

Ancient Egyptian Poetry : English : Year 3

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To generate poetic language for Ancient Egyptian poetry.	In this first lesson of the scheme the children will begin by preparing to write poetry themed around Ancient Egypt. They will discuss and generate vocabulary and ideas based on Ancient Egypt and record these in a mind map. They can extend their learning by sorting and categorising their words into word classes.	<ul style="list-style-type: none"> Can children identify types of words including nouns, adjectives and verbs? Are children able to generate poetic vocabulary around a theme? Can children name some poetic devices which they could use in a poem about Ancient Egypt? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B Picture Cards 1A Teacher Notes 1A (FSD? activity only)
Lesson 2	To write an acrostic poem about an aspect of Ancient Egypt.	Take an in-depth look at this popular form of poetry and become more familiar with the poetic device of alliteration. Themed around Ancient Egypt, the children will construct their own acrostic poem using alliteration. Alternatively, the children attempt some different types of acrostics as a trickier challenge.	<ul style="list-style-type: none"> Can children describe what alliteration is? Can children create alliteration in an acrostic-style poem? Are children able to generate and use poetic vocabulary based around a topic? 	<ul style="list-style-type: none"> Slides Challenge Cards 2A/2B Children's vocabulary mind maps from the previous lesson Challenge Cards 2C (FSD? activity only)
Lesson 3	To create a kenning poem based on an aspect of Ancient Egypt.	Introduce your class to kenning poems. Challenge the children to guess the subject of different kenning riddles and focus on the words which make up this type of poem. Remind the children of the spelling rule for using -er to turn verbs into nouns as the children write their own Ancient Egyptian kenning poems.	<ul style="list-style-type: none"> Can children identify a kenning-style poem? Are children able to generate topical words and sort them into appropriate word classes? Can children create a themed kenning poem? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Children's mind maps from Lesson 1 Picture Cards 3A Dictionaries and thesauruses Verb Cards 3A (FSD? activity only) Noun Cards 3A (FSD? activity only)
Lesson 4	To use generated language to write a free verse poem about an aspect of Ancient Egypt.	Children will read and perform a free verse poem before attempting this type of poetry themselves. They will discuss how the line length and language are all deliberate choices of the poet and how they can add meaning to the message the poem conveys.	<ul style="list-style-type: none"> Can children identify poetic devices in a free verse poem? Can children describe what a free verse poem is? Are children able to use similes, alliteration and repetition in a free verse poem? 	<ul style="list-style-type: none"> Slides Children's mind maps from Lesson 1 Model Text 4A Challenge Cards 4A/4B/4C

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Reading - word reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Reading - comprehension

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Writing - transcription HANDWRITING

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Writing - transcription SPELLING

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Writing - composition

- discussing writing 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
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Writing - spelling, punctuation and grammar

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in English Appendix 2
- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

English Appendix 2

WORD

- Formation of **nouns** using a range of **prefixes** [for example super-, anti-, auto-]
- Use of the **forms** a or an according to whether the next **word** begins with a **consonant** or a **vowel** [for example, a rock, an open box]
- **Word families** based on common **words**, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]

SENTENCE

- Expressing time, place and cause using **conjunctions** [for example, when, before, after, while, so, because], **adverbs** [for example, then, next, soon, therefore], or **prepositions** [for example, before, after, during, in, because of]

TEXT

- Introduction to paragraphs as a way to group related material
- Headings and sub-headings to aid presentation
- Use of the **present perfect** form of **verbs** instead of the simple past [for example, He has gone out to play contrasted with He went out to play]

PUNCTUATION

- Introduction to inverted commas to **punctuate** direct speech

TERMINOLOGY FOR PUPILS

- preposition, conjunction
- word family, prefix
- clause, subordinate clause
- direct speech
- consonant, consonant letter vowel, vowel letter
- inverted commas (or 'speech marks')