

Aldborough Primary School Poetry Curriculum

Each year group has been allocated different types of poetry to study and to write. This is to ensure that the poetry genres are best matched to the age of the children, offer challenges and build on what has been taught before. When planning a unit of poetry, teachers refer to the key objectives for each key stage as well as the specific details of each poetry type. Pupils also revisit poetry genres which have been taught before.

Poetry

<u>Year 1 Poetry</u> In Year 1, children are taught a selection of the following types of poetry: <ul style="list-style-type: none"> ● Acrostic ● Alphabet/alliteration ● Shape Poems/Calligrams ● Free verse 		Suggested Texts <i>Poem/poet choices may differ year on year depending on links to foundation subjects, Topic content, class interests etc...</i>
Type of Poetry	Features	
Acrostic	<ul style="list-style-type: none"> ● The first or last letter in each line spells out a word. ● Most commonly, it is the first letter that spells out the word. ● The acrostic links to a given theme, e.g. winter. ● Lines usually end with commas. 	A Worm In My Pocket: Jodee Samano The Rubbish Tip Alien: Pie Corbett Nut Tree: Julia Donaldson Now We Are Six: A. A. Milne
Alphabet/alliteration	<ul style="list-style-type: none"> ● Alphabet/alliteration poems use the same letters for both the adjective and the noun E.g: Food I like to eat A is for tangy apples B is for squidgy bananas C is for crunchy carrots	Daddy fell into the pond- Alfred Noyes Bedtime- Eleanor Farjeon Scissors- Allan Ahlberg Ning nang nong- Spike Milligan
Shape Poems/Calligrams	<ul style="list-style-type: none"> ● 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. 	Twas the night before Christmas - Clement Clarke Moore Weblinks: https://www.hamilton-trust.org.uk/blog/poetry-keystage-1/

Free Verse

Free verse does not follow a set syllable pattern or rhyme scheme. It may be written on a range of themes.

Refer to the KS1 key objectives and writing curriculum content for Year 1.

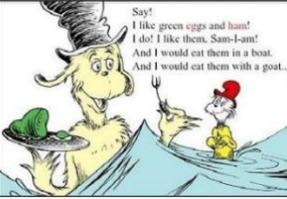
<https://pamelamordecai.com/in-the-top-ten/>
<https://www.teachitprimary.co.uk/ks1-english/poems-on-a-theme/tags/1160>

“Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils’ experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils’ vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils’ imagination and opens up a treasure house of wonder and joy for curious young minds.” (National Curriculum)

Well known, modern and classic poems are covered in each year group.

- Children should read poetry in WCR or in English lessons
- The outcome of reading and studying poetry can be to write in the same genre (see below). For example, children may write kennings and cinquains, after looking at examples of this genre.
- They may write for one of the four purposes after studying for example, The Highwayman.(Alfred Noyes)
- The National Curriculum stipulates that all children should be reciting poems by heart. Assembly is one place where poetry can be performed.

