

Poetry Coverage and Progression

Poetry Y1/2

Cycle A	The Owl and the Pussy-Cat by Edward Lear – Repeating Patterns The Crocodile by Lewis Carroll - Explore effective/innovative language choices The Seaside by Jo Peters – Question and Answer Poem Space by Celia Gentles (Acrostic/List)
Cycle B	London Bridge is Falling Down by Anon – Repeated Lines The Great Fire by Sue Cowling-Narrative The Eagle by Alfred Lord Tennyson – Rhyming patterns Songs of the Animal World – Traditional African Poem (Zaire/Democratic Republic of Congo) - Performance Poem

Poetry Y3/4

Cycle A	A show In The Colosseum – Roger Stevens – Narrative/ Eight Swords by Roger Stevens – Kennings (represent in a Calligram) The Sea – James Reeves – Personification Michael Rosen – performance poetry selection Remembrance - The Soldiers Came by- John Agard
Cycle B	Remembrance Day Remembered by John Mole /Remembrance by Sue Cowling - Acrostic (The works book) I Was Born in The Stone Age by Michael Rosen = Conversation Poem People Need People by Benjamin Zephaniah -Narrative Poem No Haiku by Adrian Henri – Haiku/ Watch Me Bloom: A Bouquet of Haiku Poems for Budding Naturalists-Krina Patel-Sage



All Poems included at the end of this document

Purposes for poetry: to convey information, to entertain, to share a story, to amuse, to reflect, to pass on culture heritage, to pray with thanks, to celebrate, to praise, to persuade etc. The purpose for poetry should be discussed with pupils.

This document sets out the objectives in the national curriculum that are relevant to poetry in each year group. Where appropriate they have been adapted (noted in italics). Suggested outcomes have been given in the right-hand column.

Poetry Coverage and Progression

	Reading		Writing		Possible outcomes
	Listen, discuss, respond	Understanding	Composition	Vocabulary, grammar and punctuation	
Year 1	<ul style="list-style-type: none"> - Listen and discuss a wide range of poems Link to own experiences Join in with predictable phrases Appreciate rhymes and poems and recite some by heart Discuss word meanings Discuss significance of title and events Participate in discussions 	<p>Draw on background knowledge and vocabulary provided</p> <p>Check text makes sense, correcting inaccurate reading</p> <p>Infer and predict on the basis of what is said and done and has been read so far</p> <p>Explain understanding</p>	<p>Write sentences by: saying out loud what they are going to write about 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> <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>The national curriculum talks about composing sentences and sequences of sentences. Children could compose lines of poems and sequences of lines.</p>	<p>Leaving spaces</p> <p>Joining words and clauses using and</p> <p>Capital letters for names of people, places, days of week and the I</p>	<p><u>Performing</u></p> <p>Performing rhymes and poems, including from other cultures</p> <p>Performing poems with repeated phrases- Create and include actions</p> <p><u>Creating</u></p> <p>Group performance poetry with repeated patterns or lines List poems</p> <p>Free verse: based on experiences/objects/ places/feelings/curriculum links/senses etc. Adding words/phrases/captions to images</p> <p>Generate rhyming words/phrases Use a scaffolding frame for creating poems All the above could be created as a shared/group write</p> <p>Consider having a poem/rhyme each week to learn/enjoy</p>

