

KS3 English -Poems on a Theme

<p>Subject curriculum intent:</p>	<p>Students will use speaking and listening, reading and listening skills in every lesson. Students will discuss the key events and characters; and use role play / hot seating to explore key events and characters Students will identify and use features that writers use to engage and interest the reader (language, structure and form e.g. emotive language, capital letters and exclamation and question marks). They will engage in detailed analysis of description and write texts that are descriptive Students will identify and use dialogue and speech marks. Students will create and shape their own texts, write texts linked to a poem, and organise information following the structure of a poem. Students will develop understanding of spelling, punctuation and grammar.</p>
<p>Intent for this topic:</p>	<p>Students will revisit and build upon skills and knowledge developed in studying poetry at the end of academic year 2022-2023 and in studying Shakespeare in the Spring term this year . They will use knowledge and skills developed around setting and character descriptions and language and apply them in the context of a poem. In this unit students will experience and explore a poem by a franco-english writer written at the start of the twentieth century.they will study a humorous poem and examine the language used from that time period and the moral being communicated. Students will sequence key events using lists, maps and storyboards and describe the objects with reference to the text. Students will learn the structure and features of a poem. Students will learn how to plan, write, edit and proofread their own text in the style of a poem related to 'learning a lesson'. <u>Key Features of Text Type</u> Audience - Someone who wants to know what happened, where the writer is and how they are feeling. Purpose - To address important issues and use language in an interesting and engaging way. Typical structure - <ul style="list-style-type: none"> • Verses, couplets etc • Rhythm Typical language features - <ul style="list-style-type: none"> • Specific and descriptive imagery - metaphors, similes • Repetition, alliteration, onomatopoeia • Rhyme • Tone - intonation and expression <u>Suggested Texts/ Poets:</u> Jim, Cautionary Tales for Children, Hilaire Belloc</p>
<p>Key vocabulary taught within this topic:</p>	<p>Vocabulary revisited: Poetry / poems, layout, verse, repetition, alliteration, onomatopoeia, metaphor, rhythm and rhyme, tone. Opening, closing, adjective, describe, character, feelings, emotions, personality, motives, appearance, setting, verb, adverb, adjective, simile, noun, pronoun, dialogue, language, structure, Topic specific vocabulary: Poetry / poems, layout, verse, repetition, alliteration, onomatopoeia, metaphor, rhythm and rhyme, tone, cautionary tale, nurse, tricycle, fate, foible, inauspicious, jaws, heels, shins, ankles, calves, frown, dainty morsel, slink, snarl,</p>
<p>Links to other subjects:</p>	<p>Geography / History- Protestantism/ Catholicism PSHE - rules, safety, rights of a child RRS Articles: This unit of work is linked to Articles 3 and 5 of the UN Convention on the Rights of the Child. Article 3 The best interests of the child must be a top priority in all decisions and actions that affect children. Article 5 Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.</p>

Wks	Stage of Talk for Writing Approach	Aim	Main activity
Wks 1-2	Immersion & imitation	Students learn and internalise model text. Students identify transferable ideas and structures	Cold Task / Have a Go Task on a familiar subject Use an interesting stimulus/ starting point with minimal teaching and students to write a poem Immersion - explore a range of poems Tuning into the subject - identify technical language and definitions - matching games Rhyme - play word rhyming games Power of 3 - use 3 phrases or words to describe. Introduce model poem- story map and learn text. Box up model text, sequence the text - -Intro /what it is - hook in the reader - power of 3 -Sequence verses of the poem - Ending
Wks 3-4	Innovation	Students use ideas and structures Students co-construct new versions of original text with support	Students identify and arrange key features of a poem Students explore structure of a poem Use word bank and structure of original text Use mind map to generate and record different ideas. Box up text - Intro: Order verses - end Students begin to add new detail to poem Play alternative word games eg beautiful, stunning, sad miserable, forlorn etc Shared writing to improve text
Wks 5-6	Invention / Independent application	Students create original texts as independently as possible	Students use structure of a poem Use word bank and structure of original text Use mind map to generate and record different ideas. Students plan, review, edit and revise their writing Box up text - Students to plan a poem, present it logically and box it up Students to hook the reader with interesting/ emotive detail Students use similes and metaphors Students vary sentence length for emphasis. Hot Task / Show us what you have learnt - An independent task on a similar type of writing Use Narrative Therapy & Colourful Semantics to plan new text

