

Year 3 English Poetry Long Term Plan

	<u>Autumn 2</u>																																								
Poetry Unit/ Poetry features and skills	<p><u>Descriptive poem:</u> <u>Dance with me, Autumn by The Literacy Company.</u></p> <ul style="list-style-type: none"> ● Use language with increasing effect: choices of nouns, adjectives and verbs; alliteration; repetition and rhyme ● Create own repeating patterns and use simple forms <p>Additional texts:</p> <p><i>The Garden Year</i> by Sara Coleridge <i>Autumn's Begun</i> by Anais J. Roma <i>Frost</i> by Valerie Bloom</p>																																								
Unit Outcome	<p><u>Outcome:</u> To write and perform a poem describing winter.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><u>Writing outcome:</u> To write and perform a 5-couplet poem about winter, based on the structure of Sing to Me, Autumn.</p> </div> <p><u>Greater depth writing outcome:</u> Pupils should follow the same structure but ensure syllables per line are consistent throughout the poem.</p>																																								
Spoken Language	<ul style="list-style-type: none"> ● Build vocabulary ● Speak audibly and fluently ● Gain, maintain and monitor the interest of the listener(s) 																																								
Reading objectives covered within the unit	<ul style="list-style-type: none"> ● Prepare poems and play scripts to read aloud and to perform ● Show understanding through intonation, tone, volume and action ● Discuss words and phrases that capture the reader's interest and imagination ● Explain meaning of words in context 																																								
Writing objectives covered within the unit	<ul style="list-style-type: none"> ● Plan writing by discussing the structure, vocab and grammar of similar writing ● Discuss and record ideas ● Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear. 																																								
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Poetry Unit/ Poetry features and skills	<p>List poem: <u>The magnificent bull from the Dinka Tribe</u></p> <ul style="list-style-type: none"> • Create similes <p>Additional texts:</p> <p>Leap Like a Leopard by John Foster – p.23 The Works As, as, as by Robert Hull – p.31 Read Me Out Loud</p>																																												
Unit Outcome	<p>Outcome: To write and perform a Dinka-inspired poem about the blue whale.</p> <p>Writing outcome: To write and perform a poem celebrating the blue whale in the style of a Dinka poem.</p> <p>Greater depth writing outcome: Pupils should follow the same structure but ensure syllables per line echo the original poem.</p>																																												
Spoken Language	<ul style="list-style-type: none"> • Listen and respond • Build vocabulary • Maintain attention and participate actively in collaborative conversations • Speak audibly and fluently 																																												
Reading objectives covered within the unit	<ul style="list-style-type: none"> • Identify themes and conventions • Prepare poems and play scripts to read aloud and to perform • Show understanding through intonation, tone, volume and action • Discuss words and phrases that capture the reader's interest and imagination • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions • Identify how language, structure, and presentation contribute to meaning 																																												
Writing objectives covered within the unit	<ul style="list-style-type: none"> • Plan writing by discussing the structure, vocab and grammar of similar writing • Discuss and record ideas • Assess the effectiveness of own and others' writing • Propose changes to grammar and vocabulary to improve consistency • Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear 																																												
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Poetry Unit	<p><u>Concrete poem</u> <u>Ape to Zebras by Liz Brownlee</u></p> <ul style="list-style-type: none"> • Use language with increasing effect: choices of nouns, adjectives and verbs; alliteration; repetition and rhyme <p>Additional texts: The Shape I'm in by James Carter The Works Anthology (vol 1) by Paul Cookson</p>																																												
Unit Outcome	<div style="border: 1px solid black; padding: 5px;"> <p>Outcome: Poetry – Concrete Poetry</p> <p>Writing outcome: To write a concrete poem about a giraffe</p> <p>Greater depth writing outcome: Pupils should reflect the part of the giraffe's body in the content of the line</p> </div>																																												
Spoken Language	<ul style="list-style-type: none"> • Listen and respond • Ask relevant questions • Build vocabulary • Use spoken language: speculating, hypothesising, imagining and exploring ideas • Consider and evaluate different viewpoints • Speak audibly and fluently 																																												
Reading objectives covered within the unit	<ul style="list-style-type: none"> • Listen to and discuss a wide range of texts • Identify themes and conventions • Discuss words and phrases that capture the reader's interest and imagination • Identify how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books • Prepare poems and play scripts to read aloud and to perform showing understanding through intonation, tone, volume and action 																																												
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