

Whole School Poetry Units

	<u>Reading and analysing</u>	<u>Writing Composition</u>	<u>SPAG</u>	<u>Performance</u>	<u>Poetry Form</u>
KS1 Cycle A (Year 1 Level)	Listen to and discuss a wide range of poems. Learn to appreciate rhymes and poems and recite some by heart. Participate in discussion about what is read to them. Explain clearly their understanding of what is read to them.	Say out loud what they are going to write about. Compose a sentence orally before writing it. Read their writing aloud, clearly enough to be heard by their peers and the teacher.	Use noun phrases. Use description e.g. adjectives. Leave spaces between words. Join words and clauses using and. Correct use of capital letters for names of people, places, days of the week and I	Read aloud clearly enough to be heard by peers and teachers. Learn some simple poems and rhymes by heart.	<ul style="list-style-type: none"> • Acrostic • Free Verse • List poems • Riddles • Performance poetry
KS1 Cycle B (Year 2 level)	Listen to, discuss and express views about a wide range of contemporary and classic poetry. Recognise simple recurring literary language in poetry. Discuss and clarify meaning of words. Discuss favourite words and phrases. Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear. Participate in discussion about poems, taking	Develop positive attitudes towards and stamina for writing by writing poetry. Consider what they are going to write before beginning by: — planning or saying out loud what they are going to write about. — writing down ideas and/or key words, including new vocabulary. — encapsulating what they want to say, sentence by sentence. Make simple additions, revisions and corrections to their own writing by: — evaluating their writing with the teacher and other pupils. —	Develop understanding of capital letters, exclamation marks, question marks, commas for lists and apostrophes for contraction and possession. Learn how to use expanded noun phrases to describe and specify. Learn how to use the present and past tenses correctly and consistently. Use subordination (when, if, that, because) and co-ordination (or, and, but).	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	<ul style="list-style-type: none"> • Diamante • Free verse • Shape poems • Repeating patterns • Performance poetry

	turns and listening to what others say. Explain and discuss their understanding of poems and both those that they listen to and those that they read for themselves	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. — proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly. Read aloud what they have written with appropriate intonation to make the meaning clear.			
Year 3/4 (Over 2 Year cycle)	Develop positive attitudes to reading and understanding of what they read by: — listening to and discussing a wide range of poetry. — reading poetry-based books that are structured in different ways and reading for a range of purposes. — identifying themes and conventions in a wide range of poetry-based books. — preparing poems to read aloud	Plan their poetry writing by: —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. Draft and write by: —composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing	Extending sentences 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	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. Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.	<p>YEAR THREE</p> <ul style="list-style-type: none"> • Limerick/Clerihew • Kennings and quatrains • Question and answer poetry • Free verse • Performance poetry <p>YEAR FOUR</p> <ul style="list-style-type: none"> • Nonsense poetry • Tanka • Calligram • Haiku • Cinquain • Simile/metaphor • Free verse • Performance poetry

<p>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). Understand what they read, in books (poetry) they can read independently, by: — 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 — predicting what might happen from details stated and implied — identifying main ideas drawn from more than one paragraph or verse/stanza and summarising these. — identifying how language, structure, and</p>	<p>range of sentence structures. — organising 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. — 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.</p>	<p>adverbials. Using commas after fronted adverbials. Indicating possession by using the possessive apostrophe with plural nouns.</p>		
---	--	---	--	--

	<p>presentation contribute to meaning.</p> <p>Participate in discussion about both books (poetry) that are read to them and those they can read for themselves, taking turns and listening to what others say</p>				
<p>Year 5/6 (Over 2 Year Cycle)</p>	<p>Maintain positive attitudes to reading and understanding of what they read by: — continuing to read and discuss an increasingly wide range of poetry. — reading poetry books that are structured in different ways and reading for a range of purposes. — increasing their familiarity with a wide range of poetry. — recommending poetry that they have read to their peers, giving reasons for their choices. — identifying and discussing themes and conventions in and across a wide range of poetry. — making comparisons within and</p>	<p>Plan their writing by: — identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. — noting and developing initial ideas, drawing on reading and research where necessary. — in writing narrative poetry, considering how authors have developed characters and settings in what pupils have read, listened to or seen. Draft and write by: — selecting appropriate grammar and vocabulary, understanding how such choices can change and</p>	<p>Pupils should be taught to: — use passive verbs to affect the presentation of information in a sentence. — use the perfect form of verbs to mark relationships of time and cause. — use expanded noun phrases to convey complicated information concisely. — use modal verbs or adverbs to indicate degrees of possibility. — use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Indicate grammatical and other features by: — using commas to clarify meaning</p>	<p>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>	<p>YEAR FIVE</p> <ul style="list-style-type: none"> • Narrative poetry • Figurative Poetry • Monologue • Free verse • Performance poetry <p>YEAR SIX</p> <ul style="list-style-type: none"> • Classics · Sonnets • Narrative poetry • Free verse • Performance poetry

<p>across poetry. — learning a wider range of poetry by heart. — preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Understand what they read by: — hecking that the poetry makes sense to them, discussing their understanding and exploring the meaning of words in context. — asking questions to improve their understanding — 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. — summarising the main ideas drawn from more than one verse/stanza, identifying key details that support the</p>	<p>enhance meaning. — in narrative poetry, describing settings, characters and atmosphere to convey character and advance the action. — précisising longer passages. — using a wide range of devices to build cohesion within and across verses. Evaluate and edit by: — assessing the effectiveness of their own and others' writing. — proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. — ensuring the consistent and correct use of tense throughout a piece of writing. — proof-read for spelling and punctuation errors</p>	<p>or avoid ambiguity in writing. — using hyphens to avoid ambiguity. — using brackets, dashes or commas to indicate parenthesis. — using semi-colons, colons or dashes to mark boundaries between independent clauses. — using a colon to introduce a list.</p>		
--	--	--	--	--

<p>main ideas. — identifying how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Participate in discussions about 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>				
---	--	--	--	--