

Year 5 English Poetry Long Term Plan

	<u>Autumn 2</u>																								
Poetry Unit/ Poetry features and skills	<p><u>Free verse with refrains and verses:</u> <u>Jinnie Ghost by Berlie Doherty</u></p> <ul style="list-style-type: none"> ● Use a range of descriptive language techniques to create effective imagery, e.g. metaphor, simile, playing with word order ● Experiment with a range of poetry forms <p>Additional texts:</p> <p>Silver by Walter de la Mare</p> <p>She walks in Beauty by Lord Byron</p> <p>New and collected poems for children by Carol Ann Duffy (anthology)</p>																								
Unit Outcome	<div style="border: 1px solid black; padding: 5px;"> <p>Outcome: Poetry – Free verse with refrains and verses</p> <p>Writing outcome: To write their own poem in the style of Berlie Doherty using a range of techniques (metaphors, noun phrases and a refrain).</p> <p>Greater depth writing outcome: To write their own poem selecting own form and structure.</p> </div>																								
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Reading objectives covered within the unit	<ul style="list-style-type: none"> ● Identify themes and conventions ● Make comparisons ● Learn poetry by heart ● Prepare poems for performance ● Explore the meaning of words in context ● Identify how language structure and presentation contribute to meaning 																								
Writing objectives covered within the unit	<ul style="list-style-type: none"> ● Note and develop initial ideas, drawing on reading and research ● Enhance meaning through selecting appropriate grammar and vocabulary ● Describe settings, characters and atmosphere ● Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 																								
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Poetry Unit/ Poetry features and skills	<p><u>Free verse poem using metaphors:</u> <u>Finding Magic by Eric Finney</u></p> <ul style="list-style-type: none"> • Experiment with metaphor to make effective comparisons • Experiment with a range of poetry forms <p>Additional Poems:</p> <p>Give and Take by Roger McGough</p> <p>Leisure by William Henry Davies</p> <p>Great, wide, beautiful, wonderful world by William Brighty Rands</p>																																				
Unit Outcome	<p>Outcome: Poetry – Free verse</p> <div style="border: 1px solid black; padding: 5px;"> <p>Writing outcome: To write a free verse poem describing the wonder of the world using metaphor.</p> <p>Greater depth writing outcome: To choose the form of the poem and apply other poetry techniques experimented with.</p> </div>																																				
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Reading objectives covered within the unit	<ul style="list-style-type: none"> • Identify and discuss themes and conventions • Make comparisons • Learn poetry by heart • Prepare poems for performance • Explore the meaning of words in context • Identify how language structure and presentation contribute to meaning 																																				
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Poetry Unit	<p><u>Animals of Africa. Puns and wordplay</u></p> <ul style="list-style-type: none"> • Use a range of descriptive language techniques to create effective imagery e.g. metaphor, simile, playing with word order • Experiment with a range of poetry forms <p>Additional texts:</p> <p><i>Good Morning Mr. Croco-Doco-Dile</i> by Charles Causley (<i>The Works Anthology RED</i> by Paul Cookson)</p> <p><i>The Rum Tum Tugger</i> by T.S. Eliot (<i>Poems to Perform</i> by Julia Donaldson) <i>Jellicle Cats</i> by T.S. Eliot</p> <p><i>The Squirrel</i>, Anon</p>																												
Unit Outcome	<p>Outcome: Poetry – Puns and Wordplay</p> <p>Writing outcome: To write a poem about an African animal (which is fun to read out loud!)</p> <p>Greater depth writing outcome: To write a poem about an African animal including similes and metaphor, and using their own style and structure.</p>																												
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Reading objectives covered within the unit	<ul style="list-style-type: none"> • Learn poetry by heart • Prepare poems for performance • Explore the meaning of words in context • Evaluate authors' language choice • Identify how language structure and presentation contribute to meaning 																												
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