

# POETRY

## OAKTHORPE PRIMARY SCHOOL

### SEN adaptations

- Task Planner- to break down instructions
- Pre teaching vocabulary for new texts/ poems
- Homework tasks to consolidate learning
- Word mats/ communication in print
- Allowing the child thinking time before requiring a response
- TA support planned for/ split modelling
- Lower attaining chn to work in focus group supported by teachers
- Peer support- paired with good language models
- Ipad use for reluctant writers
- Blanks level questioning
- Sound mats or word mats
- Letter formation sheets/rhymes
- Breaking down long texts into shorter, more manageable sections or presented in an alternative way, e.g. visual map.
- Colourful semantics
- Working wall inc. key vocabulary alongside visuals/symbols
- Writing frames/scaffolds and sentence starters
- Individual vocabulary books
- Focus on oracy- lots of speaking and listening activities before writing (performance)
  - Date/LO can be printed to stick in books to save time for less able writers
- Adult as scribe depending on activity
- Visuals- to generate ideas/ pictures alongside words
- Real objects/ pictorial representations
- Lesson split into manageable chunks- breaks in between
- Small group work

Year Group	Expectations in poetry	Vocabulary
Rec	<ul style="list-style-type: none"> <li>• Listen to nursery rhymes and join in with them.</li> <li>• Identify rhyming words in poems read aloud.</li> <li>• Start to recall nursery rhymes.</li> <li>• Identify where the same sounds are.</li> <li>• Perform poems and nursery rhymes.</li> <li>• Predict patterns in familiar rhymes and poems.</li> </ul>	<p><b>Poem-</b> A poem is a piece of writing that uses imaginative words to share ideas, emotions or a story with the reader.</p> <p><b>Rhyme-</b> words with similar sounding final syllables</p> <p><b>Rhythm-</b> patterns that make things easier to remember</p>
1	<ul style="list-style-type: none"> <li>• Know what rhyme means.</li> <li>• Recite a poem from memory.</li> <li>• Perform poems.</li> <li>• Predict patterns in familiar rhymes and poems.</li> <li>• Identify rhyming words.</li> <li>• Identify where the same sounds are and sounds that sound the same (e.g jumping giant/ sky high)</li> </ul>	<p><b>Rhyme-</b> words with similar sounding final syllables</p> <p><b>Rhythm-</b> patterns that make things easier to remember</p> <p><b>Line breaks-</b> starting a new line to help slow down the reader</p> <p><b>Repetition-</b> repeat a word or phrase</p> <p><b>Syllable-</b> the beats of a word.</p>
2	<ul style="list-style-type: none"> <li>• Name two different types of poetry, e.g.: <ul style="list-style-type: none"> <li>➢ Acrostic</li> <li>➢ Shape poems (concrete poems)</li> <li>➢ Rhyming poems (rhyming couplets)</li> <li>➢ Repeating poems</li> <li>➢ Kenning</li> <li>➢ Classical poems</li> </ul> </li> <li>• Each line begins with a capital letter and ends with a comma or full stop</li> <li>• Include a title</li> <li>• The body of text relates to the title</li> <li>• Know how to organise poetry into stanzas</li> <li>• Use alliteration, rhyme and similes.</li> </ul>	<p><b>Rhyme-</b> words with similar sounding final syllables</p> <p><b>Rhythm-</b> patterns that make things easier to remember</p> <p><b>Line breaks-</b> starting a new line to help slow down the reader</p> <p><b>Repetition-</b> repeat a word or phrase</p> <p><b>Syllable-</b> the beats of a word.</p> <p><b>Simile-</b> tells the reader something is like or as something else.</p> <p><b>Alliteration-</b> use of the same consonant at the beginning of each word.</p>
3	<ul style="list-style-type: none"> <li>• Name a variety of different types of poetry, e.g.: <ul style="list-style-type: none"> <li>➢ Acrostic</li> <li>➢ Shape poems (concrete poems)</li> <li>➢ Rhyming poems (rhyming couplets)</li> <li>➢ Repeating poems</li> <li>➢ Kenning</li> <li>➢ Free verse</li> </ul> </li> <li>• Know how to keep a rhyming pattern.</li> </ul>	<p><b>Rhyme-</b> words with similar sounding final syllables</p> <p><b>Rhythm-</b> patterns that make things easier to remember</p> <p><b>Line breaks-</b> starting a new line to help slow down the reader</p> <p><b>Repetition-</b> repeat a word or phrase</p> <p><b>Syllable-</b> the beats of a word.</p> <p><b>Simile-</b> tells the reader something is like or as something else.</p>