Year 2 Poetry		Suggested Texts
In Year 2, children are taught a selection of the following types of poetry: <ul style="list-style-type: none"> ● Calligrams/Shape ● Diamantes ● Onomatopoeic poems ● Riddles ● Free Verse ● Haiku 		<i>Poem/poet choices may differ year on year depending on links to foundation subjects, Topic content, class interests etc...</i>
Type of Poetry	Features	Walking with my iguana - Brian Moses
Calligrams/shape	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.	Bringing the Rain to Kapiti Plain - Verna Aardema Tale of the Custard Dragon - Ogden Nash
Diamantes <i>Bike Shiny, quiet, Pedalling, spinning, weaving Whizzing round corners, zooming along roads Racing, roaring, speeding Fast, loud, Car</i>	The poem is presented in the shape of a diamond. The line structure is as follows: 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. 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 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.	Please Mrs Butler Allan Ahlberg The Owl and the pussycat Edward Lear Hurt no living thing Christina Rossetti Who Has Seen the Wind? Christina Rossetti Poor old lady(she swallowed a fly)- anon Do Not Mind You Winter Wind Jack Prelutsky The Night Before Christmas Clement Clarke Moore Pleasant sounds John Clare Caribbean Counting Rhyme’, by Pamela Mordecai
Onomatopoeic Poems	The poem uses words which describe or mimic sounds. For example, describing the hissing and crackling of a fire is onomatopoeia because the words describe the sounds a fire makes. The poem does not need to rhyme.	‘Chess’, by Julia Donaldson Duck’s ditty - Kenneth Graham Weblinks: https://www.amazon.co.uk/Owl-Pussycat-anthologypoems-should/dp/1780552580/
Riddles	The poem describes a noun (usually an object), but does not name it, i.e. it may describe a tiger as striped and furry. 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?’ The mood of the poem is light-hearted.	https://www.teachitprimary.co.uk/ks1-english/poems-on-a-theme/tags/1160
Free Verse	Free verse does not follow a set syllable pattern or rhyme scheme. It may be written on a range of themes. Refer to the KS1 key objectives and writing curriculum content for Year 2. https://www.bbc.co.uk/bitesize/topics/z4mmn39/articles/z8sf8mn	

<p><u>Year 3 Poetry</u></p> <p>In Year 3, children are taught a selection of the following types of poetry:</p> <ul style="list-style-type: none"> • Clerihews • Kenning • Nonsense • Riddles • Free verse 		<p>Suggested Texts</p> <p><i>Poem/poet choices may differ year on year depending on links to foundation subjects, Topic content, class interests etc...</i></p>
<p>Type of Poetry</p>	<p>Features</p>	
<p><u>Clerihews</u></p> <p><i>Mr Smith wears a wig, But for his head it's rather big. In windy weather he was careless. Now Mr Smith's head is hairless.</i></p>	<ul style="list-style-type: none"> • A clerihew is four lines in length, and includes rhyming couplets (AABB). • The subject of the poem is typically a character who is named on one of the lines. • The mood of this type of poem is comic. 	<p>The Lost Words - Robert MacFarlane and Jackie Morris</p> <p>The Owl and the Pussy Cat Edward Lear</p> <p>The Sound Collector Roger McGough</p> <p>From a Railway Carriage Robert Louis Stevenson</p>
<p><u> kennings</u></p>	<ul style="list-style-type: none"> • 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. 	<p>Walking with my Iguana Brian Moses</p> <p>The Spider and the Fly Mary Howitt</p> <p>My shadow Robert Louis Stevenson</p>
<p><u>Nonsense</u></p> <p>Lewis Carroll, Edward Lear and Spike Milligan</p> 	<p>A nonsense poem uses made up words to describe things, or just to make a nice sound.</p> <p>Nonsense poems don't always make sense, they often use made up words, mixed up with real words. They do not need to rhyme.</p>	<p>The Sea (is a hungry dog...) James Reeves</p> <p>Life doesn't frighten me Maya Angelou</p> <p>Windy Nights Robert Louis Stevenson</p> <p>The adventures of Isabel Ogden Nash</p> <p>Buckingham palace AA Milne</p> <p>Three little pigs Roald Dahl</p>
<p><u>Riddles</u></p> 	<p>A riddle is a type of poem that works like a puzzle.</p> <p>Riddles describe something and sometimes use words with a double meaning. A riddle poem indirectly describes a person, place, thing, or idea. The reader must try to figure out the subject of the riddle. A riddle poem can be any length and sometimes has a rhyme scheme of abcb or aabb.</p> <p>https://www.bbc.co.uk/bitesize/topics/z4mmn39/articles/z84p97h#:~:text=A%20riddle%20is%20a%20type,to%20guess%20what%20it%20describes!</p>	<p>The Sound Collector Roger McGough</p> <p>These are the hands Micheal Rosen</p> <p>Be Glad Your Nose Is On Your Face Jack Prelutsky</p> <p>Pied Piper of Hamelin Robert Browning</p> <p>Weblinks: https://www.scottishpoetrylibrary.org.uk/poem/these-are-hands/ https://www.hamilton-trust.org.uk/english/year-3-english/animal-poems/ https://www.hamilton-trust.org.uk/english/year-4-english/poetry-using-imagery/ https://www.tes.com/teaching-resource/nonsense-poetry-6337071</p>
<p><u>Free Verse</u></p>	<p>Free verse does not follow a set syllable pattern or rhyme scheme. It may be written on a range of themes.</p> <p>Refer to the KS2 key objectives and writing curriculum content for Year 3.</p> <p>https://www.bbc.co.uk/bitesize/topics/z4mmn39/articles/z8sf8mn</p>	

