



Subject: Literacy	Literacy -Read Write Inc - Fresh Start reading and phonics Poetry	
Class: Elephants	Teacher: Sukhi Lall	Term: Autumn 2
Key Vocabulary: Poems, poetry, rhyme, rhythm, rime, couplets, haikus, limericks, shape poems, performing poems, tone, intonation, action, reading aloud, memorising poems, audience, adjectives, powerful verbs, Noun phrases, poetic language, metaphors, similes, alliteration, onomatopoeias, repetition, calligrams, limericks, adjectives, adverbs, verbs, verse, patterns, noun, repeating patterns, similes, personification, metaphor, idioms, figurative language, free verse, repetition	Alternative Learning Environments	Resources: A selection of Poems, Twinkle poems resources, Book: Please Mr Butler poems Children's poems and verse Poems about animals etc

Unit Aim: To develop their understanding and enjoyment of stories, poetry , plays and improve understanding of rhyme and rhythm with words. Learn to practise, memorise lines, verses from some popular poems; develop confidence when performing poems in front of an audiences.
Prior Learning: Check that children can already: Compare and contrast different poems discussing preferences and referring to words or phrases in the text. Have knowledge of rhyme and rhythm, express ideas using poetry
Future Learning:

Have good understanding of a wide range of poetry, rhyming techniques and imagination
Unit Expectations:
All: poems have a simple content which attempts to engage the reader through language choice and minimal use of poetic devices
Some: engage the reader through language choice and use of some poetic devices
A Few: engage the reader through deliberate language choices and sustained use of poetic devices
Links with other subjects:
ICT: to create calligrams and onomatopoeia
Art: onomatopoeia
Music: rhythm and sound

Pupil Asset Milestones to be achieved:
Subject English- Poetry
Stage 2
Discuss, explain and evaluate
Participates in discussion about books, poems and other works that are read to them and those that they can read for themselves
Take turns and listens to what others say
Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
Attitudes to Reading
Listens to, discusses and expresses views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently.
Stage 1
Attitudes to Reading
Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.

Discuss, explain and evaluate
Participates in discussion about what is read to them.
Understands the need to take turns.
W/K9
Is aware of simple rhyming cvc words.
Points to simple rhyming cvc words.
Gives an example of a cvc rhyming word.
Rhymes two simple cvc rhyming words.
Is aware of simple rhyming cvc words.
READING (Word reading) 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) 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.

