

Year 4 English Poetry Long Term Plan

	<u>Autumn 2</u>																									
Poetry Unit/ Poetry features and skills	<p><u>List poem, couplets:</u> <u>The Lost, Lost Property Office by Roger McGough</u></p> <ul style="list-style-type: none"> ● Use language with increasing effect: choice of nouns, adjectives, adverbs and verbs, alliteration, hyperbole ● Create own repeating patterns and experiment with simple forms <p>Additional texts:</p> <p>Poetry Pie by Roger McGough</p> <p>Michael Rosen's Big Book of Bad Things</p>																									
Unit Outcome	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>Outcome: Poetry -</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>Writing outcome: To write a group list poem based on 'The Lost Lost-Property Office' by Roger McGough and perform</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Greater depth writing outcome: Write in couplets or change the setting of the poem eg 'Under the bed' or 'The back of the drawer'</p> </div>																									
Spoken Language	<ul style="list-style-type: none"> ● Gain, maintain and monitor the interest of the listeners ● Select and use appropriate registers for effective communication ● Build vocabulary 																									
Reading objectives covered within the unit	<ul style="list-style-type: none"> ● Use dictionaries to check the meaning of words ● Prepare poems and play scripts to read aloud and perform ● Ask questions to improve understanding of a text ● Show understanding through intonation, tone, volume and action ● Recognise different forms of poetry ● 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 ● Compose and rehearse sentences orally ● Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear 																									
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Spring 2

Poetry Unit/
Poetry features and skills

Free verse, personal narrative poem:
Windrush Child by John Agard

- Use language with increasing effect: choice of nouns, adjectives, adverbs and verbs, alliteration
- Use increasingly effective similes to create imagery

Unit Outcome

Outcome: Poetry -

Writing outcome: To write a free verse, personal narrative poem based on the structure of 'Windrush Child', describing what it feels like to leave and go to a new place.

Greater depth writing outcome: Write a similar poem with freedom to change the structure and include feelings vocabulary.

Spoken Language

- Gain, maintain and monitor the interest of the listeners
- Use spoken language: imagining and exploring ideas
- Build vocabulary
- Select and use appropriate registers for effective communication

Reading objectives covered within the unit

- Use dictionaries to check the meaning of words
- Recognise different forms of poetry
- Prepare poems and playscripts to read aloud and perform
- Show understanding through intonation, tone, volume and action
- Ask questions to improve understanding of a text
- Discuss words and phrases that capture the reader's interest and imagination
- Explain meaning of words in context

Writing objectives covered within the unit

- Plan writing by discussing the structure, vocab and grammar of similar writing
- Discuss and record ideas
- Compose and rehearse sentences orally
- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Assess the effectiveness of own and others' writing
- Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear

Vocabulary

Vocabulary to explore within this unit:

NC Word List – years 3 and 4		Vocabulary Development	
arrive	promise	migrate	apprehensive
answer	remember	horizon	eager
island	special	beacon	enthusiastic
imagine	strange	Caribbean	confused
heart	though	opportunities	
favourite	although		

	Summer 1						
Poetry Unit	<p>Haiku</p> <p><u>I Am the Seed that Grew the Tree. A Nature Poem for Every Day of the Year. Illust. Frann Preston-Gannon Selected by Fiona Waters</u></p> <ul style="list-style-type: none"> • Use language with increasing effect: choice of nouns, adjectives, adverbs and verbs • Create own repeating patterns and experiment with simple forms 						
Unit Outcome	<p>Outcome: Poetry - Haiku</p> <p>Writing outcome: To write individual Haiku based on the natural world and link these with others in the group to make a series, known as Renga</p> <p>Greater depth writing outcome: To write individual Haiku as above, extend these to make the Tanka form and perhaps continue to link several to make Renga of their own</p>						
Spoken Language	<ul style="list-style-type: none"> • Listen and respond • Ask relevant questions • Build vocabulary • Articulate and Justify answers • Use spoken language: speculating, hypothesising, imagining and exploring ideas 						
Reading objectives covered within the unit	<ul style="list-style-type: none"> • Use dictionaries to check the meaning of words • Recognise different forms of poetry • Discuss words and phrases that capture the reader's interest and imagination • 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, vocabulary and grammar of similar writing • Discuss and record ideas • Compose and rehearse sentences orally • Assess the effectiveness of own and others' writing • Proof-read for spelling and punctuation errors • Read aloud own writing to a group or the class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 						
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