

Weekly Plan

Name of School:

Class: Year Group 6 Term: 1 (b) Week Beg: Teacher:

<p>Teaching objectives: T3. articulate personal responses to literature (poetry), identifying why and how a text affects the reader; 5. to contribute constructively to shared discussion about literature (poetry) responding to and building on the views of others; 10. to write own poems, experimenting with active verbs and personification; produce revised poems for reading aloud individually S2. revise earlier work on verbs and to understand the terms active and passive; being able to transform a sentence from active to passive, and vice versa. 3 to note and discuss how changes from active to passive affect the word order and sense of a sentence Curricular target: to plan quickly and effectively, using I T</p>		<p>Classic Poems Book 3: ISBN 000-310335-8; The Apple Raid: ISBN 0-330-48291-2 Additional resources: "Silver" verbs (see resources page)</p>	
Spelling		Whole class -shared reading and writing	
Mon	Spelling Bank P 53 Obj 5; investigate rules	Recap on teaching and learning from last week, i.e. form, often linked with theme of poem; verbs and personification; punctuation to aid the reading of the poem and provide pace and mood; contrasting adjectives. Begin a class list of criteria for writing poems. Select some examples of children's poems written last week to read aloud. Paired activity: using the chart to structure the talk, children evaluate the poems. Class feedback, to allow children to build on each others' responses; help with adding in words, re-ordering etc.	
Tues	Spelling Bank P56 Obj 6 (Y5T3): transform nouns to verbs; changing tenses	Link with word level work (spelling investigation) from Monday. Focus on the term active verbs again. Present two clauses, e.g. the girl runs, and the girl is running. Explain that, in poetry, the first clause is more powerful as it provides pace. Demonstrate by reading the first 4 lines from the poem "Silver." Explain unfamiliar vocabulary, e.g. shoes =shoon. Identify the verbs; add "ing" (see resources page). Evaluate effectiveness; note the effect on rhyme. Also use the poem to highlight the personification of the moon. Paired activity: children edit each others' work to ensure the verbs used are active.	
Wed	Read some poems by Pie Corbett; all show good examples of personification. "Take Two," page 17; "City Jungle," page 18; and "Goodnight Stroud," page 19. "Take Two" shows no rhyme; organised from a four line stanza to one line, it provides another formula for writing, especially for reluctant writers. Model adding some alliteration to the nouns, e.g. a black bruise of whirling wind. Paired activity: children to use continue the process. Identify this as a "found" poem; using the author's words and re-creating another poem. Feedback some ideas; children to focus on the appropriate expression when reading. Use the technique of ending the poem with similar or the same lines or stanza.. Investigate use of senses in poems. Add alliteration and senses to class list of criteria.		
Thur	Recap on the various forms of poetry the children know through a whole class brainstorm. There should be some of the main forms, such as haiku, shape or concrete, limerick, tanka. Model how to fit in selected words and phrases to a form. Brainstorm other devices known for writing poetry, e.g. repetition, onomatopoeia. Model examples of these, using children's work which has been improved and edited during the week. Add to the class list of criteria.		
Fri	Use the computer suite if possible for teacher demonstration of how to use the class list to model writing a poem in one of the forms, pulling in some of the criteria used through the week, focusing particularly on the active verb and personification. Create a first draft; rework and edit on screen. Supported composition: children to draft own poem, using some of the criteria. Read to a partner to decide on the effect of the vocabulary, punctuation etc.		