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| <p><b>Prior learning:</b></p> <ul style="list-style-type: none"> <li>Compare and contrast different poems discussing preferences and referring to words or phrases in the text.</li> </ul> | <p><b>Most children learn to:</b></p> <p><b>1. Speaking</b><br/>Sustain conversation, explain or give reasons for their views or choices.</p> <p><b>7. Understanding and interpreting texts</b><br/>Explore how different texts appeal to readers using varied sentence structures and descriptive language.</p> <p><b>8. Engaging with and responding to texts</b><br/>Identify features that writers use to provoke readers' reactions.</p> <p><b>9. Creating and shaping texts</b><br/>Select and use a range of technical and descriptive vocabulary.<br/>Use layout, format, graphics and illustrations for different purposes.</p> <p><b>11. Sentence structure and punctuation</b><br/>Compose sentences using adjectives, verbs and nouns for precision, clarity and impact</p> <p><b>12. Presentation</b><br/>Write with consistency in the size and proportion of letters and spacing within and between words, using the correct formation of handwriting joins.<br/>Develop accuracy and speed when using keyboard skills to type, edit and re-draft.</p> <p><b>Learning outcomes:</b></p> <ul style="list-style-type: none"> <li>Children explain what they like about a poem by referring to particular words and phrases and the subject of the poem.</li> <li>Children can write a calligram, choosing appropriate presentational features and using ICT to create effects, and can explain why these effects have been chosen</li> <li>Children can identify examples where language is used to create a specific effect in a poem.</li> <li>Children can discuss the choice of words and their impact</li> <li>Children can write a poem that uses language to create an effect</li> </ul> | <p><b>Curriculum links:</b></p> <p>Art – poems in shapes</p> <p>ICT – using ICT to create poems</p> |
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## Weekly literacy framework plan: Non-fiction Unit 2 - Poetry

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|---------------|-------|-------|-----------|----------|
| Class: Year 3 | Year: | Term: | Wk ( to ) | Teacher: |
|---------------|-------|-------|-----------|----------|

| Day | Objective   | Activity   | Independent work/ Success Criteria<br>Must: all Should: MA/HA Could: HA  |   |   | Plenary   | Evaluation |
|-----|---|--|--|---|---|---|------------|
|     |   |  | LA   | MA  | HA  |   |            |
| M   | <p>Onomatopoeia</p> <p>Children can identify examples where language is used to create a specific effect in a poem.</p> <p>Children can discuss the choice of words and their impact</p> <p>SP+C001</p>   | <p>Explain what onomatopoeia is and how it is used mostly in poetry</p> <p>Model independent work.</p>   | <p>MUST: match examples of onomatopoeia to sentences</p>   | <p>SHOULD: use examples of onomatopoeia to come up with their own sentences</p> | <p>COULD: think of their own examples of onomatopoeia and put them in a verse</p>     | <p>Go through correct answers on IWB and share any examples that children came up with themselves</p>                                     |            |
| Tu  | <p>Alliteration</p> <p>Children can identify examples where language is used to create a specific effect in a poem.</p> <p>Children can discuss the choice of words and their impact</p> <p>Children can write a poem that uses language to create an effect</p> <p>SP+C002</p> | <p>In pairs children read tongue twisters to each other as quick as possible.</p> <p>Revise alphabetical order.</p> <p>Explain that these are examples of alliteration and what alliteration is.</p> <p>Look at examples of alliteration.</p> <p>Read examples of poems with alliteration, including one about a snake.</p> <p>As a class write a poem about an animal using alliteration.</p>   | <p>MUST: complete missing words exercise by selecting the correct word so sentences make sense and show alliteration</p> | <p>SHOULD: write a poem about an animal that uses <b>some</b> alliteration</p>  | <p>COULD: write a poem about an animal that <b>consistently</b> uses alliteration</p> | <p>Children read their poems to each other in pairs and then a few read them out to the class</p>   |            |
| W   | <p>Children can identify examples where language is used to create a specific effect in a poem.</p> <p>Children can discuss the choice of words and their impact</p> <p>Children can write a poem that uses language to create an effect</p> <p>SP+C003</p>                     | <p>Show examples of shape poetry.</p> <p>I will bring in range of fruit and veg with distinctive features which are easy to describe e.g. pineapple, banana, watermelon,</p> <p>Children pass fruit / veg around on the carpet; they feel it, look at it etc.</p> <p>Give each table a fruit / veg and as a table on an A3 sheet of paper come up with as many adjectives as they can, then display the A3 sheet at front of class.</p> <p>Model how to write a shape poem about a piece of fruit or veg.</p> <p>Children write their own poems</p> <p>Encourage higher ability to include similes, metaphors and personification (give them prompt sheet to help with this)</p> | <p>MUST: write a shape poem about a fruit</p>  | <p>SHOULD: write the poem in the shape of the fruit that it is about</p>        | <p>COULD: include some figurative language in their poem</p>                          | <p>Some children read out their poems. When each child reads their poem the others have to listen and guess what they are describing.</p> |            |