Poetry Coverage and Progression

	Reading		Writing		Possible outcomes
	Listen, discuss, respond	Understanding	Composition	Vocabulary, grammar and punctuation	
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>Draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading</p> <p>Make inferences on the basis of what is being said and done</p> <p>Answer and ask questions</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</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: planning or saying out loud what they are going to write about</p> <p>writing down ideas and/or key words, including new vocabulary</p> <p>encapsulating what they want to say, sentence by sentence</p> <p>Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils</p> <p>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p>read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Explore exclamation marks, question marks, commas for lists, apostrophes (contraction and possessive)</p> <p>Sentences with different forms: statement, question, exclamation, command</p> <p>Expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>The present and past tenses correctly and consistently including the progressive form</p> <p>subordination (using when, if, that, or because) and coordination (using or, and, or but)</p>	<p><u>Performing</u></p> <p>Contemporary and classic poetry Lyrics (contractions)</p> <p>Poems with repeated patterns and patterned structure</p> <p>Question and answer poems</p> <p>Simple raps</p> <p><u>Creating</u></p> <p>Simple structured grammar poem (adjective, noun, verb etc.). This could be used to explore tenses: past, present, incl. progressive</p> <p>Poems that include commands</p> <p>List poems</p> <p>Question and answer poems</p> <p>Calligram words/phrases</p> <p>Free verse: based on experiences/objects/ places/feelings/curriculum links/senses etc.</p> <p>Explore effective/innovative language choices</p> <p>Jokes/riddles/nonsense sentences/puns/humourous words and phrases/tongue twisters (jokes could link to work on homophones)</p> <p>Alliterative sentences</p> <p>Innovated patterned structures</p> <p><u>Analysing</u></p> <p>Poem review: likes/dislikes/puzzles/patterns</p> <p>Consider publication and presentation</p>

Poetry Coverage and Progression

	Reading		Writing		Possible outcomes
	Listen, discuss, respond	Understanding	Composition	Vocabulary, grammar and punctuation	
Year 3	<p>Listen to and discuss a wide range of fiction, poetry 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 poetry) 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.</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Ask questions to improve their understanding of a text Draw inferences and justifying inferences with evidence Identify main ideas drawn from more than one paragraph (verse) and summarising these Identify how language, structure, and presentation contribute to meaning</p>	<p>Plan writing by: 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 discussing and recording ideas Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence (line) structures organising paragraphs (verses) around a theme Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency 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>Use a wider range of conjunctions, including when, if, because, although Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (or repetition for effect) Conjunctions, adverbs and prepositions to express time and cause Indicate possession by using the possessive apostrophe with plural nouns Paragraphs (verses) as a way to group related material Expanded noun phrases</p>	<p><u>Performing</u> Perform a range of poems exploring intonation, tone, volume and actions. Consider the impact of the above on the listener Perform narrative poems. Explore different voices for narrator and characters. Perform free verse poems</p> <p><u>Creating</u> Narrative poems Free verse poems List poems Conversation poems Haiku Kennings Calligrams Special effects: similes, metaphors, personification etc. Song lyrics (apostrophes)</p> <p><u>Analysing</u> Read/discuss a range of poems and discuss: Types of poems they are and how you know. Structure of the poem Purpose of the poem Poems could be sorted into different forms. Are they easy to sort or are some ambiguous? Summarise poems Poetry analysis/review: Themes/interesting words phrases/type of poem/response/questions you have</p>

Poetry Coverage and Progression

	Reading		Writing		Possible outcomes
	Listen, discuss, respond	Understanding	Composition	Vocabulary, grammar and punctuation	
Year 4	<p>Listen to and discuss a wide range of fiction, poetry</p> <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 (poems)</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 (poems) that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Ask questions to improve their understanding of a text</p> <p>Draw inferences and justifying inferences with evidence</p> <p>Identify main ideas drawn from more than one paragraph (verse) and summarising these</p> <p>Identify how language, structure, and presentation contribute to meaning</p>	<p>Plan writing by: 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>Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence (line) structures</p> <p>organising paragraphs (verses) around a theme</p> <p>Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency</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>Use a wider range of conjunctions, including when, if, because, although</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (or repetition for effect)</p> <p>Conjunctions, adverbs and prepositions to express time and cause</p> <p>Indicate possession by using the possessive apostrophe with plural nouns</p> <p>Paragraphs (verses) as a way to group related material</p> <p>Expanded noun phrases</p>	<p><u>Performing</u></p> <p>Perform a range of poems exploring intonation, tone, volume and actions.</p> <p>Consider the impact of the above on the listener</p> <p>Perform narrative poems. Explore different voices for narrator and characters.</p> <p>Perform free verse poems</p> <p><u>Creating</u></p> <p>Narrative poems</p> <p>Free verse poems</p> <p>List poems</p> <p>Conversation poems</p> <p>Haiku</p> <p> kennings</p> <p>Calligrams</p> <p>Special effects: similes, metaphors, personification etc.</p> <p>Song lyrics (apostrophes)</p> <p><u>Analysing</u></p> <p>Read/discuss a range of poems and discuss</p> <p>Types of poems they are and how you know.</p> <p>Structure of the poem</p> <p>Purpose of the poem</p> <p>Poems could be sorted into different forms. Are they easy to sort or are some ambiguous?</p> <p>Summarise poems</p> <p>Poetry analysis/review:</p> <p>Themes/interesting words phrases/type of poem/response/questions you have</p>

