

Poetry Medium Term Plan Hollinswood Primary School and Nursery

EYFS	Substantive knowledge	Disciplinary knowledge	Vocabulary	Poem
<p>Listen, discuss, respond</p> <p>Understanding</p> <p>Composition</p> <p>Vocabulary, grammar and punctuation</p> <p>Performing</p> <p>Creating</p>	<p>I know:</p> <p>When learning a new poem, I will need to listen carefully to my teacher</p> <p>Nursery rhymes are short songs and verses often read or sung to, or by, young children.</p> <p>Nursery rhymes include nonsense rhymes, lullabies, finger-plays, counting-out rhymes, riddles, games, songs, and ballads, among other types.</p> <p>Things that are written down have a meaning.</p> <p>What I say can be written down and understood by someone else.</p> <p>Some words can rhyme (eg Maddie, daddy, baddie, laddie).</p> <p>Letters can be written as a lower-case letter or a capital letter.</p> <p>Nursery rhymes can be performed through songs and include actions</p>	<p>I know how to:</p> <p>Listen attentively by:</p> <ul style="list-style-type: none"> • Responding to what I hear by asking relevant questions • Making relevant comments • by using recently introduced vocabulary. <p>Show my understand of a poem by:</p> <ul style="list-style-type: none"> • Making comments about what they have heard • Asking questions to clarify my understanding. • Offer explanations for why things might happen • making use of recently introduced vocabulary <p>Express thoughts and emotions through words.</p> <p>Write with support from an adult.</p> <p>Say out loud what is going to be written.</p> <p>Compose a poem orally before it is written.</p> <p>Perform poetry by:</p> <ul style="list-style-type: none"> • Using and understand recently introduced vocabulary during discussions about, rhymes and poems and during role-play. • Sing a range of well-known nursery rhymes and songs. • Performing songs, rhymes and poems with others, and – when appropriate – try to move in time with music. 	<p>Listen</p> <p>Respond</p> <p>Nursery rhyme</p> <p>Song</p> <p>Actions</p> <p>Perform</p> <p>Move</p> <p>Music</p> <p>Verse</p> <p>Lullaby</p> <p>Counting-out rhymes</p>	<p>1,2 buckle my shoe</p> <p>Down in the Jungle</p> <p>Mary had a little lamb</p> <p>Ten fat sausages</p> <p>Ten green bottles</p> <p>Ten in the bed</p> <p>The animals went in two by two</p> <p>Ten tall fingers</p> <p>1-10 Superhero Song</p> <p>5 little monkeys</p> <p>5 currant buns</p> <p>5 little ducks</p> <p>Pirate ship</p>

Year 1	Substantive knowledge	Disciplinary knowledge	Poem
<p>Listen, discuss, respond</p> <p>Understanding</p> <p>Composition</p> <p>Vocabulary, grammar and punctuation</p> <p>Performing</p> <p>Creating</p>	<p>I know: To recite a poem by heart I will need to listen carefully to my teacher and join in with reading the poem</p> <p>A shape 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.</p> <p>In Year 1, the poetic devices we can use in free verse are:</p> <ul style="list-style-type: none"> • Couplets • Repetition <p>In an acrostic poem, the first letter of each line spells a word. The word is the subject of the poem.</p> <p>Spaces between words need to be of equal size and relative to the size of the letters.</p> <p>And can be used to join clauses.</p> <p>Capital letters are needed for names of people, places, days of the week and I.</p> <p>I can perform a poem as a group</p> <p>I can use a scaffold to help my create a poem</p>	<p>I know how to: Show I am listening attentively by:</p> <ul style="list-style-type: none"> • Listening and discussing the chosen poems • Linking poems to my own experiences • Joining in with predictable phrases • Reciting chosen poems by heart • Discussing word meanings • Discussing significance of title and events Participating in discussions <p>Show my understanding of a poem by:</p> <ul style="list-style-type: none"> • Drawing on background knowledge and vocabulary provided through discussion • Checking text makes sense • Correcting inaccurate reading • Inferring and predicting on the basis of what is said and done and has been read so far • Explain understanding through discussions <p>Write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what is going to be written • composing a sentence orally before writing it • re-reading what has been written to check that it makes sense <p>Discuss what has been written with the teacher or other pupils</p> <p>Read aloud poems clearly enough to be heard by peers and the teacher</p> <p>Leave spaces between words</p> <p>Join words and clauses using and</p> <p>Use capital letters for names of people, places, days of week and I.</p> <p>Perform a shape poem, acrostic poem and free verse poem Include actions with my performance</p> <p>Create a group poem by</p> <ul style="list-style-type: none"> • Adding words/phrases/captions to images • Generating rhyming words/phrases • Using a scaffolding frame for creating poems <p>Create a shape, acrostic and free verse poem.</p>	<p>Autumn - Shape poem Example - Stars by Jennifer Betts (shape poem)</p> <p>https://examples.yourdictionary.com/examples-of-shape-poems.html</p> <p>Firework shape poem</p> <p>Spring- Acrostic poem Example:</p> <p>Seaside acrostic poem (p.45 of Twinkl anthology)</p> <p>Christmas acrostic poem by Brenda Williams</p> <p>http://brendawilliamspoet.co.uk/Christmas.html</p>
<p>Vocabulary</p> <p>Rhyming couplets</p> <p>Repetition</p> <p>Line</p> <p>Layout</p> <p>Shape</p>			<p>Summer- Free Verse Example: London Bridge is falling down</p> <p>When Goldilocks went to the house of the bears.</p> <p>Jump or Jiggle by Evelyn Beyer.</p> <p>There's a hole in the bottom of the sea.</p> <p>Now we are Six – AA Milne</p>