	B2 P4-6	B2 P7-8	B2 Step 1	B2 Step 2	B2 Step 3
Key Learning Theme: Poetry - cautionary tales					
<u>Subject specific knowledge</u> Speaking and Listening	<u>Students know</u> the names of some common objects. <u>Students know</u> some common sounds- e.g. animal, lion, police <u>Students know</u> the words used to describe emotions:- happy- sad- angry- love- scared- upset. <u>Students know</u> and repeat, copy and imitate between 10 and 50 single words related to a poem. <u>Students know</u> how to listen, attend to and follow poems about making good choices	<u>Students know</u> sufficient vocabulary to convey meaning to the listener <u>Students know</u> what an adjective is. <u>Students know</u> there can be reasons behind actions and emotions. <u>Students know</u> three or four key words, signs or symbols to communicate about making good choices. <u>Students know</u> the questions why and how and how to respond appropriately.	<u>Students know</u> a wider range of vocabulary. <u>Students know</u> new examples of descriptive language. <u>Students know</u> the requirements for public speaking e.g. loud & clear.	<u>Students know</u> a wide range of vocabulary. <u>Students know</u> different styles of poetry. <u>Students know</u> some links between accounts of others' experiences and their own experiences. <u>Students know</u> some detail included in a poem. <u>Students know</u> when there are changes in intonation.	<u>Students know</u> the language of poetry e.g. verse, rhyme, rhythm, alliteration, assonance. <u>Students know</u> the language of imagery eg metaphor, simile. <u>Students know</u> the basics of Standard English and that rules can be bent in poetry. <u>Students know</u> some imaginative and adventurous vocabulary and non-verbal gestures to support communication.
<u>Subject specific skills</u> Speaking and listening	<u>Students are able to</u> imitate sounds /signs /symbols - e.g. lion, nurse, father, mother <u>Students are able to</u> answer simple 'Who ... ?', 'What ... ?' and 'Where ... ?' questions, e.g., The boy is at the zoo etc. <u>Students are able to</u> identify emotions in themselves or others:- happy- sad- angry - love- scared- upset - excited.	<u>Students are able to</u> link up to four key words, signs or symbols in groups and in 1:1 <u>Students are able to</u> use simple phrases and statements to describe a two-step sequence to communicate ideas about present past and future events and experiences. <u>Students are able to</u> attend to and respond to questions from adults and peers about their personal experiences	<u>Students are able to</u> retell a poem / verses of a poem in their own words. <u>Students are able to</u> read/perform a poem articulating the words loudly and clearly. <u>Students are able to</u> respond appropriately to a poem and to others' comments about a poem. <u>Students are able to</u> clearly express their response to a poem.	<u>Students are able to</u> develop and explain ideas using a wide range of vocabulary. <u>Students are able to</u> begin to adapt style of speaking based on the type of poem. <u>Students are able to</u> sustain their listening to longer poems. Students add detail to engage the interest of the reader/ listener. <u>Students are able to</u> use intonation to enhance	<u>Students are able to</u> express themselves, listen confidently and respond with relevant ideas. <u>Students are able to</u> discuss the main themes of poems and what makes them interesting. <u>Students are able to</u> use relevant comments and questions to show that they have listened to / read a poem carefully.