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| Th | <p>Grammar</p> <p>Know what a collective noun is, and know some common examples</p> <p>SP+C004</p>  | <p>Explain how a collective noun is a name for a group of things.</p> <p>As a class think of some examples of collective nouns.</p> <p>Children make a list of all the collective nouns they can think of, then go on the following two websites to find as many examples as they can and put each one in a sentence.</p> <p><a href="http://www.chompchomp.com/terms/collectivenoun.htm">http://www.chompchomp.com/terms/collectivenoun.htm</a></p> <p><a href="http://christchurchcitylibraries.com/kids/animals/groups/">http://christchurchcitylibraries.com/kids/animals/groups/</a></p> <p>Encourage them to find ones that they would be likely to use e.g. a herd of elephants is more commonly used than a sute of bloodhounds</p>   | <p>MUST: know what a collective noun is</p>   | <p>SHOULD: know some common examples of collective nouns</p>               | <p>COULD: know lots of examples of collective nouns</p>      | <p>Children try to learn as many collective nouns as they can and then in partners, test each other to see how many they can remember</p> |  |
| F  | <p>Children can identify examples where language is used to create a specific effect in a poem.</p> <p>Children can discuss the choice of words and their impact</p> <p>Children can write a poem that uses language to create an effect</p> <p>SP+C005</p> | <p>Explain that we will be writing shape poems about the weather and nature.</p> <p>Display PowerPoint with images of waves, sun, wind, waterfall, tornado, rain and rainbow.</p> <p>Watch videos</p> <p>Tornado - <a href="http://www.youtube.com/watch?v=43VoMesUd2Q">http://www.youtube.com/watch?v=43VoMesUd2Q</a></p> <p>Waterfall - <a href="http://www.youtube.com/watch?v=cWYoW32yAT4">http://www.youtube.com/watch?v=cWYoW32yAT4</a></p> <p>Volcano- <a href="http://www.youtube.com/watch?v=oc73sf5oAL8">http://www.youtube.com/watch?v=oc73sf5oAL8</a></p> <p>Give each table a type of weather / thing from nature and as a table on an A3 sheet of paper come up with as many adjectives as they can, then display the A3 sheet at front of class.</p> <p>Model how to write a shape poem about something from nature e.g. waves</p> <p>Children write their own poems.</p> <p>Encourage higher ability to include similes, metaphors and personification (give them prompt sheet to help with this)</p> | <p>MUST: write a shape poem about weather</p> | <p>SHOULD: write the poem in the shape of the weather that it is about</p> | <p>COULD: include some figurative language in their poem</p> | <p>Some children read out their poems. When each child reads their poem the others have to listen and guess what they are describing.</p> |  |