	<ul style="list-style-type: none"> <li>• Know how to use repetition effectively.</li> <li>• Use powerful nouns, verbs and adjectives, choosing vocabulary carefully.</li> <li>• Know poetry conveys a mood or feeling.</li> <li>• Use alliteration, rhyme, personification, similes and metaphors</li> </ul>	<p><b>Alliteration</b>- use of the same consonant at the beginning of each word.</p> <p><b>Personification</b>- describe an object as if it were alive.</p> <p><b>Metaphor</b>- tells the reader that something is something</p>
4	<ul style="list-style-type: none"> <li>• Name a variety of different types of poetry, e.g.: <ul style="list-style-type: none"> <li>➢ Acrostic</li> <li>➢ Shape poems (concrete poems)</li> <li>➢ Rhyming poems (rhyming couplets)</li> <li>➢ Repeating poems</li> <li>➢ Kenning</li> <li>➢ Free verse</li> <li>➢ Narrative poems</li> <li>➢ Haiku</li> </ul> </li> <li>• Know how to keep a rhyming pattern.</li> <li>• Know how to use repetition effectively.</li> <li>• Use powerful nouns, verbs and adjectives, choosing vocabulary carefully.</li> <li>• Know poetry conveys a mood or feeling.</li> <li>• Use alliteration, rhyme, personification, similes and metaphors</li> </ul>	<p><b>Rhyme</b>- words with similar sounding final syllables</p> <p><b>Rhythm</b>- patterns that make things easier to remember</p> <p><b>Line breaks</b>- starting a new line to help slow down the reader</p> <p><b>Repetition</b>- repeat a word or phrase</p> <p><b>Syllable</b>- the beats of a word.</p> <p><b>Simile</b>- tells the reader something is like or as something else.</p> <p><b>Alliteration</b>- use of the same consonant at the beginning of each word.</p> <p><b>Personification</b>- describe an object as if it were alive.</p> <p><b>Metaphor</b>- tells the reader that something is something</p> <p><b>Figurative Language</b>- adds impact to writing, e.g.similes, metaphors</p>
5	<ul style="list-style-type: none"> <li>• Name a variety of different types of poetry, e.g.: <ul style="list-style-type: none"> <li>➢ Acrostic</li> <li>➢ Shape poems (concrete poems)</li> <li>➢ Rhyming poems (rhyming couplets)</li> <li>➢ Repeating poems</li> <li>➢ Kenning</li> <li>➢ Free verse</li> <li>➢ Narrative poems</li> <li>➢ Haiku</li> <li>➢ Limerick</li> <li>➢ Ode/ sonnet</li> </ul> </li> <li>• Use language imaginatively.</li> <li>• Know poetry conveys a mood or feeling.</li> <li>• Use a range of figurative language: alliteration, rhyme, personification, similes and metaphors to create poems based on real or imagined experiences.</li> <li>• Select pattern or form to match meaning and own voice.</li> </ul>	<p><b>Rhyme</b>- words with similar sounding final syllables</p> <p><b>Rhythm</b>- patterns that make things easier to remember</p> <p><b>Line breaks</b>- starting a new line to help slow down the reader</p> <p><b>Repetition</b>- repeat a word or phrase</p> <p><b>Syllable</b>- the beats of a word.</p> <p><b>Simile</b>- tells the reader something is like or as something else.</p> <p><b>Alliteration</b>- use of the same consonant at the beginning of each word.</p> <p><b>Personification</b>- describe an object as if it were alive.</p> <p><b>Metaphor</b>- tells the reader that something is something</p> <p><b>Figurative Language</b>- adds impact to writing, e.g. Similes, metaphors</p> <p><b>Verse</b>- a collection of lines in the poem</p> <p><b>Stanza</b>- a single line of the poem.</p>

<p>6</p>	<ul style="list-style-type: none"> <li>• Name a variety of different types of poetry, e.g.: <ul style="list-style-type: none"> <li>➤ Acrostic</li> <li>➤ Shape poems (concrete poems)</li> <li>➤ Rhyming poems (rhyming couplets)</li> <li>➤ Repeating poems</li> <li>➤ Kenning</li> <li>➤ Free verse</li> <li>➤ Narrative poems</li> <li>➤ Haiku</li> <li>.➤ Limerick</li> <li>.➤ Ode/ sonnet</li> </ul> </li> <li>• Use language imaginatively to create inventive poetry.</li> <li>• Know poetry conveys a mood or feeling.</li> <li>• Use a range of figurative language: alliteration, rhyme, personification, similes and metaphors to create poems based on real or imagined experiences.</li> <li>• Select pattern or form to match meaning and own voice.</li> </ul>	<p><b>Rhyme</b>- words with similar sounding final syllables</p> <p><b>Rhythm</b>- patterns that make things easier to remember</p> <p><b>Line breaks</b>- starting a new line to help slow down the reader</p> <p><b>Repetition</b>- repeat a word or phrase</p> <p><b>Syllable</b>- the beats of a word.</p> <p><b>Simile</b>- tells the reader something is like or as something else.</p> <p><b>Alliteration</b>- use of the same consonant at the beginning of each word.</p> <p><b>Personification</b>- describe an object as if it were alive.</p> <p><b>Metaphor</b>- tells the reader that something is something</p> <p><b>Figurative Language</b>- adds impact to writing, e.g. Similes, metaphors</p> <p><b>Verse</b>- a collection of lines in the poem</p> <p><b>Stanza</b>- a single line of the poem.</p>
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