Year 2	Substantive knowledge	Disciplinary knowledge	Poem
<p>Listen, discuss, respond</p> <p>Understanding</p> <p>Composition</p> <p>Vocabulary, grammar and punctuation</p> <p>Performing</p> <p>Creating</p>	<p>I know: To learn poems by heart, I will need to listen carefully and discuss specific features of the poem</p> <p>In Year 2, the poetic devices we can use in free verse are:</p> <ul style="list-style-type: none"> ● alliteration ● rhyme ● counting syllables ● repetition ● thinking and feeling details <p>The haiku originates from Japan.</p> <p>The mood of a haiku is generally serious, and can relate to many themes, including nature or love.</p>	<p>I know how to: Show I am listening attentively by:</p> <ul style="list-style-type: none"> ● Listening to, discussing and expressing views on the chosen poems ● Recognising simple recurring literary language in poetry ● Discussing and clarifying the meanings of words, linking new meanings to known vocabulary ● Discussing my favourite words and phrases ● Learn chosen poems by heart, appreciating these and reciting with appropriate intonation to make the meaning clear ● Participating in discussion about poems, taking turns and listening to what others say <p>Show my understanding of a poem by:</p> <ul style="list-style-type: none"> ● Drawing on what I already know or on background information and vocabulary provided by the teacher ● Checking that the text makes sense as I read and correct inaccurate reading ● Making inferences on the basis of what is being said and done ● Answering and asking questions ● Explaining and discussing my understanding of poems 	<p>Autumn- Riddle Example: Writing Riddles – Kenn Nesbitt's Poetry4kids.com Amazon animal riddles– Twinkl poetry collection p.48</p>
<p>Vocabulary</p> <p>Alliteration</p> <p>Rhyme</p> <p>Syllable</p> <p>Repetition</p> <p>Feeling and details</p> <p>Structure</p>	<p>The haiku originates from Japan.</p> <p>The mood of a haiku is generally serious, and can relate to many themes, including nature or love.</p> <p>The line structure is as follows:</p> <ul style="list-style-type: none"> ● Line 1: 5 syllables; ● Line 2: 7 syllables; ● Line 3: 5 syllables. (14 in total). <p>Each line starts with a capital letter.</p> <p>A riddle describes a noun (usually an object), but does not</p>	<p>Develop positive attitudes towards and stamina by writing poetry.</p> <p>Consider what will be written before beginning by:</p> <ul style="list-style-type: none"> ● planning or saying out loud what is going to be written ● writing down ideas and/or key words, including new vocabulary ● encapsulating what is going to be written, sentence by sentence <p>Make simple additions, revisions and corrections to writing by:</p> <ul style="list-style-type: none"> ● evaluating their writing with the teacher and other pupils 	<p>Spring- Free Verse Example: Sunny Spring – Alterative poem</p> <p>Owl and the Pussy Cat</p> <p>At the seaside by Robert Louis Stevenson</p> <p>A little seed by Mabel Watt</p> <p>Summer- Haiku Example</p> <p>Around the Year Haiku's – Twinkl poetry collection p.40</p> <p>How to Write a Haiku – Kenn Nesbitt's Poetry4kids.com</p> <p>Seaview Haiku – John Foster - Seaview Haiku - The Children's Poetry Archive</p>

