PERFORMANCE POETRY - YEAR 3 ENGLISH PLANNING

Programme of Study objectives covered

READING (Word reading) - Pupils should be taught to:
- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

READING (Comprehension)
Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:
- listening to and discussing a wide range of fiction, **poetry**, plays, non-fiction and reference books or textbooks
- preparing **poems** and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry (e.g. free verse, narrative poetry)

Pupils should be taught to understand what they read, in books they can read independently, by:
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- identifying how language, structure, and presentation contribute to meaning
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

WRITING (Composition) - Pupils should be taught to plan, draft, evaluate and edit their writing by:
- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- in non-narrative material, using simple organisational devices
- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Vocabulary, grammar and punctuation - Pupils should be taught to:
- use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading.

SPOKEN LANGUAGE - Pupils should be taught to:
- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and build vocabulary and knowledge
- articulate and justify answers, arguments and opinions
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Note: Spelling and handwriting are covered discretely in homework each week   'Whole book' reading objectives covered in guided reading

Class: Year 3		Term: Autumn 1	Week 1:				Teacher:	

Day	Learning objective	Introduction / Model	Independent work / Success Criteria Must: all Should: MA Could: HA			Plenary
			LA	MA	HA	
1	READING (Word reading and Comprehension) - several of the objectives listed above Aut001	To get a copy of 'The Pig' by Roald Dahl, go to http://downloads.bbc.co.uk/rmhttp/schools/teachers/offbyheart/the_pig_dahl.pdf (if the link does not work, Google 'The Pig by Roald Dahl' to find another website with the poem) Watch performance of 'The Pig' by a performance poet at https://www.youtube.com/watch?v=DEHYqlXJNbE (Google 'Youtube The Pig by Roald Dahl Laura Dockrill' if the link does not work) Ask children what does she do that makes her reading the poem lively and interesting? The images, rhythm of her voice and her hand gestures. Explain any difficult words e.g. remorse.	MUST: answer questions requiring lower order thinking skills	SHOULD: answer questions requiring lower order, and some higher order thinking skills	COULD: answer questions requiring higher order thinking skills	Hot-seating: Children take it in turns to be the Farmer or the Pig and answer questions as their character
2	To discuss opinion of different poems SPOKEN LANGUAGE – several of the objectives listed above Aut002	Give children the following poems to read: Matilda, The King's Breakfast, The Owl and the Pussycat, The Walrus and the Carpenter, Macavity the Mystery Cat and Leisure If there are children who will struggle with reading them, they can listen to a partner reading them or listen to some poems being read at https://www.bbc.co.uk/bitesize/topics/z4mmn39/resources/1 Children spend 20 minutes reading the poems. Tell them they need to choose a favourite poem and think of a couple of reasons why that poem is their favourite. Children spend 10 minutes in groups discussing which poem was their favourite and why. Then try to convince other people in their group that their favourite poem is the best and provide criticism of other people's favourite poems. Will model how to have these discussions in a mature, constructive way before the children go to do them.	MUST: read or listen to a range of poems	SHOULD: choose a favourite poem and give a suitable reason why it is their favourite	COULD: critically appraise the strengths and weaknesses of poems, referring to their poetic features	Class discussion about which poems were the favourites and why
3	To compose a poem with a given structure READING (Comprehension) – several of the objectives listed above WRITING (Composition) - all objectives listed above	Read the poem Alligator by Grace Nichols available at http://downloads.bbc.co.uk/rmhttp/schools/teachers/offbyheart/alligator_nichols.pdf (Google 'BBC Off By Heart poems' if the link doesn't work) Discuss layout of poem in verses / stanzas. When does the poet start a new verse / stanza? (For a new topic / part of the poem) Discuss what each verse / stanza is about: What does stanza 1 tell us? (where) 2 (what the alligator is like) 3 (repeat 1) 4 (how to call) 5 (what to do when it is roused)	MUST: write a poem following the structure of 'Alligator' with a writing frame	SHOULD: write a poem following the structure of 'Alligator' without a writing frame	COULD: include features of poetry such as alliteration, onomatopoeia, similes and metaphors	Children to listen to each other's poems in pairs, then use 2 stars (good things) and a wish (something to improve) system of peer-to-

	Aut003	Explain that we are going to write a similar poem based on a tiger. Brainstorm some ideas in a plan with four sections: • Where to find the tiger • What the tiger is like • How to call the tiger • What to when it comes Explain following poetry terms: • rhyme • repetition • alliteration (words with the same sound following each other e.g. terrible tiger) • onomatopoeia (words that sound like what they describe e.g. crunch, growl, purr, roar, rustle, shush, slash, sniff, shuffle, squish, squelch, splash) • simile (when you say something is like something else e.g. teeth as sharp as knives) • metaphor (when you say something is something else e.g. knives for teeth)				peer feedback.
4	GRAMMAR To understand that words can be classified in groups and the names of some major classes of words Aut004	Explain the following terms: • noun – a thing • verb – doing word • adjective – describing word • adverb – describes how an action is done (often end in –ly with an adjective followed by 'ly' but not always e.g. friendly, lovely) • preposition – tells you where a thing is in relation to another thing e.g. under or when something is in relation to another event e.g. after (can also be adverbs but not going into this level of detail / sophistication) Children need to group a list of words under the correct heading	MUST: identify nouns and verbs	SHOULD: identify nouns, verbs, adjectives and adverbs	COULD: identify nouns, verbs, adjectives, adverbs, and prepositions	On IWB children drag a word so that it is under the correct heading of noun, verb adjective, adverb, or preposition
5	To perform a poem, using aspects such as tone, intonation, tempo etc SPOKEN LANGUAGE – several of the objectives listed above Aut005	Watch a video by Michael Rosen with tips for performing poems at https://www.youtube.com/watch?v=RvV23xoZRkI (if the link does not work, Google 'video Michael Rosen's top tips for performing poems and stories') Watch some poets performing their poems from https://www.bbc.co.uk/bitesize/topics/z4mmn39/resources/1 Discuss what the people reading the poems do to make it lively and interesting: change the pace, tone and volume of their voice, facial expressions, hand gestures, images and so on. In 3s children will practice their poems and provide each other with feedback on what they are doing well and what they could improve. Model how to provide feedback in a positive, specific and constructive manner.	MUST: read aloud a poem	SHOULD: read aloud a poem with variation in the pace, tone and volume of their voice, use of facial expressions and hand gestures	COULD: provide specific, constructive feedback that results in improved performance	With the children come up with some stars and a couple of wishes as a class for their performances.

Children who cannot access the comprehension texts because they are EAL or because of gaps in their phonic knowledge should take part in a catch-up reading scheme. A review of the effectiveness of such schemes is available at https://www.helenarkell.org.uk/documents/files/What-works-for-children-and-young-people-with-literacy-difficulties-5th-edition.pdf (or Google 'Brooks, G. What works for children and young people with literacy difficulties?')

You may find the phonics assessment available at http://www.saveteacherssundays.com/phonics/year-1/168/ useful to highlight gaps in the children's knowledge. The phonics resources from http://www.saveteacherssundays.com/phonics/year-1/ can then be used to help work on these gaps.