<u>Year 4 Poetry</u> In Year 4 children are taught a selection of the following types of poetry: <ul style="list-style-type: none"> • Cinquains • Kenning • Limerick • Rhyming couplets • Free verse 		Suggested Texts <i>Poem/poet choices may differ year on year depending on links to foundation subjects, Topic content, class interests etc...</i>
Type of Poetry	Features	The British Benjamin Zephiniah
<u>Cinquains</u> (different kinds: didactic,reverse and mirror) E.g. <i>Snow</i> <i>Lovely, white</i> <i>Falling, dancing,</i> <i>drifting</i> <i>Covering everything it</i> <i>touches Blanket</i>	A cinquain poem is a type of poem that is classified by the number of syllables each line in the poem has. It was created American poet, Adelaide Crapsey in the early twentieth century. The poem typically consists of five lines, using the following structure: Cinquains are five lines long . They have 2 syllables in the first line, 4 in the second, 6 in the third, 8 in the fourth line, and just 2 in the last line. Cinquains do not need to rhyme, but you can include rhymes if you want to. Line 1: One word (a noun, the subject of the poem) Line 2: Two words (adjectives that describe the subject in line 1) Line 3: Three words (-ing action verbs–participles–that relate to the subject in line 1) Line 4: Four words (a phrase or sentence that relates feelings about the subject in line 1) Line 5: One word (a synonym for the subject in line 1 or a word that sums it up)	De Magic Poem Benjamin Zephiniah Sir Smasham Uppe E.V. Rieu Lament of an Arawak Child Pamela Mordecai Twas the night before Christmas Clement Clarke Moore While the World Stopped Dr Jane Goodall The Starling Robert McFarlane The Eagle Alfred Lord Tennyson
<u>Kenning</u>	<ul style="list-style-type: none"> • 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. 	Dreamland Lewis Carrol Life Doesn’t Frighten Me At All Maya Angelou What are heavy? Christina Rossetti Some One Walter de la Mare
<u>Limerick</u> E.g. <i>There was an old man with a beard,</i> <i>Who said, 'It is just as I feared,</i> <i>Two owls and a hen</i> <i>A lark and a wren Have</i> <i>all built their nests in my beard!</i>	The poem is five lines in length and follows the rhyme scheme AABBA. The line structure is as follows: 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 and often end with a comma. The mood is comic, and it can even be nonsense.	From a railway carriage - Robert Louis Stephenson Jabberwocky- Lewis Carroll Matilda- Hilaire Belloc The Jumblies Edward Lear The Eagle Alfred Lord Tennyson The Walrus and the carpenter Lewis Carroll
<u>Rhyming couplets</u> (this includes limericks) <i>In the morning the sun shone bright - Clearing the thoughts of the dark night</i>	A rhyming couplet is a pair of successive lines in a poem, where the final words of each line rhyme with one another. “Rhyming couplets are made up of two lines that rhyme and complete one thought, action, or sentence. The rhyming words don't necessarily have to be spelt the same, but they should sound the same when read aloud. An example of a rhyming couplet is: <i>Go on a quest with ghosts from the past, battle with warriors, fight to the last.</i> ” Other examples of Popular Rhyme Schemes Ballad - ABABAB Petrarchan Sonnet - BBA ABBA CDE CDE Villanelle - ABA ABA ABA	Macavity, the Mystery Cat T. S. Eliot Oh The Places You’ll Go Dr Seuss Pied piper of Hamelin Robert Browning The Adventures Of Isabel Ogden Nash Weblinks: https://benjaminzephaniah.com/