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Poetic forms and devices - Vocabulary	
Alliteration	This is when words that start with the same sound are used repeatedly in a phrase or sentence
Assonance	This is the repetition of a vowel sound within nearby words
Blackout poem	This is when a poet takes a piece of text and crosses out much of the original text. The words left form a new poem.
Ballad	A poem or song that narrates a story in short stanzas. It may use rhythm and rhyme
Calligram	This is a word, phrase or poem that is presented in a visual way. This may be by the shape of the letters, some words or the whole poem which links to the meaning/theme of the words/poems.
Cinquain	A cinquain has a 5 line structure. It follows the pattern: Line 1: 2 syllables Line 2: 4 syllables Line 3: 6 syllables Line 4: 8 syllables Line 5: 2 syllables
Comic Verse	There are no fixed rules for rhyme and rhythm. Comic verse often involves a play on words and focuses on amusing the reader
Concrete poem	A poem that is written in the shape of the words on the page match the subject of the poem
Conversation poems	A poem that creates the appearance of a conversation that has been inserted into the structure of a poem.
Couplet	Two lines of a poem that have the same rhythm and rhyme
Free verse	Free verse poems do not follow particular forms and are without rhythm and rhyme. Some examples could be monologue, list poems, narrative
Haiku	This is a Japanese poem with the intention of evoking images. It follows the structure Line 1: 5 syllables Line 2: 7 syllables Line 3: 5 syllables
Kennings	A kenning describes the qualities of something using two-word phrases in the place of a noun. Kenning poems uses two-word phrases on each line and may include metaphors

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Limerick	A five line comic verse where the 1 st , 2 nd and 5 th line rhyme with each other and the 3 rd and 4 th line rhyme with each other
List poem	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.
Metaphor	This is when something is described as being the same as an unrelated object. They are often used to create effects and images.
Narrative	A narrative poem tells a story. It may be free verse or involve rhythm and rhyme.
Onomatopoeia	This is a word that describes its sound
Personification	This is when objects, animals and plants are given human qualities to help paint a picture in the reader's mind
Quatrain	A stanza with four lines where usually alternate lines rhyme
Question and answer	This is structured as a dialogue between two people and often follows the structure of a question followed by an answer.
Rap	This is a musical vocal delivery involve rhythm and rhyme
Riddle	This is generally presented as a puzzle to be solved. They may often have clues to a unknown object or person.
Simile	When something is compared to another thing using 'as' or 'like' to paint a picture in reader's mind
Structured grammar poem	A poem that follows a specific grammar structure. Children can then use this structure to create their own poem
Tongue twister	Short poems or lines that are hard to say because they use a lot of similar sounds

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Y1/2 Cycle A Poems

The Owl and the Pussy-Cat by
Edward Lear – Repeating Patterns

The Owl and the Pussy-Cat

The Owl and the Pussy-cat
went to sea
In a beautiful pea-green boat,
They took some honey, and
plenty of money, Wrapped
up in a five-pound note.
The Owl looked up to the stars above,
And sang to a small guitar,
"O lovely Pussy! O Pussy, my love,
What a beautiful Pussy you are,

You are,
You are!
What a beautiful Pussy you are!"

Pussy said to the Owl, "You elegant
fowl!
How charmingly sweet you
sing!

The Crocodile by Lewis Carroll –
Explore effective/innovative
language choices

The Crocodile

How doth the little crocodile
Improve his shining tail,
And pour the waters of the
Nile
On every golden scale!