<p>Lines</p> <p>Noun</p> <p>Haiku</p> <p>Riddle</p>	<p>name it, i.e. it may describe a tiger as striped and furry.</p> <p>Ideas could be extended through use of adjectives to describe each part of the object, or through prepositions.</p> <p>The different types of sentences are statement, question, exclamation and command and each are punctuated differently.</p> <p>Expanded noun phrases include a determiner, two adjectives separated by a comma and a noun.</p> <p>The past tense happened in the past.</p> <p>The present tense is happening now.</p> <p>Conjunctions join clauses in a sentence.</p> <p>I will need to use intonation when performing</p>	<ul style="list-style-type: none"> 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. <p>Explore exclamation marks, question marks, commas for lists, apostrophes (contraction and possessive)</p> <p>Use sentences with different forms: statement, question, exclamation, command</p> <p>Write expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>Use the present and past tenses correctly and consistently including the progressive form</p> <p>Use subordination (using when, if, that, or because) and coordination (using or, and, or but)</p> <p>Perform a riddle, free verse and haiku poem. Use intonation when performing</p> <p>Create a riddle, free verse and haiku</p>	
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Year 3	Substantive knowledge	Disciplinary knowledge	Poems
<p>Listen, discuss, respond</p> <p>Understanding</p> <p>Composition</p> <p>Vocabulary, grammar and punctuation</p> <p>Performing</p> <p>Creating</p>	<p>I know: To prepare poems to read aloud, I will need to listen carefully and discuss specific features of the poem</p> <p>In Year 3, the poetic devices we can use in free verse are:</p> <ul style="list-style-type: none"> ● repetition ● rhyme ● simile ● rhythm 	<p>I know how to: Show I am listening attentively by:</p> <ul style="list-style-type: none"> ● Listening to and discussing a wide range poetry ● Identifying themes and conventions in poems ● Preparing poems 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 ● Recognise some different forms of poetry - Participating in discussion about poems that are read to them and those they can read for themselves, ● taking turns and listening to what others say. <p>Show my understand of a poem by:</p> <ul style="list-style-type: none"> ● Checking that the text makes sense to me ● Discussing my understanding and explaining the meaning of words in context ● Asking questions to improve my understanding of a text ● Drawing inferences and justifying inferences with evidence ● Identifying main ideas drawn from more than one verse and summarising these ● Identifying how language, structure, and presentation contribute to meaning. 	<p>Autumn Nonsense Poem Example: Jabberwocky by Lewis Carroll</p>
<p>Vocabulary</p> <p>Alliteration</p> <p>Rhyme</p> <p>rhythm</p> <p>Syllable</p> <p>Repetition</p> <p>Structure</p> <p>Lines</p> <p>verse</p> <p>structure</p>	<p>A limerick is five lines in length and follows the rhyme scheme AABBA.</p> <p>The line structure is as follows:</p> <ul style="list-style-type: none"> ● 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. <p>The first line usually begins with ‘There was a...’ and ends with the name of a person or place.</p> <p>I will need to use intonation, tone, volume and action when performing</p>	<p>Plan writing by:</p> <ul style="list-style-type: none"> ● discussing writing (forms of poems) similar to that which is being planned for in order to understand and learn from its structure, vocabulary and grammar ● discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> ● composing and rehearsing sentences orally (including dialogue) ● progressively building a varied and rich vocabulary and an increasing range of sentence (line) structures ● organising paragraphs (verses) around a theme <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ● assessing the effectiveness of their own and others’ writing and suggesting improvements ● proposing changes to grammar and vocabulary to improve consistency <p>Perform a nonsense poem, free verse poem and limerick exploring intonation, tone, volume and actions.</p> <p>Consider the impact of the above on the listener.</p> <p>Explore different voices for narrator and characters.</p> <p>Create a nonsense poem, a free verse poem and a limerick</p>	<p>Spring Free Verse Sadness Is Grey - Twinkl poetry collection p.94 (similes)</p> <p>I was born in the Stone age by Michael Rosen</p> <p>Michael Rosen: Poem: I Was Born in the Stone Age (michaelrosenblog.blogspot.com)</p> <p>No Difference Poem by Shel Silverstein (similes)</p> <p>https://www.poemhunter.com/poem/no-difference-4/</p> <p>Summer Limerick Book – Loopy limericks by John Foster</p>

<https://www.teachingideas.co.uk/writing-poetry/limericks>

My Teddy, Meep -
Twinkl poetry collection
p.26 (limerick)

Family Problems by
John Kitching –
Limerick (The Works)

