

<p>Overview:</p> <p>Read, discuss and analyse a range of poems that play with language. These could include puns, riddles, nonsense verse, cautionary poems, word games, word puzzles, etc. Provide opportunities for children to perform some of their favourite examples considering volume, pace, expression and the use of different voices. Play some poetry games with the children to generate nonsense phrases, unusual rhymes, unusual combinations of adjectives and nouns, etc.</p> <p>Select a particular form and, in shared composition with the children, build up a poem that follows a model seen in the examples read earlier.</p> <p>Children then work in pairs or groups to devise their own poems and write them on screen. They can then share these with the class, with other classes or, via email, with children in another school.</p> <p>Homework / weekly lessons</p> <ul style="list-style-type: none"> • Weekly handwriting lesson • Weekly spellings for homework and spelling test • Weekly guided reading session 	<p>Learning objectives:</p> <p>1. Speaking Choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds Sustain conversation, explain or give reasons for their views or choices</p> <p>3. Group discussion and interaction Actively include and respond to all members of the group</p> <p>6. Word structure and spelling Spell high and medium frequency words Recognise a range of prefixes and suffixes, understanding how they modify meaning and spelling, and how they assist in decoding long, complex words Spell unfamiliar words using known conventions including phoneme/grapheme correspondences and morphological rules</p> <p>7. Understanding and interpreting texts Explore how different texts appeal to readers using varied sentence structures and descriptive language</p> <p>8. Engaging with and responding to texts Identify features that writers use to provoke readers' reactions</p> <p>9. Creating and shaping texts Make decisions about form and purpose, and identify success criteria for their writing Use layout, format, graphics, illustrations for different purposes</p> <p>10. Text structure and organisation Signal sequence, place and time to give coherence Group related material into paragraphs</p> <p>11. Sentence structure and punctuation Compose sentences using adjectives, verbs and nouns for precision, clarity and impact</p> <p>12. Presentation Write with consistency in size and proportion of letters and spacing within and between words, using the correct formation of handwriting joins Develop accuracy and speed when using keyboard skills to type, edit and redraft</p>	<p>Curriculum links:</p> <p>History – Anglo Saxon riddles and Viking Kennings</p>
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Weekly literacy framework plan: Poetry Unit 3 – Language Play

Class: Year 3	Year:	Term: Summer 1	Wk (to)	Teacher:
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Day	Objective	Activity	Independent work/ Success Criteria Must: all Should: MA/HA Could: HA			Plenary	Evaluation
			LA	MA	HA		
M	Know what a riddle is and work out some Anglo-Saxon riddles LP001	Explain why riddles, poems and stories were so important in Anglo-Saxon times 1 st 10 mins: children guess without any choice of answers or clues 2 nd 10 mins: children guess with the help of clues 3 rd 10 mins: children guess with a choice of answers Children work in 2s or 3s to work out what each riddle is describing For each riddle complete the sentence 'I think it is a (blank) because ...	MUST: select the answer to a riddle from a choice of answers	SHOULD: guess the answer to a riddle from a clue	COULD: guess the answer to a riddle without any clues	Ask children what they thought the answers were and go through what they actually were	
Tu	Comprehension Strands 1, 7, 8 and 12 LP002	Read through the poem 'Matilda' as a class and discuss success criteria e.g. full sentences, answers from text etc. Children answer comprehension questions on Matilda.	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 in groups, then as a class with each child pretending to be a character from the story and answering questions on it	
W	Limericks Strands 1, 3, 7, 8, 9, 10, 11 and 12 LP003	Explain the key features of a limerick: <ul style="list-style-type: none"> • Five lines long • One couplet and one triplet • Rhyming pattern a a b b a • Lines 1, 2 and 5 have 3 beats • Lines 3 and 4 have 2 beats • Meant to be funny Read several examples of limericks Explain various tasks	MUST: complete the missing words in a limerick	SHOULD: rearrange limericks where the lines are mixed up so they make sense	COULD: write their own limerick after being given a first line and some rhyming words	Children read some of the limericks they have written to each other	
Th	Grammar Classify words as nouns, verbs or adjectives LP004	Read 'Jabberwocky' as a class. Discuss how even though many of the words are not real words, we could think of words to replace them e.g. gyre (blow) or vorpal (shiny). This means that we can still classify the words in to groups: nouns, verbs and adjectives. Revise how a noun is a thing, a verb is a doing word and an adjective is a describing word. Model how to do this with the first verse. LA will have the poem with all of the nouns, verbs and adjectives highlighted in bold. Rest of the class will have the poem without any words in bold, so they will have to decide which words are nouns, verbs and adjectives.	MUST: classify words as nouns, verbs or adjectives, with all of these words highlighted in the poem	SHOULD: classify many of the nouns, verbs or adjectives, without all of these words highlighted in the poem	COULD: classify almost all of the nouns, verbs or adjectives, without all of these words highlighted in the poem	Go through answers with class, addressing any misconceptions or disagreements	

F	<p>Kennings</p> <p>Strands 1, 3, 7, 8, 9, 10, 11 and 12</p> <p>LP005</p>	<p>Read PP which explains how a kenning was originally a Viking style of poem</p> <p>Read examples of kennings</p> <p>Model how to write a kenning by first thinking of an object / animal:</p> <ul style="list-style-type: none"> • Make a list of characteristics about your object / animal • Change your list into 2 word clues, with 2 words on each line • Read your kenning and ask someone to guess what your kenning is describing <p>Children do this themselves</p>	<p>MUST: write a kenning</p>	<p>SHOULD: write a kenning that someone else can correctly guess what the object is</p>	<p>COULD: guess what other people's kennings were describing</p>	<p>Children read their kennings to each other and guess what they were describing</p>	
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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.