How cheerfully he seems to grin,
How neatly spreads his claws, And
welcomes little fishes in, With gently
smiling jaws!

The Seaside by Jo Peters – Question and
Answer Poem

Are we nearly there?
Can you see the sea?
Who will be ready first?
Me! me! me!

Does the sand tickle?
Down by the sea
Who can make footprints?
Me! me! me!

The seagulls are crying,
'Shush,' says the sea.
Who dares put a toe in?
Me! me! me!

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O let us be married! too long we have
tarried:

But what shall we do for a ring?"

They sailed away, for a year
and a day,

To the land where the Bong-Tree
grows

And there in a wood a Piggy-
wig stood

With a ring at the end of
his nose,

His nose,

His nose,

With a ring at the end of
his nose.

"Dear Pig, are you willing to sell for
one shilling

Your ring?" Said the Piggy, "I will."

So they took it away, and
were married next day

By the Turkey who lives
on the hill.

They dined on mince, and slices of
quince,

Which they ate with a
runcible spoon;

Poetry Coverage and Progression

<p>And hand in hand, on the edge of the sand, They danced by the light of the moon, The moon, The moon, They danced by the light of the moon.</p>		
<p>Summer Term – Space by Celia Gentles (Acrostic/List) Stars Planets Asteroids Constellations Extra-terrestrials</p>		

Poetry Coverage and Progression

Y1/2 Cycle B Poems

<p>London Bridge is Falling Down by Anon – Repeated Lines</p> <p>London Bridge is falling down Falling down, falling down London Bridge is falling down My fair lady</p> <p>Build it up with iron bars Iron bars, iron bars Build it up with iron bars My fair lady</p> <p>Iron bars will bend and break Bend and break, bend and break Iron bars will bend and break My fair lady</p> <p>Build it up with gold and silver</p>	<p>The Great Fire by Sue Cowling – Narrative</p> <p>The Summer's been a scorcher. There's still no sign of rain. A baker's left his oven on. Down in Pudding Lane! So go and tell the King, Wake the Lord Mayor from his bed. The wind is from the east Which means the fire is sure to spread.</p> <p>Now London Bridge is burning, Our houses are all gone, The churches are in ruins, Streets too hot to walk upon! So go and fetch a bucket And join the human chain To fight the mighty blaze That started down in Pudding Lane.</p>	<p>The Eagle by Alfred Lord Tennyson – Rhyming patterns</p> <p>The Eagle</p> <p>He clasps the crag with crooked hands; Close to the sun in lonely lands, Ring'd with the azure world, he stands.</p> <p>The wrinkled sea beneath him crawls; He watches from his mountain walls, And like a thunderbolt he falls.</p>
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Poetry Coverage and Progression

<p>Gold and silver, gold and silver Build it up with gold and silver My fair lady</p> <p>Gold and silver we've not got We've not got, we've not got Gold and silver we've not got My fair lady</p> <p>London Bridge is falling down Falling down, falling down London Bridge is falling down My fair lady</p> <p>London Bridge is falling down Falling down, falling down London Bridge is falling down My fair lady</p>		
<p>Songs of the Animal World – Traditional African Poem (Zaire/Democratic Republic of Congo) Performance Poem</p> <p>The fish goes... Hip! The bird goes... Viss! The monkey goes... Gnan!</p>		

Poetry Coverage and Progression

I start to the left,
 I twist to the right,
I am the fish
That slips through the water,
That slides,
 That twists, That leaps!

 Everything lives,
Everything dances, The fish goes...
Hip!
 The bird goes... Viss!
 The monkey goes...
Gnan!

The bird flies away,
Flies, flies, flies,
 Goes, returns, passes,
Climbs, floats, swoops,
I am the bird!

Everything lives,
Everything dances,
The fish goes... Hip!
The bird goes... Viss!
The monkey goes...
Gnan!

Poetry Coverage and Progression

The monkey! From
branch to
branch
Runs, hops, jumps,
With his wife and baby,
Mouth stuffed full,
tail in air,
Here's the monkey,
here's the Monkey!