Year 4	Substantive knowledge	Disciplinary knowledge	Poems
<p>Listen, discuss, respond</p> <p>Understanding</p> <p>Composition</p> <p>Vocabulary, grammar and punctuation</p> <p>Performing</p> <p>Creating</p>	<p>I know: To prepare poems to read aloud, I will need to listen carefully and discuss specific features of the poem</p> <p>The haiku originates from Japan.</p> <p>The mood of a haiku is generally serious, and can relate to many themes, including nature or love.</p> <p>The line structure is as follows:</p> <ul style="list-style-type: none"> • Line 1: 5 syllables; • Line 2: 7 syllables; • Line 3: 5 syllables. (14 in total). <p>Each line starts with a capital letter.</p> <p>In Year 4, the poetic devices we can use in free verse are:</p> <ul style="list-style-type: none"> • simile • rhythm • metaphor • onomatopoeia 	<p>I know how to:</p> <p>Show I am listening attentively by:</p> <ul style="list-style-type: none"> • Listening to and discussing a wide range poetry • Reading poems that are structured in different ways and reading for a range of purposes • Identifying themes and conventions in a wide range of poems • Preparing poems 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 Participating in discussion about poems that are read to them and those they can read for themselves, • Taking turns and listening to what others say <p>Show my understand of a poem by:</p> <ul style="list-style-type: none"> • Checking that the text makes sense to me, discussing my understanding and explaining the meaning of words in context • Asking questions to improve my understanding of a text • Drawing inferences and justifying inferences with evidence • Identifying main ideas drawn from more than one verse and summarising these • Identify how language, structure, and presentation contribute to meaning <p>Perform a haiku, free verse poem and kenning exploring intonation, tone, volume and actions. Consider the impact of the above on the listener Perform narrative poems. Explore different voices for narrator and characters.</p> <p>Plan writing by:</p> <ul style="list-style-type: none"> • discussing writing (forms of poems) 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 	<p>Autumn – Hiaku Example: City and village life (2 poems) Grammasaurus – Year 4</p>
<p>Vocabulary Structure</p> <p>Vocabulary</p> <p>Grammar</p> <p>Consistency</p> <p>Tone</p> <p>Volume</p> <p>Alliteration</p> <p>Rhyme</p> <p>rhythm</p> <p>Syllable</p>			<p>Spring – Free verse Examples:</p> <p>What is the Sun? Wes Magee</p> <p>Don’t be scared – Carol Ann Duffy</p> <p>Water by Kate Coombs</p> <p>Walking with my iguana by Brian Moses</p> <p>Walking with my Iguana - The Children’s Poetry Archive</p> <p>The Hairy Toe</p>