	<p><u>Students are able to</u> communicate three word strings using noun, verb, noun eg Lion eats boy</p> <p><u>Students are able to</u> join in a small group rhyme.</p> <p><u>Students are able to</u> combine two key ideas or concepts about making good choices</p> <p><u>Students are able to</u> combine single words, signs or symbols to to create poetry.</p>	<p><u>Students are able to</u> combine a noun and an adjective.</p> <p><u>Students are able to</u> suggest a causal connection using an appropriate conjunction when discussing the content of a poem e.g. completes a phrase verbally using a conjunction, 'They were crying... they were sad.'</p> <p><u>Students are able to</u> offer simple viewpoints on things they have seen and experienced</p> <p><u>Students are able to</u> take part in a group poetry recital or role play and delivers simple phrases with words, signs or symbols.</p>	<p><u>Students are able to</u> interpret simple poems</p> <p><u>Students are able to</u> use talk to organise, sequence and clarify thinking, ideas, feelings and events related to poems that they encounter.</p>	<p>meaning and engage the interest of the reader/listener.</p>	<p><u>Students are able to</u> use facial expressions and gestures to hold the audience's interest when reciting a poem.</p>
<p><u>Suggested teaching activities</u> <u>How should I teach this?</u></p> <p>Spoken language/ speaking and listening.</p> <p>How to communicate ideas effectively. How to respond to others appropriately.</p>	<ul style="list-style-type: none"> • Listen to poets performing / poems being read and identify e.g. rhythm, tone • Perform poetry • Learn poetry by heart <ul style="list-style-type: none"> ➢ Talk for Writing (story map, key actions, rehearse) • Rhythm and rhyme activities <ul style="list-style-type: none"> ➢ Tongue twisters ➢ Matching ➢ Interactive games ➢ Instruments ➢ Word games ➢ 				

Key Learning Theme: Poems on a Theme

<p><u>Subject specific knowledge</u></p> <p><u>Reading</u></p> <p><u>What do pupils need to know?</u></p>	<p><u>Students know</u> that poems have names.</p> <p><u>Students know</u> the repetitive word or phrase from a poem or rhyme after hearing it.</p> <p><u>Students know</u> a variety of noises related to familiar objects e.g. lion, zoo etc.</p> <p><u>Students know</u> the line in a familiar repetitive passage.</p>	<p><u>Students know</u> that poems can be placed into simple categories e.g. funny, silly, etc.</p> <p><u>Students know</u> that poems can relate to their understanding of the world and their own experiences.</p> <p><u>Students know</u> how to communicate why they liked or disliked a poem.</p> <p><u>Students know</u> some typical actions associated with emotions.</p> <p><u>Students know</u> words they do not understand in a poem</p>	<p><u>Students know</u> the key words and ideas in a range of poems.</p> <p><u>Students know</u> alternative spellings and alternative ways of pronouncing the graphemes already taught.</p> <p><u>Students know</u> the main elements that shape poems.</p>	<p><u>Students know</u> that there are different types of poems e.g. riddles, tongue twister, nonsense, narrative</p> <p><u>Students know</u> key words that are used to describe (e.g. colours, size, emotions).</p> <p><u>Students know</u> some key language of poetry e.g. rhythm, rhyme, verse</p>	<p><u>Students know</u> the basic conventions used in poetry.</p> <p><u>Students know</u> how to tackle unfamiliar words that are not completely decodable.</p>
<p><u>Subject specific skills</u></p> <p><u>What do pupils need to be able to do?</u></p>	<p><u>Students are able to</u> listen to poems from books that contain pictures and text.</p> <p><u>Students are able to</u> ask for a specific poem or a favourite poem.</p> <p><u>Students are able to</u> recite part of a short rhyme by heart.</p> <p><u>Students are able to</u> join in discussion when sharing books/texts</p> <p><u>Students are able to</u> begin a rhyme when they turn to a specific page</p>	<p><u>Students are able to</u> recite a short verse or rhyme by heart to a small group of peers.</p> <p><u>Students are able to</u> join in a story with repetitive passages</p> <p><u>Students are able to</u> repeat specific lines when 'reading' independently</p> <p><u>Students are able to</u> respond to situations in a poem, e.g. by laughing or by making a comment.</p> <p><u>Students are able to</u> describe their own</p>	<p><u>Students are able to</u> identify repeated words or phrases in a text.</p> <p><u>Students are able to</u> recite rhymes or poems by heart.</p> <p><u>Students are able to</u> talk about their favourite words/phrases from a familiar poem.</p> <p><u>Students are able to</u> identify parallels between events and emotions expressed in poems and their own experience.</p>	<p><u>Students are able to</u> identify and record key phrases in a poem.</p> <p><u>Students are able to</u> identify new vocabulary.</p> <p><u>Students are able to</u> read aloud their own poem at a sensible pace and volume.</p> <p><u>Students are able to</u> identify descriptive vocabulary in a poem.</p> <p><u>Students are able to</u> discuss the appearance of a poem on the page and the simple rhythm of a poem.</p>	<p><u>Students are able to</u> identify key themes, facts and opinions in a range of poems and identify their own responses.</p> <p><u>Students are able to</u> identify different types of poems e.g. riddles, tongue twister, nonsense, narrative.</p> <p><u>Students are able to</u> identify different types of poems e.g. riddles, tongue twister, nonsense, narrative.</p> <p><u>Students are able to</u> perform poetry showing</p>