Free Verse	Free verse does not follow a set syllable pattern or rhyme scheme. It may be written on a range of themes. Refer to the KS2 key objectives and writing curriculum content for Year 4. https://www.bbc.co.uk/bitesize/topics/z4mmn39/articles/z8sf8mn
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<u>Year 5 Poetry</u> In Year 5, children are taught a selection of the following types of poetry: <ul style="list-style-type: none"> ● Haiku ● Senryu ● Narrative poetry ● Renga ● Ode ● Free verse 	Suggested Texts <i>Poem/poet choices may differ year on year depending on links to foundation subjects, Topic content, class interests etc...</i>
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Type of Poetry	Features	
<u>Haiku</u> <i>Haikus (or 'Hokku') E.g. The sky is so blue. (5) The sun is so warm up high.(7) I love the summer. (5)</i>	<ul style="list-style-type: none"> ● 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. ● The line structure is as follows: <ul style="list-style-type: none"> ● Line 1: 5 syllables; The sky is so blue (5) ● Line 2: 7 syllables; The sun is so warm up high (7) ● Line 3: 5 syllables. (17 in total). I love the summer. (5) 	Space Cadet by James Carter Something told the Wild Geese Rachel Field We Refugees Benjamin Zephiniah Wonderland Rachel Rooney The Pied Piper of Hamelin Robert Browning London William Blake
<u>Senryu</u> E.g - <i>Brilliant words flowing From those never knowing, how many lives they touch....</i>	The structure of a senryu is identical to that of a haiku. It is three lines in length. The line structure is as follows: <ul style="list-style-type: none"> ● Line 1: 5 syllables; ● Line 2: 7 syllables; ● Line 3: 5 syllables. (17 in total). Each line starts with a capital letter. The last line ends with a full stop; no other punctuation is necessary. Where senryus differ from haikus is in their subject. Senryus are typically about humans rather than concepts such as nature or love; are often cynical or darkly humorous (while haiku are more serious.)	A London Thoroughfare, 2am Amy Lowell The Road not taken Robert Frost Night mail W H Auden Shells and Stones Eric Finney and... It was long ago Eleanor Farjeon (fits with Aiden Gibbons the Piano)
<u>Narrative poetry</u>	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. Although a narrative poem does not need a rhyming pattern, it is a metered poem with clear objectives to reach a specific audience. These poems have been borrowed from oral poetic narratives from different cultures. Narrative poems include old epics, lays and ballads. E.g <i>The Highway man- Alfred Noyes, The Canterbury Tales by Geoffrey Chaucer</i>	The Listeners Walter de la Mare The Highwayman Alfred Noyes We Refugees Benjamin Zephiniah I wandered lonely as a cloud William Wordsworth

