

## Weekly literacy plan: Poems to Perform Unit 1

### Overview

- Read and discuss a range of performance poems, identifying distinctive features such as repetition, rhyme, rhythm, alliteration and the use of oral language based on speech.
- Select a poem with a distinctive pattern and, using this as a framework, model how to construct a poem using the same model and rhythm but with a different subject or focus
- Children work in groups to decide on the focus of their poem and gather ideas and possible words and phrases to include. They make use of rhyming dictionaries, either print or on screen.
- Groups then rehearse and perform their poems and evaluate each other's contributions.

Note: There is no more detailed guidance than this overview on the primary framework website.

Class: Year 3	Year: 2009/10	Term: Autumn 1	Wk 6: 19 <sup>th</sup> to 23 <sup>rd</sup> Oct	Teacher:
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Day	Objective	Activity	Independent work/ Success Criteria			Plenary
			Must: all	Should: MA/HA	Could: HA	
			LA	MA	HA	
1	<p>Comprehension</p> <p>Empathise with characters and debate moral dilemmas portrayed in texts</p> <p>Strands 4, 7, 8 and 10</p> <p>PtP001</p>	<p><a href="http://www.bbc.co.uk/schools/teachers/offbyheart/video/dockers_mc_the_pig.shtml">http://www.bbc.co.uk/schools/teachers/offbyheart/video/dockers_mc_the_pig.shtml</a> or Google BBC Off By Heart celebrity recitals to get a copy of 'The Pig' by Roald Dahl.</p> <p>Watch performance of 'The Pig' by a performance poet (Dockers MC) available at <a href="http://www.bbc.co.uk/schools/teachers/offbyheart/poems.shtml">http://www.bbc.co.uk/schools/teachers/offbyheart/poems.shtml</a> or Google BBC Off By Heart poems if the link doesn't work.</p> <p>Ask children what does she do that makes her reading the poem lively and interesting? The images, rhythm of her voice and her hand gestures.</p> <p>Explain any difficult words e.g. remorse.</p>	MUST: answer questions requiring lower order thinking skills	SHOULD: answer questions requiring lower order, and some higher order thinking skills	COULD: answer questions requiring higher order thinking skills	Hot-seating: Children take it in turns to be the Farmer or the Pig and answer questions as their character
2	<p>Speaking and listening</p> <p>Sustain conversation, explain or give reasons for their views or choices</p> <p>Follow up others' points and show whether they agree or disagree in whole-class discussion</p> <p>Share and compare reasons for reading preferences, extending the range of texts read</p> <p>Strands 1, 2, 3 and 8</p> <p>PtP002</p>	<p>Show children how to navigate BBC Off By Heart website to read the range of poems on their.</p> <p>Children spend 20 minutes reading the poems on the website. Tell them they need to choose a favourite poem and think of a couple of reasons why that poem is their favourite.</p> <p>Children spend 10 minutes in groups discussing which poem was their favourite and why.</p> <p>Then try to convince other people in their group that their favourite poem is the best and provide criticism of other people's favourite poems.</p> <p>Will model how to have these discussions in a mature way before the children go to do them.</p>	MUST: read a range of poems	SHOULD: choose a favourite poem and give a suitable reason why it is their favourite	COULD: critically appraise the strengths and weaknesses of poems, referring to their poetic features	Class discussion about which poems were the favourites and why

