

Literacy Term Plan KS2

Lead Teacher Sue Baxter

Year 5 Poetry Linked to WWI Theme

Summer 1, week 1 and 2

Powerpoint of WW1 book

| W/B | Learning Objective/ Key Skills | Teaching Points/Success Criteria | Activity | SEN | Plenary |
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| Session 1 | <p>To identify how poems are structured. To be able to find key features in a poem. To be able to recognise a poem. Listen actively to contrasting forms of poetry. To explain and justify personal preferences. to analyse and compare poetic style, use of forms and the themes of significant poets; to respond to shades of meaning; to explain and justify personal tastes; to consider the impact of full rhymes, half rhymes, internal rhymes and other sound patterns.</p> | <p>Discuss the poem “Glad That I Killed Yer!” Use 3 headings: Subject matter/style of poem/language.</p> <p>Discuss each of these (subject matter is what the poem is about e.g. - nature, travelling, observations etc.).</p> <p>Style Can we create a ‘features of poetry’ class list, free verse or strict rhythm/regular or irregular rhyming patterns, use of speech or dialogue etc.</p> <p>Language refers to the vocabulary – the use of adjectives and descriptions, metaphors or similes e.g. - Start looking at war poem under these 3 headings.</p> <p>Do language techniques repeat? Finally look at the style of the poems. Is there a regular rhythm in the poems? Do they use speech?</p> | <p>Focus their attention onto the meaning of the poem and the questions on the board Answer the questions Ask chn in pairs, to read poem carefully & highlight any language that makes the poem interesting e.g. - adjectives, descriptions, metaphors and similes. Make sure chn annotate their highlighting with their own comments. Is there anything linking the poems together? Which is most effective for you?</p> | <p>TB and JL with focus groups Check focus is on understanding meaning and use of language features SB with Brandon S table.</p> | <p>Join with another pair and share your ideas /highlighted texts.</p> |
| <u>Not Achieved:</u> | | | <u>Exceeded:</u> | | |

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| <p>Session 2</p> | <p>Understand words and phrases used in poems and how these are used for effect Identify powerful verbs and explain powerful language It is important that we understand what we are reading Listen actively to contrasting forms of poetry Explain and justify personal preferences, to analyse and compare poetic style, use of forms and the themes of significant poets; to respond to shades of meaning; to explain and justify personal tastes; to consider the impact of full rhymes, half rhymes, internal rhymes and other sound patterns.</p> | <p>Look at the history of WW1 and the poetry related to it; powerpoint What info about the war can we get from this text? In pairs identify 5 key points that u find interesting and note these; stress notes need to be brief</p> <p>Read 'Glad that I killed Yer!' again What info can we get from this about the war? Perform the poem Children to make notes in pairs Brief and precise notes</p> <p>Quick scan/skim of the general Read The General Think about the poem and how it makes u feel What does this tell u about the war? Make brief notes Revisit the features of poems on our class list.</p> | <p>Read 'The General' by Siegfried Sassoon to the class. Children to find poetry features using the class list we created.</p> <p>EXTENSION Answer the questions write an emotional response to the poem.</p> | <p>JL and TB with groups SB with middle table.</p> | <p>Share emotional responses to the poem.</p> |
| <p><u>Not Achieved:</u></p> | | <p><u>Exceeded:</u></p> | | | |
| <p>Session 3</p> | <p>To be able to answer questions about a text To know how to find evidence to support answers. <u>T6 to read a number of poems by significant poets and identify what is distinctive about the style</u></p> | <p>Discuss strategies for answering different types of comprehension questions Discuss different strategies that the children can use to find evidence to support their answers</p> <p>Scan/skim first poem Jessie Pope "The Call" Read questions first so we know what we are trying to find-gives a focus for thinking</p> | <p>Now independently answer the questions in full sentences in literacy books</p> <p>Extension Can u write how the poem makes u feel? What info can u get about the WW1 from the poem?</p> | <p>JL TB with focus groups - NB focus on full sentence answers SB with Chris table.</p> | <p>In a table group take turns to explain in 2 or 3 sentences how the poem makes u feel.</p> |

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| | <u>or content of their poems.</u> | Perform first poem from powerpoint Spend 2 mins reading and thinking about the questions Have we a few ideas about the answers? Perform the poem again Now think again. | | | |
| Session 4 | To understand the form and structure of poems To be able to discuss the meaning of a poem To understand how poems are formed, and their structure <u>Listen actively to contrasting forms of poetry.</u> <u>Explain and justify personal preferences.</u> | Explain that today we are going to read and discuss in detail two verses of a poem –Dulce et Decorum est Remind chn of our headings: Subject matter/style of poem/language We shall use these three headings to help us structure our analysis. Explain that we shall also consider the form of poem Begin to discuss both the language and the subject matter Look in depth at the similes and metaphors How effective are they? What do they convey in terms of images? Are they better than just describing what happened in the battlefield? Should create a more emotional visual image and response It's not fact we are presenting but the emotions Explain that today chn will work in groups to discuss their preferred poem. | Put chn in groups of 3 or 4 Ask chn to discuss the 2 verses of the poem Remind chn that good discussion involves turn-taking and allowing other people to express a view, making sure that each person in the group contributes something to the discussion Task To write a collective emotional paragraph that states what happened in the battlefield as if you were the soldiers Use adjectives adverbs similes metaphors and vocab of emotions Look at the poem and read again for clues. | JL TB focus group Adjectives adverbs similes metaphors. | Volunteers to read poems expressively. Share views and opinions. |
| Session 6 | To understand the language in a poem. To be able to write a verse or two and keep the same style as the poem. We are learning to write in the style of poets, T7 T8 | Teach the diff between similes and metaphors We use these to create effective writing To create images and develop emotional response and to enhance and develop the ideas in the text, often used in poetry In a pair think of a simile to describe a sunny day / a rainy day/a favourite meal/a favourite film | In pairs choose one of the poems we have studied so far Can you write 3 similes and 3 metaphors to develop the ideas in the poem Choose your best ones and write 2 lines of poetry which could be | JL and TB with focus groups Watch for understanding of the diff between similes and metaphors If struggling just | Share as a class the best similes and metaphors Write these and display these for literacy wall. |

