



St. Gabriel's Catholic Primary School English Medium Term Plan

Year: 5

Class: CJ

Term: Autumn

Teacher: Mrs C. Johnson

Poetry Unit 1 - Poetic Style

Overview

- Children hear, read, and respond to a range of poems from two contrasting writers.* They write their own free verse poems, inspired by those they have read, and borrowing, melding and adapting elements and features from these in order to begin to develop a style of their own.
- As a class and in groups, children hear, read and study in depth a range of poems from two significant writers.* They explore some of the many elements and features of these poems which together constitute the writer's distinctive style, including language effects, pattern and form, subjects, themes and meaning. Children are encouraged to respond to and perform the poems in a variety of ways.
- One or two poems from those introduced are analysed in detail. The teacher then models a writing process and leads the shared writing of a free verse poem, drawing on features and elements from the analysis. Children practise writing a similar free verse poem to a common subject or theme to allow ongoing comparisons, discussion and evaluation.
- Children write their own free verse poem (preferably about something they know and that matters to them), drawing from the earlier reading and modelling, but also attempting to find a style of their own

*Due to available resources, the work of more than two poets will be studied.

N.B. Poetry Unit 1: Poetic Style, links to themes in the serialised class novel in Narrative Unit 1 (*The Time Travelling Cat and the Tudor Treasure*, by Julia Jarman) therefore Poetry Unit 1 will be taught alongside Narrative Unit 1.

Phase	Learning Objectives	Texts	Pupil Activities	Cross curricular links	Week
Phase 1/2	<p>7. Understanding and interpreting texts</p> <ul style="list-style-type: none"> Explore how writers use language for dramatic effects. <p>8. Engaging with and responding to texts</p> <ul style="list-style-type: none"> Reflect on reading habits and preferences. Compare the usefulness of techniques, such as visualisation, prediction, empathy in exploring the meaning of texts. Compare how a common theme is presented in poetry, prose and other media. 	<ul style="list-style-type: none"> Stage 4 Writers Handbooks Unit 5: Free Verse. <i>Cat Began</i> by Andrew Matthews (Writer's Handbook) <i>The Frozen Man</i> by Kit Wright (100 LFL) <i>Conversation Piece</i> by Gareth Owen (LW) <i>My Mother Saw a Dancing Bear</i> by Charles Causley (Literacy World) 	<ul style="list-style-type: none"> Whole class and paired discussion - what do they already know about poetry - what makes it different to prose? What language do they know to describe the features of poems? What different types of poems can they name? Discuss with children how the theme of animals, people's relationship with animals and animal cruelty are continuing as themes in some of the poems in the poetry unit (especially cats). Read and discuss <i>Cat Began</i>. Explore links to class novel. Introduce features of free verse poetry (Writer's Handbook Stage 4, Unit 5) and discuss main forms of free verse poetry: list poems, monologues and conversation poems. Children work collaboratively to write their own list poem version of <i>Cat Began</i>, using phrases which describe the cat, Ka, from the class novel. Read and discuss <i>The Frozen Man</i>. Revisit metaphors and similes from Narrative Unit 1 and investigate examples in <i>The Frozen Man</i> as well as other language features/techniques used by the poet (See worksheet from 100 LFL) Children work in pairs to re-write <i>The Frozen Man</i> as a monologue poem, using their own metaphors and similes. 	<ul style="list-style-type: none"> Animal/cat theme links to class novel. Also links to guided reading text <i>Very Best Friend</i> i.e. character's relationship with animals. 	Week 7
<p>Phase 1/2 Learning outcome (some children will require more support to achieve outcomes and some children will exceed expected outcomes):</p> <ul style="list-style-type: none"> Most children can explain what free verse poetry is and can identify some different structures for different free verse poems, i.e. list and monologue poems. Most children can work collaboratively to write their own versions of poems based on different structures used by writers. Most children can create metaphors and similes in their own poetry. 					

Phase	Learning Objectives	Texts & Resources	Pupil Activities	Cross curricular links	Weeks
Phase 2/3	<p>9. Creating and shaping texts</p> <ul style="list-style-type: none"> • Reflect independently and critically on own writing and edit and improve it. • Adapt non-narrative forms and styles to write fiction or factual texts, including poems. <p>12. Presentation</p> <ul style="list-style-type: none"> • Adapt handwriting for specific purposes, for example printing, use of italics. • Use a range of ICT programs to present texts, making informed choices of which electronic tools to use for different purposes. • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Read <i>Conversation Piece</i> and discuss structure. Children work in pairs to write their own conversation poem (LW PCM2). • Read <i>My Mother Saw A Dancing Bear</i> - discuss link with Tudors and class novel. • Discuss/share children's own experiences/memories of animals in captivity or being exploited. • Children select one of the free verse forms studied to write their own free verse poem based on an animal in captivity/animal cruelty, drawing on their own experience where possible and ideas from the class novel. • Children read poems aloud and when editing and polishing poems, pay particular attention to word choice. • Children reflect on the poems read and write about their personal preferences. 	<ul style="list-style-type: none"> • Idea of a conversation based poem links to idea in class novel and guided reading text of the main character talking to animals and the animal talking back. • <i>My mother Saw a Dancing Bear</i> links to Tudor topic / Tudor entertainments 	Week 8

Phase 2/3 Learning outcomes (some children will require more support to achieve outcomes and some children will exceed expected outcomes):

- Most children can explain what free verse poetry is and can identify some different structures for different free verse poems, i.e. conversation poems.
- Most children can work collaboratively to write their own versions of poems based on different structures used by writers.
- Most children can write their free verse own poem, selecting a structure from those studied (list, monologue and conversation poems), drawing on their own experiences where possible.
- Most children can refine and redraft their work, focusing on word choice.

Strand 6. Word Structure and Spelling will be taught discretely through daily spelling sessions and word level lessons where appropriate, following *Support for Spelling* and *KS2 Spelling Bank*.

Autumn Term Objectives:

- To spell unstressed vowels in polysyllabic words.
- To group and classify words according to their spelling patterns and their meanings.

N.B. During the Autumn Term, curriculum time will be used for termly assessments (1 week), educational visits and a History Focus Day as well as preparation for the Christmas Carol Service towards the end of term. Any remaining time at the end of the term will be used to revisit or complete unfinished work.