<u>Renga</u> E.g. <i>The final leaf falls (5) The tree branches are so bare (7)</i> <i>Autumn has arrived (5) Remember Summer's warm kiss(7)</i> <i>So gentle, it will be missed. (7)</i>	Renga poems are written by more than one poet. Poet A would write three lines following the structure below. Poet B would then write the last two lines of the verse following the given structure. This is repeated within a pair or small group until the poem is complete. ● Line 1: 5 syllables; ● Line 2: 7 syllables; ● Line 3: 5 syllables; ● Line 4: 7 syllables; ● Line 5: 7 syllables. There is no set rhyme scheme. The themes within a verse need to be consistent. Each line starts with a capital letter and the last line of each verse ends with a full stop.	Do Not Stand At My Grave And Weep Mary Elizabeth Frye The Shoes John Mole The Witches' Tale Macbeth Macavity, Growltiger, Skimbleshanks TSElliot Weblinks: https://www.hamilton-trust.org.uk/english/year-5english/observational-poetry/ https://www.twinkl.co.uk/resource/t2-e-4790-ks2-classic-poetry-resource-pack https://interestingliterature.com/2017/02/10-classic-childrens-poems-everyone-should-read/
<u>Ode</u>	An ode is an elaborately structured poem praising or glorifying an event or individual, describing nature intellectually as well as emotionally. Poetry examples of odes date back to ancient Greece and the Greek poet Pindar, who is credited with inventing this form of poetry. The word "ode" comes from the Greek word oide meaning "to sing or chant:" odes were originally performed to music.	
<u>Free Verse</u>	Free verse does not follow a set syllable pattern or rhyme scheme. It may be written on a range of themes. Refer to the KS2 key objectives and writing curriculum content for Year 5. https://www.bbc.co.uk/bitesize/topics/z4mmn39/articles/z8sf8mn	

<u>Year 6 Poetry</u> In Year 6, children are taught a selection of the following types of poetry: <ul style="list-style-type: none"> ● Ballad ● Elegy ● Narrative ● Personification ● Free verse 	Suggested Texts <i>Poem/poet choices may differ year on year depending on links to foundation subjects, Topic content, class interests etc...</i>
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Type of Poetry	Features	Suggested Texts
<u>Ballad</u> E.g. <i>Beowulf</i> <i>The Rime of the Ancient Mariner</i> <i>The Gresford disaster</i>	The ballad is a vehicle for story-telling, and has been with us since medieval times. The words are set to music to become a song, and follow a simple rhyming pattern and a set meter (or rhythm). A ballad is a kind of narrative poem, adapted for recitation or singing; especially, a sentimental or romantic poem in short stanzas. Each verse has four lines, and the poem can have as many verses as necessary to tell the story.	What is a Norwich? Piers Harrison-Reid A Light Exists in Spring Emily Dickinson Do not go Gentle into that Good Night Dylan Thomas Letter from Egypt Moira Andrew Something Told The Wild Geese Rachel Field Lady of Shalott Alfred Lord Tennyson
<u>Elegy</u> E.g. <i>O Captain! My Captain! Walt Whitman</i> <i>WH Auden Stop all the clocks</i>	Unlike an ode, which is a poem of praise, an elegy is a poem of mourning that describes three stages of grief: sorrow, admiration and acceptance. Elegies can be written for a specific loved one, a famous figure or an event that has triggered a feeling of loss. While elegies are not the most joyful type of literature, they are certainly worth knowing about since they provide details to the reader about someone else's life. One well-known example of an elegy is Thomas Gray's "Elegy Written in a Country Churchyard." Generally, elegies serve to mourn the loss of a loved one; but, they can sometimes be about different types of feelings of sadness, a general sense of loss, or even praise or celebration of a life, as opposed to solely focusing on death.	Tyger by William Blake Ozymandias Percy Bysshe Shelley How Do I Love Thee? (Sonnet 43) Elizabeth Barrett Browning If Rudyard Kipling (with ref to his life story)
<u>Narrative poetry</u>	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. Although a narrative poem does not need a rhyming pattern, it is a metered poem with clear objectives to reach a specific audience. These poems have been borrowed from oral poetic narratives from different cultures. Narrative poems include old epics, lays and ballads	I wandered lonely as a cloud William Wordsworth. The Mirror Sylvia Plath The witches spell- Macbeth- William Shakespeare

