

### Y3: A Teaching Sequence for Winter shape poetry

**Purpose:** to entertain my reader **Audience:** another Y3/4 class

**Form:** Poetry - seasonal

#### Reading:

- check that the text makes sense to them, discussing their understanding and explaining the meaning
- ask questions to improve their understanding of a text
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence
- predict what might happen from details stated and implied
- identify main ideas drawn from more than one paragraph and summarise these
- identify themes in a wide range of books
- recognise some different forms of poetry

#### Writing composition

- plan their writing by discussing writing similar to that which they are planning to write
- rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures
- in narratives, create settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- assess the effectiveness of their own and others' writing and suggest improvements; propose changes to grammar and vocabulary...

#### Specific Grammar objectives:

- express time, place using conjunctions, adverbs or prepositions
- extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- expand noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] (Y2)
- use and punctuate direct speech

#### Spelling objectives:

- revisit Y2 punctuation of contractions and apostrophes for singular possession: wouldn't, couldn't, you're, didn't and Marcy's, father's, family's, else's, author's...
- revisit regular past tense verbs and irregular verbs past tense: met, felt, took, froze, found, tried...
- use examples from text to begin work on Y3 prefixes - dis/ in disappointed, incredible...
- The following words are in the Y3,4 word list: believed, decided, enough, through, thought, straight, appeared, guided
- The /ɪ/ sound spelt y elsewhere than at the end of words - myth, gym, Egypt, pyramid, mystery

- The ending often spelt - ture - creatures, adventure, ventured, nature

Exploratory Talk    Presentational Talk    Parallel Writing    Process Writing    Product Writing

Day	Focus	Whole Class	Independent/Guided work	Plenary
1	To investigate shape poems I understand what a shape poem is I understand 'WAGOLL' I can identify descriptive words.	<i>Get children to comment on the structure of the poem and the use of description to give clues about the shape/theme. What can you see?</i>  <i>In groups, investigate different animal shape poems. Investigate the language features and organisation of the poem.</i> <i>EXT: Magpie ideas in Writer's Toolkits</i>	Children to annotate the poems working in pairs.	Discuss as a class identifying the features of the poem.
2	To gather vocabulary I can make observations I can use descriptive language	Children to go outside and think about the characteristics of winter weather/ scenery  <i>Encourage children to think about the 5 senses</i>	Children to write ideas, words and phrases once back in the classroom to add adjectives to what they have noticed whilst using their senses.	
3	Expand noun phrases for description and specification	<i>Look closely at the photos from outside. Ask the children to look closely. What can they tell you about them? Encourage use of similes and metaphors.</i>	Children to use the best ideas from their senses work to include on their OSIE grid. Magpie ideas for metaphors and similes from class work.	Share ideas and allow children to magpie any wow words or phrases.

		Model how to use an OSIE grid to support the descriptions		
4	<p>To build sentences.</p> <p>To place vocabulary into categories.</p> <p>Use strips of paper to organize and reorganize ideas.</p>	<p>Generate vocabulary around winter, write adjectives adverbs and nouns - refer to the children for ideas</p> <p>In a table, children are to put words in the correct order to build sentences.</p> <p>Adjective noun verb preposition noun.</p> <p>Model examples together for sentences the children have come up with. Do they make sense?</p>	<p>Children to write sentences in books. Encourage HAP children to use similes and metaphors to extend.</p> <p>The excited children danced across the icy playground like little spinning tops.</p> <p>LAP to use words to continue to build sentences.</p>	<p>Children to share ideas with the class.</p>
5	<p>To plan a poem.</p> <p>I can choose a shape for my poem to base my ideas on.</p>	<p>Provide children with a selection of template shapes for their poem.</p> <p>Children to look at generated ideas and plan how they can use them to write their poem.</p> <p>Think about how many lines up going to be in the poem.</p>	<p>Children to use language from previous days to include and adapt in their own poem.</p> <p>Show them how they can replace words to suit their own poems.</p> <p>The tiny sparkles danced across the icy sky like little spinning tops.</p> <p>Write ideas around the shape of what can be included.</p>	<p>Children to share and discuss ideas together.</p>
6	<p>To write a poem.</p>	<p>Model writing a poem as a class using ideas generated.</p>	<p>Children to write their poems.</p>	<p>Edit and revise work.</p>

	<p>I can write a poem based around a theme.</p> <p>I can include metaphors and similes.</p> <p>I can use expanded noun phrases/</p>		<p>Examples - A diamond Spinning through the frosty sky, Glistening like stars on a winter's night. It whispers through the cold, crisp air, landing softly on the sleeping earth, a tiny feather from a snowbird's gentle flight.</p> <p>A snowman stands so tall like a frosty king in his icy crown. His buttons are pearls, eyes like twinkling stars, nose of a bright orange carrot, standing proud. A scarf wraps tightly around his frosty neck, while arms stretch out like tree branches, wide and strong, holding the winter sky.</p> <p>A tree stands bare and still, like a silent giant reaching for the sky. Its branches stretch out wide, arms without leaves, shivering in the cold, like old, tired fingers. Beneath the snow the roots are asleep, while the wind whispers through the branches, as if telling stories of the summer days.</p>	
8	To publish work	Model writing work in best handwriting.	Children to publish work.	Share completed poems with the class.