<p>Repetition</p> <p>Structure</p> <p>Lines</p> <p>Simile</p> <p>Metaphor</p> <p>Verse</p> <p>onomatopoeia</p>	<p>A 'kenning' is a two-word phrase which describes an object, often using a metaphor to do so.</p> <p>Kenning poems are a type of riddle which use kennings to describe something or someone.</p> <p>Each line consists of one kenning. There is no set number of lines in each verse.</p> <p>The kennings should be ordered within the poem with consideration of the impact on the reader.</p> <p>I will need to use intonation, tone, volume and action when performing</p> <p>Pronouns are used for clarity and cohesion.</p> <p>Pronouns are used to avoid repetition.</p> <p>Conjunctions, adverbs and prepositions can express time and cause</p> <p>A possessive apostrophe is used to indicate possession and changes its position depending on the noun being singular or plural</p> <p>Verses are used like paragraphs in a poem.</p> <p>Paragraphs group information together.</p> <p>that an expanded noun phrase contains:</p> <ul style="list-style-type: none"> • Determiner • 2 adjectives separated by a comma • Noun • Verb + prepositional phrase 	<p>Draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue) • progressively building a varied and rich vocabulary and an increasing range of sentence (line) structures • organising paragraphs (verses) around a theme <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency <p>Use a wider range of conjunctions, including when, if, because, although</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (or repetition for effect)</p> <p>Conjunctions, adverbs and prepositions to express time and cause</p> <p>Indicate possession by using the possessive apostrophe with plural nouns</p> <p>Use paragraphs (verses) as away to group related material</p> <p>Write expanded noun phrases</p> <p>Read aloud own writing (poem), to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Create a Hiaku, a free verse poem and a Kenning</p>	<p>Summer – Kenning</p> <p>Twister - Twinkl poetry collection p.40 (kenning)</p> <p>Kennings –</p> <p>Kennings - Some examples of kennings poems - The Poetry Zone The Poetry Zone</p> <p>Teacher by Paul Cookson (Kenning) – The Works</p>
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Year 5	Substantive knowledge	Disciplinary knowledge	Poems
<p>Listen, discuss, respond</p> <p>Understanding</p> <p>Composition</p> <p>Vocabulary, grammar and punctuation</p> <p>Performing</p> <p>Creating</p>	<p>I know: To prepare poems to read aloud and learned by heart, I will need to:</p> <ul style="list-style-type: none"> • listen carefully • discuss specific features of the poem • Join in discussions about poems and make comparisons <p>In Year 5, the poetic devices we can use in free verse are:</p> <ul style="list-style-type: none"> • simile • metaphor • personification • structure of author focus • mood and tone • an awareness of vocabulary choice and poetry from difficult cultures and periods of time 	<p>I know how to: Show I am listening attentively by:</p> <ul style="list-style-type: none"> • Continuing to read and discuss an increasingly wide range of poetry • Reading poems that are structured in different ways and for a range of purposes • Increasing familiarity with a wide range of poems Recommend poems 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 across poems • Learning a wider range of poetry by heart • Preparing poems to read aloud/perform, showing understanding through intonation/tone/volume so that the meaning is clear to an audience • Participating in discussions about poems that are read to me and those I can read for myself building on my own and others' ideas and challenging views courteously <p>Show my understand of a poem by:</p> <ul style="list-style-type: none"> • Checking that the poem makes sense to me, discussing my understanding and exploring the meaning of words in context • Asking questions to improve understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader • Explaining and discussing my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • Providing reasoned justifications for views. <p>Plan to write poetry by:</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing • selecting the appropriate form • using other similar poems as models for own writing • noting and develop initial ideas • drawing on reading and research where necessary 	<p>Autumn – Free Verse Example Tyger by William Blake</p> <p>The Tyger by William Blake Poetry Foundation</p> <p>Football Mad by Benjamin Zephaniah</p> <p>Year-6-Week-15-Day-5.pdf (stcypriansprimaryacademy.co.uk)</p>
<p>Vocabulary</p> <p>Audience</p> <p>Purpose</p> <p>Form</p> <p>Commas</p> <p>Ambiguity</p> <p>Hyphens</p> <p>Parenthesis</p> <p>Semi colons</p> <p>Colons</p>	<p>In Year 5, a narrative poem could include the following features:</p> <ul style="list-style-type: none"> • rhyme • structure • archaic language • hyperbole • symbolism • personification • pathetic fallacy 	<p>Plan to write poetry by:</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing • selecting the appropriate form • using other similar poems as models for own writing • noting and develop initial ideas • drawing on reading and research where necessary 	<p>Spring – Narrative Example - Matilda (who told such dreadful lies) by Hillaire Belloc</p> <p>The Jumblies – Edward Leah</p>
<p>Personification</p> <p>Author focus</p> <p>Mood</p>	<p>The word sonnet is taken from the Italina sonetto, which means 'a little sound or song.'</p> <ul style="list-style-type: none"> • They must have 14 lines. • They must be written in iambic pentameter. • They are usually about love. 	<p>Draft and write poetry by:</p>	<p>Summer – Sonnet Example - Sonnet 18 by William Shakespeare</p>

