

Year 6 English Poetry Long Term Plan

	<u>Autumn 2</u>	
Poetry Unit/ Poetry features and skills	<p><u>World War 1 Poetry</u> <u>In Flanders Field by John McCabe</u> Discuss wide range of texts from heritage & other cultures: Compare and contrast themes across a range of appropriate texts (social, cultural and historical) Learn poetry by heart: Comment on the use of unusual or surprising language choices and effects such as onomatopoeia and metaphor and comment on how this influences meaning Learn poetry by heart: Vary pitch, pace, volume, rhythm and expression in relation to the poem's meaning and form Learn poetry by heart: Use dramatic interpretations and ICT to enhance the presentation</p>	
Unit Outcome	<p>Poem based on War Horse by Michael Morpurgo HR - write a Haiku based on WW2 Poetry</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 ● Participate in discussions, presentations, performances, role play, improvisations and debates 	
Reading objectives covered within the unit	<ul style="list-style-type: none"> ● Make comparisons within and across poems ● Learn poetry by heart ● Prepare poems and plays for performance ● Ask questions to improve understanding ● Evaluate authors' language choice ● Explain and discuss understanding of reading 	
Writing objectives covered within the unit	<ul style="list-style-type: none"> ● Identify the audience for and purpose of writing ● Note and develop initial ideas, drawing on reading and research ● Enhance meaning through selecting appropriate grammar and vocabulary ● Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ● Perform own compositions using appropriate intonation, volume and movement 	
Vocabulary		
	NC Word List Year 5 and 6	Vocabulary Development
	<p align="center">Soldier Foreign Aggressive Cemetery Existence privilege</p>	<p align="center">Scarce heard Amid Foe Failing hands Break faith No-mans-land Armistice Trenches Flanders Snort and wicker Canon</p>

		Machine gun
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	<u>Spring 2</u>
Poetry Unit/ Poetry features and skills	<p><u>Narrative poem with personification:</u> <u>The Sea by James Reeves</u></p> <ul style="list-style-type: none"> • Experiment with personification to create effective imagery • Make effective language choices, drawing on a range of descriptive techniques <p>Additional poems:</p> <p><i>Spellbound</i> by Emily Brontë</p> <p><i>On the Beach</i> by Michael Harrison <i>The Wild White Horses</i> by Berlie Doherty <i>Wind Song</i> by Lillian Moore</p> <p><i>The Wind</i> by James Reeves</p> <p><i>Sea Cliff</i> by A. J. M. Smith</p>
Unit Outcome	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>Outcome: Poetry – Narrative Poem</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>Writing outcome: To write a narrative poem about a journey across the sea, including personification of the waves.</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Greater depth writing outcome: To write a narrative poem about a journey across the sea, in first person as the sea.</p> </div>
Spoken Language	<ul style="list-style-type: none"> • Build vocabulary • Maintain attention and participate actively in collaborative conversations • Use spoken language: speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently • Participate in discussions, presentations, performances, role play, improvisations and debates
Reading objectives covered within the unit	<ul style="list-style-type: none"> • Read and discuss a wide range of texts • Identify and discuss themes and conventions • Learn poetry by heart • Prepare poems and plays for performance • Check sense, discuss understanding and explore meaning of words in context • Identify how language, structure and presentation contribute to meaning • Evaluate authors' language choice
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 • Use consistent and correct tense

- Perform own compositions using appropriate intonation, volume and movement

Vocabulary

Vocabulary to explore within this unit:

NC Word List – Years 5 and 6		Vocabulary Development	
aggressive	disastrous	abiding	dreary
appreciate	lightning	clashing	hunch-shouldered
conscious	mischievous	ebb	mane
desperate	rhythm	frisk	rave
		frolic	riot
		prowling	cobblestones
		boughs	haunches
		descending	tyrant

Summer 2

Poetry Unit

Free verse which conveys a message:
A tiger in the zoo by Leslie Norris

- Make effective language choices, drawing on a range of descriptive techniques
- Make authorial choices, selecting from a range of forms, to suit the purpose

Additional texts:

The Works: Key Stage 2 chosen by Pie Corbett

All the Wild Wonders: Poems of our Earth edited by Wendy Cooling

Unit Outcome

Outcome: Poetry – Free verse which conveys a message

<p>Writing outcome: To write a poem in a chosen form about an endangered mammal, choosing whether to describe the creature in its natural habitat or in captivity.</p> <p>Greater depth writing outcome: To write a poem in a chosen form about an endangered mammal, contrasting the creature in its natural habitat and in captivity.</p>

Spoken Language

- Listen and respond
- Build vocabulary
- Maintain attention and participate actively in collaborative conversations
- Speak audibly and fluently
- Participate in discussions, presentations, performances, role play, improvisations and debates

Reading objectives covered within the unit

- Make comparisons within and across poems
- Learn poetry by heart
- Prepare poems and plays for performance
- Ask questions to improve understanding
- Evaluate authors' language choice
- Explain and discuss understanding of reading

Writing objectives covered within the unit

- Identify the audience for and purpose of writing
- Note and develop initial ideas, drawing on reading and research
- Enhance meaning through selecting appropriate grammar and vocabulary
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Perform own compositions using appropriate intonation, volume and movement

Vocabulary

Vocabulary to explore within this unit:

NC Word List – Years 5 and 6		Vocabulary Development	
appreciate	identity	captive	sinew
desperate	interfere	captivity	glimpse
disastrous	muscle	captivating	jaundice
environment	persuade	stalk	encompass
existence	sacrifice	immortal	dignity