Upper Key Stage 2.</p> <p>Children should be encouraged to include a range of the poetic language features learned in KS1 and Lower Key Stage 2, and choose which are appropriate to use in their writing (authorial intent).</p>	<p>Choose at least 2 from the list below to read and perform off by heart (using actions if needed).</p> <p>The Tyger by William Blake</p> <p>The Tale of Custard The Dragon by Ogden Nash</p> <p>The Highwayman by Alfred Noyes</p> <p>The Charge of the Lightbrigade by Alfred Lord Tennyson</p> <p>Still I Rise by Maya Angelou</p> <p>Words Are Ours by Michael Rosen</p>

	Type of Poetry & Features	Writing Suggestions	Example Poems
Free Verse Narrative poem	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.	Link to FOS	<p><i>The Highwayman</i> by Alfred Noyes</p> <p><i>Maggie and the Dinosaur</i> by Dave Ward</p> <p><i>Me and my Brother</i> by Michael Rosen</p>
Structured Cinquains or Tanka	<p>A cinquain poem is a verse of five lines that do not rhyme</p> <p>Line 1: 2 syllables</p> <p>Line 2: 4 syllables</p> <p>Line 3: 6 syllables</p> <p>Line 4: 8 syllables</p> <p>Line 5: 2 syllables</p> <p>Tanka</p> <p>A Japanese form of five lines with 5, 7, 5, 7, and 7 syllables—31 in all.</p>	Link to FOS	<p><u>Cinquains</u></p> <p><i>Birds of a Feather</i> by Bernard Young</p> <p><i>School Trip</i> by Tracey Blance</p> <p><i>Yo You</i> by Angela Topping</p> <p><u>Tankas</u></p> <p><i>Silver Aeroplane</i> by John Foster</p> <p><i>Red</i> by Coral Rumble</p>
Structured Rhyming Couplets	<p>The rhyming words and rhythmic beats of each line need to be appropriate to the mood and theme of the poem. Possible structures include:</p> <p>Rhyming couplets: AA BB CC DD EE etc</p> <p>Alternate rhyming couplets: ABAB CDCD</p> <p>Unbounded couplets: A B C B</p>		<p><i>Kicking up Leaves</i> by Matt Simpson</p> <p><i>My Brother Bert</i> by Ted Hughes</p> <p><i>Where do all the teachers go?</i> By Peter Dixon</p> <p><i>Alien's Stole my Underpants</i> by Brian Moses</p> <p><i>The Bonfire</i> by Eleanor Farjeon</p>

Year group		Reading NC Objectives		Writing NC Objectives	Famous / Classic Poems to read and perform
KS1	Year 6	<p>Continue to read and discuss an increasingly wide range of poetry</p> <p>Read books (poems) that are structured in different ways and for a range of purposes</p> <p>Make comparisons within and across books (poems)</p> <p>Learn a wider range of poetry by heart</p> <p>Prepare poems to read aloud/perform, showing understanding through intonation/tone/volume so that the meaning is clear to an audience</p>	<p>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</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>Follow the National Curriculum guidelines for writing in Upper Key Stage 2.</p> <p>Children should be encouraged to include a range of the poetic language features learned in KS1 and Lower Key Stage 2, and choose which are appropriate to use in their writing (authorial intent).</p>	<p><i>Choose at least 2 from the list below to read and perform off by heart (using actions if needed).</i></p> <p>In Flander's Fields by John McCrae</p> <p>Meeting Midnight by Carol Ann Duffy</p> <p>The Way Through the Woods by Rudyard Kipling</p> <p>The Jabberwocky by Lewis Carroll</p> <p>McCavity: The Mystery Cat by T.S Eliot</p> <p>Ozymandias by Percy Bysshe Shelley</p>

	Type of Poetry & Features	Writing Suggestions	Example Poems
Free Verse Personification	<p>In poetry, personification is used to allow non-human things to take on human traits and emotions.</p> <p>Poets can use personification to make inanimate objects, such as a mirror, express feelings and perform actions.</p> <p>In Year 6 children should have the opportunity to read a range of poems where personification is used and comment on why the author has chosen to do this.</p>		<p><i>The Sea (is a hungry dog)</i> by James Reeves</p> <p><i>Children in Wartime</i> by Isobel Thrilling</p> <p><i>For Forest</i> by Grace Nichols</p>
Visual Blackout poetry	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.	Exploring 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, racism, bullying, animal cruelty.	
Structured Rhyming couplets	<p>Writing rhyming poetry is not easy, despite children's enthusiasm to want to create poems that rhyme further down the school.</p> <p>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 Alternate rhyming couplets: ABAB CDCD Unbounded couplets: A B C B</p>		<p><i>Fire, Burn: and Cauldron Bubble</i> by William Shakespeare</p> <p><i>Matilda</i> by Hilaire Belloc</p> <p><i>Upon Westminster Bridge</i> by William Wordsworth</p> <p><i>McCavity: The Mystery Cat</i> by T.S Eliot</p> <p><i>The Evacuee</i> by Shirley Tomlinson</p>