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| | <p>to investigate and collect different examples of word play, relating form to meaning;</p> <p>T16 to convey feelings, reflections or moods in a poem through the careful choice of words and phrases;</p> <p>T17 to write metaphors from original ideas or from similes.</p> | <p>Use WW1 book pages 7/8/9 for examples of similes and metaphors</p> <p>Pupils to write similes and metaphors as outlined.</p> | <p>included in a ww1 poem</p> <p>Ext</p> <p>Try to use similes/metaphors to create a new verse for your chosen poem.</p> | <p>focus on one e.g. similes.</p> | |
| Session 7 | <p>To be able to perform and evaluate poems</p> <p>To be able to speak Clearly and confidently</p> <p>To be able to give constructive feedback to others</p> <p>Orally rehearse words and phrases which convey feelings, reflections or moods when writing own poem</p> <p>Listen to and take account of the views of others.</p> | <p>Look again at the poems we have read</p> <p>SB to perform the poem</p> <p>Note and highlight parts that Become more clear when read e.g. expression /intonation/rhyme and rhythm/inflection/tone of voice</p> <p>What did I do when I read the poem?</p> <p>Read again and children to highlight where I use the different features of performance of a poem; similar to plays and acting</p> <p>We need to understand the poem to perform correctly and emotionally.</p> | <p>Identify one of the poems that really appeals to you</p> <p>Practice reading it in your head for understanding it</p> <p>Practice reading it aloud quietly</p> <p>Highlight where u need to put emphasis expression etc</p> <p>Then practice performing it quietly</p> <p>When ready perform to a partner, then to the table</p> <p>As a table group choose the best performer.</p> | <p>JL and TB with groups</p> <p>Focus on expression and understanding.</p> | <p>Best performers to perform their poem to the class.</p> |

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| <p>Session 8 and 9</p> | <p>To be able to write our own poems To be able to use powerful verbs, language metaphors and similes To apply our knowledge of the features of poems.</p> <p>T7 T8 to investigate and collect different examples of word play, relating form to meaning; T16 to convey feelings, reflections or moods in a poem through the careful choice of words and phrases; T17 to write metaphors from original ideas or from similes</p> | <p>Model writing own poem. Using one good opening idea from sessions on similes and metaphors as starting point Brainstorm what we could include given these similes/metaphors Select ideas We want to include –see list of features of poetry and decide on some emotions some facts events description - of person /setting</p> <p>Rhymes? Similes/metaphors? Brainstorm writing of lines Play with order of words and sentences</p> <p>In pairs Play with the ideas so far Share ideas with class and pool these if possible Jot your ideas down and steal from others as we share.</p> | <p>Remind them of importance of using powerful verbs, descriptive phrases in poetry as it helps to bring the poem to life Could I add or replace any descriptive words or verbs to my poem? Could I use any metaphors or similes to make comparisons? Discuss this sort of decision with chn Encourage the chn to really express their feelings in their poems by using lots of powerful words and phrases In pairs /groups/independently begin to create your own poem about WW1.</p> | <p>TB JL SB to support where needed.</p> | <p>Share poems with the class-peer assess-2 stars and a wish as before.</p> |

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| | | <p>Session 2 Model how to edit and improve my poem.</p> | <p>Develop over 2 sessions So they have chance to develop and improve poem.</p> | | |
| <p>Session 10</p> | <p>To be able to perform and evaluate poems To be able to speak Clearly and confidently To be able to give constructive feedback to others Orally rehearse words and phrases which convey feelings, reflections or moods when writing own poem Listen to and take account of the views of others.</p> | <p>Discuss how we can best perform our poems. Read chn the class poem Read it straight from the f/c without looking up at the chn, use a dull, expressionless voice What was wrong with my performance? Did it inspire you? Was it interesting to listen to? What could I do to make it a better performance? (lots of expression, confident reading, trying to learn phrases by heart, looking and interacting with the audience) Explain to the chn that they will have lots of time to learn their poems and stress the importance of learning by heart – performing NOT reading! If possible plan a poetry assembly or performance to another class, so the chn have a purpose to perform.</p> | <p>Chn practise performing their poems – stress that they will need to memorise their poems first so allow them, some “quiet” time to do this Encourage the chn to think about how we changed the performance in the first part of the lesson Ensure they have all taken this on-board when performing. Ask chn to practise with a partner, give each other praise and constructive criticism.</p> | | <p>Perform the poems to each other and then to the class.</p> |
| <p><u>Not Achieved:</u></p> | | | <p><u>Exceeded:</u></p> | | |