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|     |  |  | LA  | MA  | HA  |   |            |
| M   | Use ICT to create a shape poem<br><br>SP+C006  | Visit <a href="http://www.wild-about-woods.org.uk/elearning/concretepoetry/">http://www.wild-about-woods.org.uk/elearning/concretepoetry/</a> which allows children to use templates of shapes to write words in to make shape poems, or to draw their own shapes. The site gives them a word bank to select words from or they can create their own words and phrases.<br>Model how to use the website, then children use the site to make shape poems and print them off.  | MUST: use words from the word bank to create a shape poem                         | SHOULD: use their own words to create a shape poem                                    | COULD: use alliteration, onomatopoeia and figurative language in their poems                | Children show their poems to each other in pairs and read them aloud  |            |
| Tu  | Comprehension<br><br>Children explain what they like about a poem by referring to particular words and phrases and the subject of the poem<br><br>SP+C007                              | Read 'Talking Turkeys' by Benjamin Zephaniah.<br>Explain any difficult words like 'genetically' and 'partake'.<br>Discuss what the children liked about the poem and why.<br>Remind children of importance of full sentences, neat handwriting and so on.<br>Answer comprehension questions on 'Talking Turkeys' by Benjamin Zephaniah.  | 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                              | Ask children if there were any questions they found difficult and discuss the answers.  |            |
| W   | Write a calligram, choosing appropriate presentational features and using ICT to create effects, and can explain why these effects have been chosen<br>Calligrams (ICT)<br><br>SP+C008 | Go through PP which explains what a calligram is and has examples of calligrams created using ICT.<br>Model how to use fonts and word art to create calligrams.<br>Children create calligrams with suitable words e.g. rainbow, bubble.<br>Print off children's favourite one they have done.  | MUST: use fonts or word art to change words                                       | SHOULD: use fonts and word art to change words to a style that matches the word       | COULD: think of an opposite word to the one I have given and change it to an opposite style | Children show their calligram at the front of the class and explain why they the used the effects they used   |            |
| Th  | Grammar<br><br>Apostrophes for contractions<br><br>SP+C009   | Explain some words can be contracted (shortened) from two separate words into one word.<br>The letters that are taken out are replaced by an apostrophe.<br>As a class think of some examples of words that have been contracted and what their contractions are.<br>Split children into teams of contractions and not contractions.<br>Each child is given a laminated card with a contraction or a full-length version of two words that can be contracted together.<br>Start off with the list of contractions for the 'o' in 'not'.<br>They need to find their partner – the person with the contraction needs to find the person with the full-length version of the word and vice versa. | MUST: know what a contraction is and that the apostrophe replaces missing letters | SHOULD: Remember some common contractions   | COULD: Remember <i>many</i> common contractions   | Discuss when contractions are used (in speech and informal writing) and when they are avoided (in formal writing and speaking)<br><br>Watch clip of Queen's speech. Ask children to spot words where she could use contractions, and if does or does not use them available on youtube<br><br>Listen to 'Dance with |            |

When they find their partner they need to learn how to say and how to spell their words, and come up with a sentence using their words. Go round children in turns and ask them each to say what was on their flash card. Get the contractions team to swap their cards amongst themselves and get the non-contractions team to swap their cards amongst themselves. Repeat the game. Try to get quicker at everyone finding their partner each time you play again. Collect 1 flash cards for the 'o' in 'not' Introduce second set of flash cards with contractions below

|             |           |
|-------------|-----------|
| _____ will  | _____ 'll |
| _____ is    | _____ 's  |
| _____ are   | _____ 're |
| _____ would | _____ 'd  |
| _____ have  | _____ 've |
| _____ had   | _____ 'd  |
| _____ has   | _____ 's  |

Explain how you can fill in the blanks with:

- Pronouns: I You He She They We It
- Questions: Who, What, When, Where, Why or How

Hand out new set of flash cards, swapping around which team is the contractions and which team is the non-contractions  
Children to find their partner and fill in the blank in as many different ways as they can. Tell children they need to have a sentence ready to read to the rest of the class, using their contraction and their non-contraction  
Children read out their sentences to the rest of the class  
Ask children to work in pairs to write as many contractions as they can remember in their books

me' by Dizzee Rascal (**don't show the video**). Ask kids to listen out for contractions. Can they spot any that aren't 'proper' English like 'Gonna' instead of going to, available on youtube

F Write a calligram, choosing appropriate presentational features to create effects, and can explain why these effects have been chosen

Show children example of a calligram I have made.  
Look at list of words to make calligrams from and discuss how this could be done.

MUST: change the style a word is written in

SHOULD: make the change in style match the word

COULD: explain how and why they used effects for their word

Children who did not show their calligram on Wednesday do it today and explain why they the used the effects they used

Children who cannot access the comprehension text because they are EAL or because of gaps in their phonic knowledge (low level 2bs or below this) should take part in a catch up reading scheme, such as ReadWriteInc. See Brooks (2007) by Googling 'Brooks, G. (2007) What works for pupils with literacy difficulties?' for a review of available programmes and their effectiveness.