

Year 4 English Poetry Long Term Plan

	<u>Autumn 2</u>						
Poetry Unit/ Poetry features and skills	<u>List poem, couplets:</u> <u>The Lost, Lost Property Office by Roger McGough</u> • Use language with increasing effect: choice of nouns, adjectives, adverbs and verbs, alliteration, hyperbole • Create own repeating patterns and experiment with simple forms						
Unit Outcome	<u>Writing outcome:</u> To write a group list poem based on 'The lost property office' by Roger McGough and perform. <u>Greater depth writing outcome:</u> Write in couplets or change the setting of the poem e.g Under the bed or The back of the drawer.						
Spoken Language	• 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	• 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	• 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						
Vocabulary							
	NC Word List - Year 3 and 4				Vocabulary Development		
	Various	Possession	Strange	Peculiar	Deflating	Passengers	Concertina
	Probably	Ordinary	Important		Didgeridoo	Lance	Ventriloquist dummy
	Favourite						

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	Spring 2					
Poetry Unit/ Poetry features and skills	<u>Free verse, personal narrative poem:</u> <u>Windrush Child by John Agard</u> • Use language with increasing effect: choice of nouns, adjectives, adverbs and verbs, alliteration • Use increasingly effective similes to create imagery					
Unit Outcome	<u>Writing outcome:</u> 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. <u>Greater depth writing outcome:</u> Write a similar poem with freedom to change the structure and including 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	<table><tr><td>NC Word List - Year 3 and 4</td><td>Vocabulary Development</td></tr><tr><td></td><td></td></tr></table>		NC Word List - Year 3 and 4	Vocabulary Development		
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	arrive	heart	favourite	special	migrate	Caribbean	eager
	answer	imagine	promise	strange	horizon	opportunities	enthusiastic
	island	heart	remember	though	beacon	apprehensive	confused

	<u>Summer 1</u>
Poetry Unit	<u>Haiku</u> <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> • Use language with increasing effect: choice of nouns, adjectives, adverbs and verbs • Create own repeating patterns and experiment with simple forms
Unit Outcome	<u>Writing outcome:</u> To write individual Haiku based on the natural world and link these with others in the group to make a series, known as Renga. <u>Greater depth writing outcome:</u> To write individual Haiku above, extend these to make the Tanka form and perhaps continue to link several to make Renga of their own.
Spoken Language	• 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	• 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	• 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

Vocabulary								
	NC Word List - Year 3 and 4				Vocabulary Development			
	weight	wait	week	weak	drift	nervously	glimpse	sprout
	piece	peace	see	sea	ripples	pygmy	mere	
	flower	flour			stewn	frail	bask	