Patterns in Poetry: English : Year 3

PlanBee

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To collect vocabulary for a themed poem	In this first lesson, children will learn that word choice is very important in poetry. They will discuss how words can create positive or negative thoughts and images about the noun that they are describing. In their independent activities, children will generate their own verbs and adjectives associated with their chosen theme/subject, and sort them according to whether they are 'positive' or 'negative'.	• Do children understand the importance of word choice in poetry? • Can children discuss and generate their own words to describe the night? • Can children describe and explain their word choices?	• Slides • Word Cards • Worksheet 1A/1B/1C • Thesauruses (optional) • Large pieces of paper (FSD? activity only) • Question Cards (FSD? activity only) • Word Bank Collection Sheet (FSD? activity only)
Lesson 2	To understand the importance of word choice and word order in a diamond poem	Children will learn about the importance of word choice and word order in poetry by looking at diamond poems. They will explore how their choices can affect the feelings and imagery created by the poem. In their independent activities, they will experiment with word choice and word order before writing their own diamond poem about their chosen theme. The alternative activity challenges children to write a diamond poem in which night changes to day.	• Do children understand how word choice and order can affect the effectiveness of a diamond poem? • Can children experiment with word choice and word order to create their own diamond poem? • Can children evaluate the effectiveness of each other's poems?	• Slides • Whiteboards (Teaching Input) • Worksheets from the previous lesson • Word Cards • Diamond Poem Structure Card • Diamond Poem Template A/B • Night to Day Challenge Card (FSD? activity only) • Antonym Cards (FSD? activity only) • Diamond Poem Template C/D (FSD? activity only)
Lesson 3	To write a cinquain poem	Children will explore and discuss the structure of cinquain poems, looking at the different content and number of syllables in each line. In their independent activities, children will choose a subjects to write their own cinquain about. In the FSD? activity, children will work in pairs to write two opposing cinquains.	• Do children understand the structure of a cinquain? • Can children write their own cinquains following this structure? • Can children perform their poems using the correct intonation, tone and volume?	• Slides • Challenge Cards • Word Banks • Cinquain Templates • Cinquain Template (FSD? activity only) • Word Cards 3A (FSD? activity only)
Lesson 4	To understand and create kennings.	Children will investigate different kenning riddles and learn about how they are structured using nouns. They will think about how the use of hyphenated nouns can create metaphorical descriptions of a subject and go on to create their own kenning poems.	• Are children able to describe what a kenning is? • Can children use contextual clues to determine the subject of a kenning? • Are children able to create a kenning on a chosen subject?	• Slides • Kenning Word Banks • Worksheet 4A/4B • Abstract Kenning Cards • Kenning Phrase Cards (FSD? activity only) • Worksheet 4C (FSD? activity only)
Lesson 5	To perform a poem with expression, clear voice, and appropriate actions.	This final lesson challenges your class to learn and perform some simple poems. They will watch some performances and create a 'good performance checklist' to follow as they practise and perform their chosen poem. This lesson focuses on voice, facial expressions and body language as aspects that make up a good performance.	• Can children identify the strengths of a good poetry performance? • Are children able to apply good performance techniques to their own performance? • Can children speak clearly with good intonation when performing a poem?	• Slides • Poem Cards 5A* • Poetry Performing Card • Performance Review Cards • Performance Self Review Cards • Children's previous poems (FSD? activity only) *The poems on this card are a selection of age-appropriate poems to be performed. They range in length and required reading ability. You may wish to find one or more poems on your chosen theme for this unit.

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	**TEXT**
- 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]	- 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	**TERMINOLOGY FOR PUPILS**
- Introduction to inverted commas to **punctuate** direct speech	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')