Everything lives,
Everything dances,
The fish goes... Hip!
The bird goes... Viss!
The monkey goes...
Gnan!

Poetry Coverage and Progression

Y3/4 Cycle A Poems

<p>A Show In The Colosseum – Roger Stevens – Narrative</p> <p>The lion leaped, I dodged, I danced, I struck the creature with my lance. His claw drew blood. I winced, I cried, I held my side. He leaped again, I dodged, I ducked I threw my net and caught his mane And with my lance I cancelled out my debt. The lion died.</p> <p>I heard the crowd roar, Cheer, applaud. I looked to Caesar, saw him frown His hand extended Thumb held...</p>	<p>Eight Swords by Roger Stevens – Kennings (represent in a Calligram)</p> <p>Death Bringer Fear Striker Starlight Catcher Body Halver Blood Letter Mercy Killer Head Splitter Flesh Carver</p>	<p>The Sea – James Reeves – Personification</p> <p>The sea is a hungry dog, Giant and grey. He rolls on the beach all day. With his clashing teeth and shaggy jaws Hour upon hour he gnaws The rumbling, tumbling stones, And 'Bones, bones, bones, bones! ' The giant sea-dog moans, Licking his greasy paws.</p> <p>And when the night wind roars And the moon rocks in the stormy cloud, He bounds to his feet and snuffs and sniffs, Shaking his wet sides over the cliffs, And howls and hollows long and loud.</p> <p>But on quiet days in May or June,</p>
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Poetry Coverage and Progression

	<p style="text-align: center;">Kennings</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p>View of an Owl </p> <p>A silent hunter A mouse eater A swift flyer A hidden spyer A tree liver Mice shiver By Alex Br</p> </div> <div style="width: 30%;"> <p>Wolf </p> <p>Tail chaser Dizzy racer Speedy runner Silent hunter Happy swimmer Doggy grinner Barking growler Wet-nosed howler By Emma M</p> </div> <div style="width: 30%;"> <p>A View of an African Land Snail</p> <p>A mobile home A long body A tiny mouth A lettuce muncher A beer sipper By Jade</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 30%;"> <p>Monkey </p> <p>Cheeky chap rope swinger brown fur cute face four legs human like tiny toes By Imogen</p> </div> <div style="width: 30%;"> <p>Walrus </p> <p>Flat tail leaves bones small arms long tusks goes wavy fat body By Robert</p> </div> </div>	<p style="text-align: center;">When even the grasses on the dune Play no more their reedy tune, With his head between his paws He lies on the sandy shores, So quiet, so quiet, he scarcely snores.</p>
<p style="text-align: center;">The Soldiers Came by John Agard</p> <p style="text-align: center;">The soldiers came and dropped their bombs. The soldiers didn't take long to bring the forest down.</p> <p style="text-align: center;">With the forest gone the birds are gone With the birds gone who will sing their song?</p>	<p style="text-align: center;">Michael Rosen – Performance Poetry (mixed selection – class to choose)</p>	

Poetry Coverage and Progression

But the soldiers forgot to
take the forest
out of the people's hearts.
The soldiers forgot to
take the birds
out of the people's dreams.
And in the people's dreams
the birds still sing their song.

Now the children are
planting seedlings
to help the forest grow again.
They eat a simple meal of soft rice
wrapped in banana leaf.
And the land welcomes their
smiling like a shower of rain.

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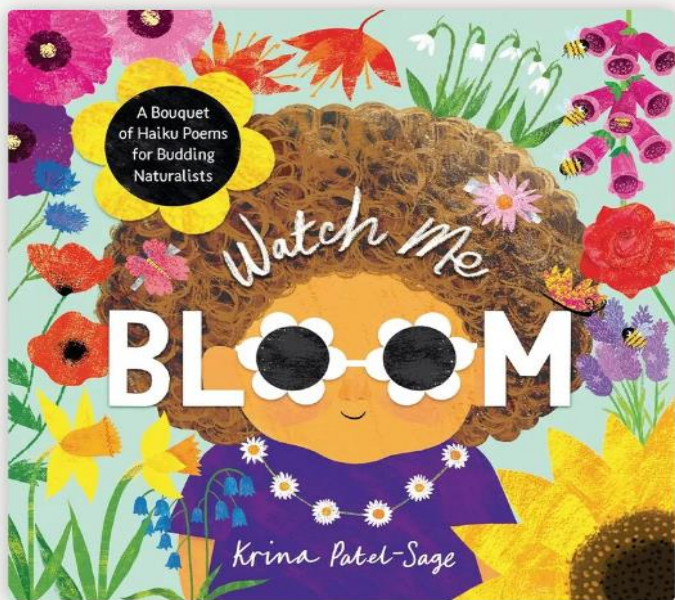
Y3/4 Cycle B Poems