Week	Session 1 -RWI	Session 2 -RWI	Session 3 -RWI	Session 4 -Poetry	Session 5 -Poetry
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<p>8 01/11/21</p>	<p>Lesson Objective RWI-sound level</p> <p>Activities Revise sounds from set 2 repeat several times, note letter/sound relationship Read green words Read red words Use sounds to spell new words Rene Theo AJ SL Jimmy -Jayne Sophie- Scott -Louis- Rylee</p> <p>Follow the RWI guidance and methods</p>	<p>Lesson Objective RWI-sentence level</p> <p>Activities Revise sounds from set 2 repeat several times, note letter/sound relationship Repeat green words and red words Use sounds to spell new words Write sentences applying the skills learnt from previous lesson Rene Theo AJ SL Jimmy -Jayne Sophie- Scott -Louis- Rylee</p> <p>Follow the RWI guidance and methods</p>	<p>Lesson Objective RWI-reading/comprehension</p> <p>Activities Revise sounds from set 2 repeat several times, note letter/sound relationship. Read sentences from previous lesson and make inferences from the text Rene Theo AJ SL Jimmy -Jayne Sophie- Scott -Louis- Rylee</p> <p>Follow the RWI guidance and methods</p>	<p>Lesson Objective I can read poems out loud I can explain what I like about a poem by referring to particular words and phrases and the subject of the poem.</p> <p>Activities Read together a selection of shape poems. Ask what they noticed about the words of the poems. Explain the language structure of the shape poem can be varied.</p>	<p>Lesson Objective I can create calligrams/shape poems using IT software</p> <p>Activities Share simple calligrams. Ask what they like about the features of calligrams? Look at the word mat showing images of words using onomatopoeia Explore animal calligrams. What do we notice? How are the image created? HA: Independent MA: LA: support with IT</p>
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<p>9 08/11/21</p>	<p>Lesson Objective RWI-sound level</p> <p>Activities Revise sounds from set 2 repeat several times, note letter/sound relationship Read green words Read red words Use sounds to spell new words Rene Theo AJ SL Jimmy -Jayne Sophie- Scott -Louis- Rylee</p> <p>Follow the RWI guidance and methods</p>	<p>Lesson Objective RWI-sentence level</p> <p>Activities Revise sounds from set 2 repeat several times, note letter/sound relationship Repeat green words and red words Use sounds to spell new words Write sentences applying the skills learnt from previous lesson Rene Theo AJ SL Jimmy -Jayne Sophie- Scott -Louis- Rylee</p> <p>Follow the RWI guidance and methods</p>	<p>Lesson Objective RWI-reading/comprehension</p> <p>Activities Revise sounds from set 2 repeat several times, note letter/sound relationship. Read sentences from previous lesson and make inferences from the text Rene Theo AJ SL Jimmy -Jayne Sophie- Scott -Louis- Rylee</p> <p>Follow the RWI guidance and methods</p>	<p>Lesson Objective I can explain what I like about a poem by referring to particular words and phrases and the subject of the poem.</p> <p>Activities Review calligrams from previous lesson. Share writing- on IWB draw a shape from photo/image. Begin selecting words to describe image. Add more words Create the calligram and discuss what can change or add. Edit the calligram on IWB Pupils edit theirs on paper Whole class to complete the IWB poem</p>	<p>Lesson Objective I can write a calligram, choosing appropriate presentational features and using ICT to create effects, and can explain why these effects have been chosen. I can edit my poem by word substitution Activities Discuss the poem from yesterday. Look at the changes. Ask why we need to make the changes? Today chn take an image or photo and create own calligram</p>
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<p>10 15/11/21</p>	<p>Lesson Objective RWI-sound level</p> <p>Activities Revise sounds from set 2 repeat several times, note letter/sound relationship Read green words Read red words Use sounds to spell new words Rene Theo AJ SL Jimmy -Jayne Sophie- Scott -Louis- Rylee</p> <p>Follow the RWI guidance and methods</p>	<p>Lesson Objective RWI-sentence level</p> <p>Activities Revise sounds from set 2 repeat several times, note letter/sound relationship Repeat green words and red words Use sounds to spell new words Write sentences applying the skills learnt from previous lesson Rene Theo AJ SL Jimmy -Jayne Sophie- Scott -Louis- Rylee</p> <p>Follow the RWI guidance and methods</p>	<p>Lesson Objective RWI-reading/comprehension</p> <p>Activities Revise sounds from set 2 repeat several times, note letter/sound relationship. Read sentences from previous lesson and make inferences from the text Rene Theo AJ SL Jimmy -Jayne Sophie- Scott -Louis- Rylee</p> <p>Follow the RWI guidance and methods</p>	<p>Lesson Objective I can explore a range of acrostic poem I know this type of poems are called an acronym.</p> <p>Activities Ask children to provide a word. Write all given words on the IWB Take one and arrange vertically down the iwb Ask for associated words Then add them to the word and explain this is an acrostic poem. Also called an acronym Let's write one together List associated words and add them to each letter of the word</p>	<p>Lesson Objective I can create my own acrostic or acronym</p> <p>Activities Recap on acrostic from previous lesson. Ask chn to suggest think of words linked to fireworks; or take their name Begin listing associated words. With adult support create the poem. Use word processor to create word doc and add images if they prefer.</p>