<p>Tone</p> <p>Vocabulary choice</p> <p>Culture</p> <p>Archaic language</p> <p>Hyperbole</p> <p>Symbolism</p> <p>Pathetic fallacy</p> <p>iambic pentameter.</p> <p>quatrains</p> <p>Couplet</p>	<ul style="list-style-type: none"> • They consist of three quatrains and a final couplet. <p>When planning poetry to identify the audience and purpose, select the appropriate form and use poems as a model.</p> <p>that an expanded noun phrase contains:</p> <ul style="list-style-type: none"> • Determiner • 2 adjectives separated by a comma • Noun • Verb + prepositional phrase <p>Modal verbs can express obligation, certainty and ability.</p> <p>I will need to use intonation, tone, volume and action when performing</p>	<ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary • understanding how such choices can change and enhance meaning <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning <p>Proof-read for spelling and punctuation errors</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <p>Create a free verse poem, a narrative poem and a sonnet</p>	
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Year 6	Substantive knowledge	Disciplinary knowledge	Poem
<p>Listen, discuss, respond</p> <p>Understanding</p> <p>Composition</p> <p>Vocabulary, grammar and punctuation</p> <p>Performing</p> <p>Creating</p>	<p>I know: To prepare poems to read aloud and learned by heart, I will need to:</p> <ul style="list-style-type: none"> • listen carefully • discuss specific features of the poem • Join in discussions about poems and make comparisons <p>In Year 6, the poetic devices we can use in free verse are:</p> <ul style="list-style-type: none"> • simile • metaphor • personification • rhyme • structure of author focus • mood and tone • enjambment • an awareness of vocabulary choice and poetry from difficult cultures and periods of time 	<p>I know how to: Show I am listening attentively by:</p> <ul style="list-style-type: none"> • Continuing to read and discuss an increasingly wide range of poetry • Reading poems that are structured in different ways and for a range of purposes • Increasing familiarity with a wide range of poems Recommend poems 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 across poems • Learning a wider range of poetry by heart • Preparing poems to read aloud/perform, showing understanding through intonation/tone/volume so that the meaning is clear to an audience • Participating in discussions about poems that are read to me and those I can read for myself building on my own and others' ideas and challenging views courteously <p>Show my understand of a poem by:</p> <ul style="list-style-type: none"> • Checking that the poem makes sense to me, discussing my understanding and exploring the meaning of words in context • Asking questions to improve understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning • Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader • Explaining and discussing my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • Providing reasoned justifications for views. <p>Plan to write poetry by:</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing • selecting the appropriate form • using other similar poems as models for own writing • noting and developing initial ideas • drawing on reading and research where necessary <p>Draft and write poetry by:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary • understanding how such choices can change and enhance meaning 	<p>Autumn – Free Verse Example: In Flanders Field by John McCrae</p> <p>In Flanders Fields by John McCrae Poetry Foundation</p> <p>The City of my Birth by Karl Nova</p> <p>The City of my birth Centre for Literacy in Primary Education (clpe.org.uk)</p> <p>I am a Writer by Joseph Coelho</p> <p>I am a writer Centre for Literacy in Primary Education (clpe.org.uk)</p>
<p>Vocabulary</p> <p>Audience</p> <p>Purpose</p> <p>Form</p> <p>Commas</p> <p>Ambiguity</p> <p>Hyphens</p> <p>Parenthesis</p> <p>Semi colons</p>	<p>In Year 6, a narrative poem could include the following features:</p> <ul style="list-style-type: none"> • rhyme • structure • archaic language • hyperbole • symbolism • personification • pathetic fallacy • repetition 	<p>Plan to write poetry by:</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing • selecting the appropriate form • using other similar poems as models for own writing • noting and developing initial ideas • drawing on reading and research where necessary <p>Draft and write poetry by:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary • understanding how such choices can change and enhance meaning 	<p>Spring – Narrative Examples</p> <p>: The Highwayman by Alfred Noyes</p> <p>The Pied Piper of Hamelin BY ROBERT BROWNING</p> <p>The Pied Piper of Hamelin by Robert Browning Poetry Foundation</p> <p>The Raven by Edgar Allen Poe</p>

<p>Colons</p> <p>Personification</p> <p>Author focus</p> <p>Mood</p> <p>Tone</p> <p>Vocabulary choice</p> <p>Culture</p> <p>Archaic language</p> <p>Hyperbole</p> <p>Symbolism</p> <p>Pathetic fallacy</p> <p>iambic pentameter.</p> <p>quatrains</p> <p>Couplet</p> <p>enjambment</p>	<p>In Year 6, an ode poem could include the following features:</p> <ul style="list-style-type: none"> Thoughts and feelings about a person or object Imagery: simile, metaphor, personification distinct rhyming order <p>When planning poetry to identify the audience and purpose, select the appropriate form and use poems as a model.</p> <p>Commas can clarify meaning and avoid ambiguity</p> <p>Parenthesis is used to add more detail to sentences.</p> <p>Semi colons and colons mark boundaries between independent clauses</p> <p>Colons can be used to introduce a list</p> <p>I will need to use intonation, tone, volume and action when performing</p>	<p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning <p>Proof-read for spelling and punctuation errors</p> <p>Indicate grammatical and other features (as appropriate) by:</p> <ul style="list-style-type: none"> using commas to clarify meaning 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>Use different layout devices</p> <p>Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <p>Create a free verse poem, a narrative poem and an Ode poem</p>	<p>Summer – Ode</p> <p>Examples:</p> <p>30+ Ode Poem Examples in PDF Examples</p> <p>Ode Poems - Best Poems For Ode (poemhunter.com)</p>
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