Haiku

No Haiku by Adrian
Henri – Haiku

I'm sorry to say that I really don't feel like
a Haiku today.

Watch me Bloom: A Bouquet of Haiku
Poems for Budding Naturalists



Remembrance Day

Remembered by John Mole

For the sake of men we never knew
We trooped into the hall
Where there names in golden letters
Were written on the wall.

Somebody sounded a bugle
And ghosts seemed everywhere
Until the last note softly fell
On the suddenly empty air.

Then the world filled up with living
In its own accustomed way,
With the usual busy traffic
Of the usual busy day.

But what I most remember
And know that I always will
Is how we stood utterly silent
And absolutely still.

I Was Born in The Stone

Age by Michael Rosen -
Conversation Poem

I Was Born in the Stone
Age I was born in the
Stone Age.

When I was at school, we
didn't have chairs or desks,
we sat on rocks,
and we didn't have paper or pens
so Miss used to say, 'Get out your
rock' and then we wrote on rocks
with a smaller rock, or what's
called a 'stone'.

Then, I went home and we didn't
have TV in the Stone Age.

We just had a rock.

Mum used to put a rock on top of the
rock and we'd say, 'What's on the
rock tonight, Mum?'
She'd say, 'A rock'.

And then we watched 'The Rock'.
We just stared at it for hours.

Poetry Coverage and Progression

Then we went to bed.
Which was also a rock.
We just lay on a rock.

Then the Stone Age came to an end. We woke up one morning and everyone said, 'The Stone Age's finished.' You can see that when you look at your timeline on the wall of your classrooms.

There's The Stone Age.
That's at the beginning of everything.
The Stone Age is at the start of your timeline and the Stone Age begins with a line.
Then comes the Stone Age.
Then there's a line at the end of the Stone Age.
The Stone Age just ends.
That's how it was for us.
Then along came the next 'Age'.
That one's the Leaf Age or Twig Age or something.
What IS the next 'Age' called?
The Mud Age, I think.

Poetry Coverage and Progression

		<p>I should remember...</p> <p>Anyway,</p> <p>I was born in the Stone Age.</p>
<p>Remembrance by Sue Cowling - Acrostic</p> <p>Red poppies at Eleven in the Morning on the Eleventh day of the eleventh Month. We Bow our heads Respectfully And think of those who did Not live to Celebrate peace and the End of fighting.</p>	<p>People Need People by Benjamin Zephaniah - Narrative Poem</p> <p>People need people, To walk to To talk to To cry and rely on, People will always need people.</p> <p>To love and to miss To hug and to kiss, It's useful to have other people. To whom to moan If you're all alone,</p> <p>It's so hard to share When no one is there. There's not much to do When there's no one but you. People will always need people.</p> <p>To please To tease</p>	

Poetry Coverage and Progression

To put you at ease,
People will always need people.
To make life appealing
And give life some meaning,
It's useful to have other people.
It you need a change To whom will
you turn.
If you need a lesson
From whom will you learn.
If you need to play
You'll know why I say
People will always need people.

As girlfriends
As boyfriends
From Bombay
To Ostend,
People will always need
people- To have friendly fights
with And share tasty bites
with,
It's useful to have other people.
People live in families
Gangs, posses and packs,
Its seems we need company
Before we relax,
So stop making enemies
And let's face the facts,

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	<p><i>People will always need people, Yes People will always need people.</i></p>	
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