<p><u>Personification poetry</u></p> 	<p>Personification is a figure of speech in which an idea or thing is given human attributes and/or feelings or is spoken of as if it were human. Personification is a common form of metaphor in that human characteristics are attributed to nonhuman things. This allows writers to create life and motion within inanimate objects, animals, and even abstract ideas by assigning them recognizable human behaviors and emotions. Personification is a type of figurative language, which is not meant to be taken factually or literally.</p> <p>Personification in everyday expression:</p> <ul style="list-style-type: none"> ● My alarm yelled at me this morning. ● I like onions, but they don't like me. ● The cupboard groans when you open it. ● Can you see that star winking at you? <p>Personification is used in many types of writing, including poetry. Poets use figurative language to create strong images in the mind of the reader. Personification in poetry not only makes it more engaging and visually appealing to the reader but also contributes to the central idea or mood of the poem.</p>	<p>Jamaica Market Agnes Maxwell-Hall</p> <p>The fish Elizabeth Bishop The</p> <p>Raven Edgar Allan Poe</p> <p>Weblinks: https://www.tes.com/teaching-resource/elegy-poemfull-lesson-pp-with-lesson-plan-6184103 http://www.moiraandrew.com/poems/letter-from-eg-ypt/</p>
<p><u>Free Verse</u></p>	<p>Free verse does not follow a set syllable pattern or rhyme scheme. It may be written on a range of themes.</p> <p>Refer to the KS2 key objectives and writing curriculum content for Year 6.</p> <p>https://www.bbc.co.uk/bitesize/topics/z4mmn39/articles/z8sf8mn</p>	

<p>Helpful websites: https://www.literacyshed.com/the-poetry-shed.html#</p> <p>https://monologues.co.uk/Childrens_Favourites/Pied_Piper_of_Hamlin.htm</p> <p>https://childrens.poetryarchive.org/</p> <p>https://resources.poetrysociety.org.uk/climate-change/</p> <p>https://www.tes.com/teaching-resource/9-classic-poems-powerpoint-presentations-6071377</p> <p>https://www.bbc.co.uk/teach/school-radio/english-ks2-classic-poetry-1-talking-poetry/z6v247h</p> <p>https://www.booktrust.org.uk/what-we-do/childrens-laureate/former-laureates/michaelrosen/poetry-resources-and-ideas-for-teachers/</p> <p>https://resources.poetrysociety.org.uk/?gclid=Ci0KCQjwzbv7BRDIARIsAM-A6-2wX9E0gP2nRAPEcPYW6dSXHf4qayPRF-OtdvwrTcg16zumJIG7rJwaAgpLEALw_wcB</p> <p>https://www.teachwire.net/news/nonsense-verse-a-gloriously-silly-ks3-poetry-session-could-have-serious-ben</p>	<p>Below are links explaining diff forms of poetry: https://www.bbc.co.uk/bitesize/topics/z4mmn39</p> <p>https://www.bbc.co.uk/programmes/articles/5y4773X4mxPhXGTcbHDxN3J/poetry-resources</p> <p>https://www.poetrybyheart.org.uk/downloads/PBH-KS1-KS2-Guide-for-teachers-Summer-2016.pdf</p> <p>https://www.literacyshed.com/the-poetry-shed.html https://childrens.poetryarchive.org/explore/</p> <p>http://www.fairlawn.lewisham.sch.uk/wp-content/uploads/2014/07/Fairlawn-Literacy-Curriculum-2015-16-3.-POETRY.pdf</p> <p>https://www.literacyshed.com/the-poetry-shed.html https://www.bbc.co.uk/bitesize/topics/z4mmn39</p> <p>https://www.bbc.co.uk/teach/school-radio/english-ks2-classic-poetry-1-talking-poetry/z6v247h</p> <p>https://www.tes.com/teaching-resource/9-classic-poems-powerpoint-presentations-6071377</p> <p>https://www.bbc.co.uk/teach/school-radio/english-ks2-classic-poetry-1-talking-poetry/z6v247h</p>
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