

Year 1 Poetry Overview

	<u>Autumn 2</u>																																							
Poetry Unit/ Poetry features and skills	<u>Descriptive poem:</u> <u>There are no such things as Monsters by Roger Stevens.</u> • Create imaginative ideas • List words and phrases • Use simple language patterns e.g. repetition and rhyme																																							
Unit Outcome	<u>Outcome:</u> Poetry - describing new monsters <u>Writing outcome:</u> To create and describe new monsters to add to the model poem <u>Greater depth writing outcome:</u> To create and describe new monsters to write own version of the poem (including elements of rhyme).																																							
Spoken Language	• Listen and respond • Speak audibly and fluently • Maintain attention and participate actively in collaborative conversations																																							
Reading objectives covered within the unit	• Link what is read or heard to own experiences • Learn to appreciate rhymes and poems • Participate in discussion about what has been read to them																																							
Writing objectives covered within the unit	• Say out loud what is going to be written about • Compose a sentence orally before writing it • Read aloud their writing clearly enough to be heard by their peers and the teacher																																							
Vocabulary	<table><tr><th colspan="4">NC Common Exception Words</th><th colspan="4">Vocabulary Development</th></tr><tr><td>the</td><td>there</td><td>no</td><td>you</td><td>crumbs</td><td>fluff</td><td>underneath</td><td>u-bend</td></tr><tr><td>come</td><td>your</td><td>one</td><td></td><td>beneath</td><td>fridge</td><td>wardrobe</td><td></td></tr><tr><td></td><td></td><td></td><td></td><td>vacuum cleaner</td><td></td><td></td><td></td></tr></table>								NC Common Exception Words				Vocabulary Development				the	there	no	you	crumbs	fluff	underneath	u-bend	come	your	one		beneath	fridge	wardrobe						vacuum cleaner			
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	Spring 1			
Poetry Unit/ Poetry features and skills	Senses Poem: Fruit Salad • Play with words e.g. <i>onomatopoeia, rhyme</i> • Describe using the senses • Create imaginative ideas			
Unit Outcome	<u>Writing outcome:</u> Write a poem about fruit senses vocabulary in a shape and join with others to make a ‘fruit salad’ poetry sequence. <u>Greater depth writing outcome:</u> Write a shape poem or two as above with own choice of fruit and combine with a partner’s poem to make their own fruit salad.			
Spoken Language	• Listen and respond • Ask relevant questions • Articulate and justify answers • Use spoken language: Imagining and exploring ideas • Build vocabulary • Speak audibly and fluently			
Reading objectives covered within the unit	• Listen to and discuss a wide range (of poems) at a level beyond that which can be read independently • List what is read or heard to own experiences • Learn to appreciate rhymes and poems • Recite some rhymes and poems by heart • Explain clearly understanding of what is read to them			
Writing objectives covered within the unit	• Compose a sentence orally before writing it • Re-read what they have written to check it makes sense • Discuss what has been written with the teacher or other pupils • Read aloud their writing clearly enough to be heard by their peers and teacher			
Vocabulary				
	NC Common Exception Words		Vocabulary Development	
	a	I	be	so
	me	my	the	to
	were	you	your	there
	glum	beaten	flimsy	mystery
	sweetly	sourly		

	<u>Summer 2</u>																															
Poetry Unit	<u>List poem:</u> <u>At the Zoo by W M Thackeray</u> • Play with words e.g. <i>onomatopoeia</i>, <i>rhyme</i> • List words and phrases • Use simple language patterns e.g. repetition and rhyme																															
Unit Outcome	<u>Writing outcome:</u> Add their own items to a list poem about a visit to a museum. <u>Greater depth writing outcome:</u> Write a list poem of their own about a visit to a museum including elements of rhyme with the option to use own opening and closing lines.																															
Spoken Language	• Listen and respond • Build vocabulary • Speak audibly and fluently • Select and use appropriate registers for effective communication																															
Reading objectives covered within the unit	• Listen to and discuss a wide range of poems at a level beyond that which can be read independently • Link what is read or heard to own experiences • Learn to appreciate rhymes and poems • Recite some rhymes and poems by heart																															
Writing objectives covered within the unit	• Say out loud what is going to be written about • Compose a sentence orally before writing it • Re-read what they have written to check it makes sense • Discuss what has been written with the teacher or other pupils																															
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