	<p><u>Students are able to describe a character or object from a story using a single descriptive word eg silly, disobedient, angry etc</u></p> <p><u>Students are able to match a picture to an object</u></p>	<p>experience using collected pictures.</p>	<p><u>Students are able to talk about the poem they have read.</u></p> <p><u>Students are able to listen to what peers say about the poem</u></p> <p><u>Students are able to relate a word or phrase from the text to what has been discussed or read previously.</u></p> <p><u>Students are able to use alternative ways of spelling and pronouncing the graphemes already taught.</u></p> <p><u>Students are able to apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable.</u></p>	<p><u>Students are able to explain their reactions to images, poems and performances commenting on important aspects.</u></p> <p><u>Students are able to rearrange words to create different meanings</u></p> <p><u>Students are able to use a dictionary to check spelling or meaning of a word.</u></p>	<p>understanding through intonation, tone, volume and action.</p> <p><u>Students are able to identify specific vocabulary within a poem that captures interest and imagination</u></p> <p><u>Students are able to correctly name types of poems e.g. riddles, tongue twister, nonsense, narrative</u></p> <p><u>Students are able to explain the meaning / moral / theme of what they have read.</u></p> <p><u>Students are able to justify their ideas using evidence from the text</u></p> <p><u>Students are able to identify the letters in a word sequentially and find the meaning of an unknown word using a dictionary.</u></p>
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Suggested teaching activities
How should I teach this?
Reading
 How to infer.
 How to understand how language is used.
 How to understand how structure is used.
 How to compare.

- **Guided reading sessions using poems /sensory story linked to the topic**
 - **Discussing the poem**
 - **Responding to the poem verbally**
 - **Comprehension activities, e.g. questions, storyboarding, key events / characters**
 - **Activities to unpick language and structure**