3	<p>Reading/Writing</p> <p>Identify how different texts are organised,</p> <p>Explore how different texts appeal to readers using varied sentence structures and descriptive language</p> <p>Identify features that writers use to provoke readers' reactions</p> <p>Write a poem with the layout and features of poetic writing</p> <p>Strands 7, 8, 9 and 10</p> <p>PtP003</p>	<p>Read the poem Alligator by Grace Nichols available at <a href="http://www.bbc.co.uk/schools/teachers/offbyheart/poems.shtml">http://www.bbc.co.uk/schools/teachers/offbyheart/poems.shtml</a> or Google BBC Off By Heart poems if the link doesn't work.</p> <p>Discuss layout of poem in verses / stanzas.</p> <p>When does the poet start a new verse / stanza? (For a new topic / part of the poem)</p> <p>Discuss what each verse / stanza is about:</p> <p>What does stanza 1 tell us? (where)</p> <p>2 (what the alligator is like)</p> <p>3 (repeat 1)</p> <p>4 (how to call)</p> <p>5 (what to do when it is roused)</p> <p>Explain that we are going to write a similar poem based on a tiger.</p> <p>Brainstorm some ideas in a plan with four sections:</p> <ul style="list-style-type: none"> <li>• Where to find the tiger</li> <li>• What the tiger is like</li> <li>• How to call the tiger</li> <li>• What to when it comes</li> </ul> <p>Explain following poetry terms:</p> <ul style="list-style-type: none"> <li>• rhyme</li> <li>• repetition</li> <li>• alliteration (words with the same sound following each other e.g. terrible tiger)</li> <li>• onomatopoeia (words that sound like what they describe e.g. crunch, growl, purr, roar, rustle, shush, slash, sniff, shuffle, squish, squelch, splash)</li> <li>• simile (when you say something is like something else e.g. teeth as sharp as knives)</li> <li>• metaphor (when you say something is something else e.g. knives for teeth)</li> </ul>	MUST: write a poem following the structure of 'Alligator' with a writing frame	SHOULD: write a poem following the structure of 'Alligator' without a writing frame	COULD: include features of poetry such as alliteration, onomatopoeia, similes and metaphors	Children to listen to each other's poems in pairs, then use 2 stars (good things) and a wish (something to improve) system of feedback.
4	<p>Grammar</p> <p>Understand that words can be classified in groups and the names of some major classes of words</p> <p>PtP004</p>	<p>Explain the following terms:</p> <ul style="list-style-type: none"> <li>• noun – a thing</li> <li>• verb – doing word</li> <li>• adjective – describing word</li> <li>• adverb – describes how an action is done (often end in -ly with an adjective followed by 'ly' but not always e.g. friendly, lovely)</li> <li>• preposition – tells you where a thing is in relation to another thing e.g. under or when something is in relation to another event e.g. after (can also be adverbs but not going into this level of detail / sophistication)</li> </ul> <p>Children need to group a list of words under the correct heading</p>	MUST: identify nouns and verbs	SHOULD: identify nouns, verbs, adjectives and adverbs	COULD: identify nouns, verbs, adjectives, adverbs, and prepositions	On IWB children drag a word so that it is under the correct heading of noun, verb adjective, adverb, or preposition

5	<p>Speaking and Listening</p> <p>Choose and prepare poems for performance, identifying appropriate expression, tone, volume and use of voices and other sounds.</p> <p>Identify and discuss qualities of others' performances, including gesture, action and costume</p> <p>Strands 1, 2 and 4</p> <p>PtP005</p>	<p>Watch celebrity recitals of poems at <a href="http://www.bbc.co.uk/schools/teachers/offbyheart/video/index.shtml">http://www.bbc.co.uk/schools/teachers/offbyheart/video/index.shtml</a></p> <p>Discuss what the people reading the poems do to make it lively and interesting: change the pace, tone and volume of their voice, facial expressions, hand gestures, images and so on.</p> <p>In 3s children will practice their poems and provide each other with feedback on what they are doing well and what they could improve.</p> <p>Model how to provide feedback in a positive, specific and constructive manner.</p>	<p>MUST: read aloud a poem</p>	<p>SHOULD: read aloud a poem with variation in the pace, tone and volume of their voice, use of facial expressions and hand gestures</p>	<p>COULD: provide specific, constructive feedback that results in improved performance</p>	<p>With the children come up with some stars and a couple of wishes as a class for their performances.</p>
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