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<p>11 22/11/21</p>	<p>Lesson Objective RWI-sound level</p> <p>Activities Revise sounds from set 2 repeat several times, note letter/sound relationship Read green words Read red words Use sounds to spell new words Rene Theo AJ SL Jimmy -Jayne Sophie- Scott -Louis- Rylee</p> <p>Follow the RWI guidance and methods</p>	<p>Lesson Objective RWI-sentence level</p> <p>Activities Revise sounds from set 2 repeat several times, note letter/sound relationship Repeat green words and red words Use sounds to spell new words Write sentences applying the skills learnt from previous lesson Rene Theo AJ SL Jimmy -Jayne Sophie- Scott -Louis- Rylee</p> <p>Follow the RWI guidance and methods</p>	<p>Lesson Objective RWI-reading/comprehension</p> <p>Activities Revise sounds from set 2 repeat several times, note letter/sound relationship. Read sentences from previous lesson and make inferences from the text Rene Theo AJ SL Jimmy -Jayne Sophie- Scott -Louis- Rylee</p> <p>Follow the RWI guidance and methods</p>	<p>Lesson Objective I can explore simple riddles. I know that riddles have a hidden meaning I can work out the riddles from the clues given</p> <p>Activities Ask children a riddle. Given them time to find the answer from the riddle clues. Then read another riddle.... what goes on four legs in the morning, on two legs at noon, and three legs in the evening? Continue to read other riddles.</p>	<p>Lesson Objective I can write simple riddles</p> <p>Activities Writing a riddle is the reverse of solving a puzzle - you have to start with the answer. Imagine you are that thing, and describe yourself. You can use sentences such as:</p> <ul style="list-style-type: none"> • I look like... • I sound like... • You find me... • I have... • I am... • I feel... <p>Try to use your imagination, and think of creative descriptions - if something is round like a ball, you could say 'shaped like the earth', or 'a fat circle'.</p>
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<p style="text-align: center;">12 29/11/21</p>	<p>Lesson Objective RWI-sound level</p> <p>Activities Revise sounds from set 2 repeat several times, note letter/sound relationship Read green words Read red words Use sounds to spell new words Rene Theo AJ SL Jimmy -Jayne Sophie- Scott -Louis- Rylee</p> <p>Follow the RWI guidance and methods</p>	<p>Lesson Objective RWI-sentence level</p> <p>Activities Revise sounds from set 2 repeat several times, note letter/sound relationship Repeat green words and red words Use sounds to spell new words Write sentences applying the skills learnt from previous lesson Rene Theo AJ SL Jimmy -Jayne Sophie- Scott -Louis- Rylee</p> <p>Follow the RWI guidance and methods</p>	<p>Lesson Objective RWI-reading/comprehension</p> <p>Activities Revise sounds from set 2 repeat several times, note letter/sound relationship. Read sentences from previous lesson and make inferences from the text Rene Theo AJ SL Jimmy -Jayne Sophie- Scott -Louis- Rylee</p> <p>Follow the RWI guidance and methods</p>	<p>Lesson Objective To develop children's imaginative instincts by getting them to look at everyday objects in an unusual light. To introduce children to metaphors. I know how to metaphors in my writing</p> <p>Activities Draw a picture of fluffy cloud. Children sketch two or more clouds Ask what shape is the cloud? Now add more detail to the cloud Write all things that the cloud has, shape, size, then come up with other ideas/words Share on IWB</p>	<p>Lesson Objective I know what a metaphor is and how to use them in my poem I know metaphor makes comparison between unlike objects.</p> <p>Activities Watch What are metaphors and similes? - BBC Bitesize</p> <p>Think of metaphors for objects given</p> <p>Display metaphors for class to explore and use in with everyday terms</p>
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<p style="text-align: center;">13 06/12/21</p>	<p>Lesson Objective RWI-sound level</p> <p>Activities Revise sounds from set 2 repeat several times, note letter/sound relationship Read green words Read red words Use sounds to spell new words Rene Theo AJ SL Jimmy -Jayne Sophie- Scott -Louis- Rylee</p> <p style="text-align: center;">Follow the RWI guidance and methods</p>	<p>Lesson Objective RWI-sentence level</p> <p>Activities Revise sounds from set 2 repeat several times, note letter/sound relationship Repeat green words and red words Use sounds to spell new words Write sentences applying the skills learnt from previous lesson Rene Theo AJ SL Jimmy -Jayne Sophie- Scott -Louis- Rylee</p> <p style="text-align: center;">Follow the RWI guidance and methods</p>	<p>Lesson Objective RWI-reading/comprehension</p> <p>Activities Revise sounds from set 2 repeat several times, note letter/sound relationship. Read sentences from previous lesson and make inferences from the text Rene Theo AJ SL Jimmy -Jayne Sophie- Scott -Louis- Rylee</p> <p style="text-align: center;">Follow the RWI guidance and methods</p>	<p>Lesson Objective I can read simple poems written about seasonal festivals</p> <p>Activities Read Pie Corbett's Christmas Haiku Ask the children to read the poem in pairs, What do you notice? How long is the poem? What is it about? What pattern have you noticed about the poem? Explain that this is a Haiku poem which has 5/7/5 syllables Read again and clap the syllables. LA-with support</p>	<p>Lesson Objective I know that Haiku poem has a pattern of 5/7/5 syllables</p> <p>Activities Explain haiku have a simple pattern which can be worked out by counting the syllables - 5/ 7/ 5. A haiku is rather like a simple snapshot that attempts to paint a picture of a moment in time by describing an image. Get the children to search through poetry anthologies such as The Works, which Macmillan publish in a series of eight collections, to find other haiku.</p>
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<p>14 13/12/21</p>	<p>Lesson Objective RWI-sound level</p> <p>Activities Revise sounds from set 2 repeat several times, note letter/sound relationship Read green words Read red words Use sounds to spell new words Rene Theo AJ SL Jimmy -Jayne Sophie- Scott -Louis- Rylee</p> <p>Follow the RWI guidance and methods</p>	<p>Lesson Objective RWI-sentence level</p> <p>Activities Revise sounds from set 2 repeat several times, note letter/sound relationship Repeat green words and red words Use sounds to spell new words Write sentences applying the skills learnt from previous lesson Rene Theo AJ SL Jimmy -Jayne Sophie- Scott -Louis- Rylee Follow the RWI guidance and methods</p>	<p>Lesson Objective RWI-reading/comprehension</p> <p>Activities Revise sounds from set 2 repeat several times, note letter/sound relationship. Read sentences from previous lesson and make inferences from the text Rene Theo AJ SL Jimmy -Jayne Sophie- Scott -Louis- Rylee Follow the RWI guidance and methods</p>	<p>Lesson Objective I can invent simple poems about Christmas, in particular, Santa's sack</p> <p>Activities Discuss the presents Santa brings for children. How does he know which present you want? Invent bizarre gifts that Santa might have in his magical sack using this pattern so that you show what they are made of: I would give my best friend -</p>	<p>Lesson Objective</p> <p>Activities Continue as yesterday</p> <p>Last day of term</p>
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