Key Learning Theme: Writing

<p><u>Subject specific knowledge</u></p> <p><u>What do pupils need to know?</u></p> <p><u>Writing</u></p>	<p><u>Students know</u> that marks and symbols convey meaning.</p> <p><u>Students know</u> that marks or symbols are associated with their own name or familiar spoken words, actions, images or events</p>	<p><u>Students know</u> awareness that writing can have a range of purposes.</p> <p><u>Students know</u> how text is arranged on the page.</p>	<p><u>Students know</u> how to use the space bar and keyboard to type their name and simple texts.</p>	<p><u>Students know</u> some adventurous word and language choices appropriate to the style and purpose of a poem.</p>	<p><u>Students know</u> different forms and purposes of writing a poem, and know what success criteria to use in order to evaluate their writing</p> <p><u>Students know</u> a range of technical and descriptive vocabulary related to making choices</p> <p><u>Students know</u> vocabulary to describe sights, smells, feelings, touch, taste.</p>
<p><u>Subject specific skills</u></p> <p><u>What do pupils need to be able to do?</u></p>	<p><u>Students are able to</u> produce meaningful marks or symbols associated with their own name or familiar spoken words, actions, images or events.</p> <p><u>Students are able to</u> trace, overwrite or copy shapes and straight line patterns.</p> <p><u>Students are able to</u> create a text about making good choices, using photos and some keywords.</p>	<p><u>Students are able to</u> produce or write their name in letters or symbols.</p> <p><u>Students are able to</u> copy letter forms and pictures or symbols related to the text.</p> <p><u>Students are able to</u> group letters and leave spaces between them as though they are writing separate words.</p> <p><u>Students are able to</u> use a range of images and key words to create a text about making good choices.</p> <p><u>Students are able to</u> organise photos and words on a page about making good choices</p>	<p><u>Students are able to</u> spell phonically decodable two-syllable and three-syllable words.</p> <p><u>Students are able to</u> use knowledge of common inflections in spelling, such as plurals, -ly, -er.</p> <p><u>Students are able to</u> segment sounds into their constituent phonemes in order to spell them correctly.</p> <p><u>Students are able to</u> independently choose what to write in a poem related to making good choices, they plan and follow it through.</p> <p><u>Students are able to</u> convey information and ideas in a poem</p>	<p><u>Students are able to</u> select from different presentational features to suit writing a poem on paper and on screen.</p> <p><u>Students are able to</u> draw on knowledge and experience of texts in deciding and planning what and how to write.</p> <p><u>Students are able to</u> include interesting details in their poems</p> <p>Students use planning to establish clear sections for writing a poem.</p>	<p><u>Students are able to</u> make decisions about form and purpose of writing a poem, identify success criteria and use them to evaluate their writing.</p> <p><u>Students are able to</u> organise their writing</p> <p><u>Students are able to</u> use the main features of poems</p> <p><u>Students are able to</u> sequence sentences, extend ideas logically and choose words for variety and interest.</p> <p><u>Students are able to</u> follow or deliberately break the basic rules of English.</p>

			<p><u>Students are able to</u> create short simple poems on paper and on screen that combine words with images and sounds.</p> <p><u>Students are able to</u> write a poem using simple structures.</p> <p><u>Students are able to</u> group written sentences together in chunks of meaning or subject.</p>		<p><u>Students are able to</u> spell most words accurately, including common, polysyllabic words.</p> <p><u>Students are able to</u> use punctuation to mark sentences and to create dramatic effect.</p> <p><u>Students are able to</u> produce handwriting that is joined and legible.</p> <p><u>Students are able to</u> make decisions about form and purpose of writing a poem, identify success criteria and use them to evaluate their writing.</p> <p><u>Students are able to</u> use layout, format, graphics and illustrations in poems.</p>
<p>Writing How to plan for a poem What good looks like: appropriate form, language and structure. How to edit. How to proof read.</p>	<ul style="list-style-type: none"> • Talk for Writing <ul style="list-style-type: none"> ➢ rewriting a poem using 'box it up' structure ➢ writing own poem using 'box it up' structure • Writing activities <ul style="list-style-type: none"> ➢ Vocabulary building ➢ Rhyming words ➢ Similes / metaphors <p>Writing poems</p>				
<p>Online resources Cautionary Tale: Jim Eaten by Lion Poem for Kids by Hilaire Belloc (youtube.com) Jim Who Ran Away From His Nurse and Was Eaten By a Lion (youtube.com)</p>					
<p>Evidencing Work Photographic & video evidence Talk for writing worksheets</p>					

Phonics worksheets

Guiding reading records