

Y3 – Performance poetry – Walking with my iguana

<p>Key Objectives: <u>Speaking and listening</u> listen and respond appropriately to adults and their peers use relevant strategies to build their vocabulary</p> <p><u>Reading</u> 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 identifying themes and conventions in a wide range of books discussing words and phrases that capture the reader’s interest and imagination drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p><u>Writing</u> <u>Spelling</u> use further prefixes and suffixes and understand how to add them spell words that are often misspelt use the first 2 or 3 letters of a word to check its spelling in a dictionary</p> <p><u>Handwriting</u> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p>	<p>Day 1</p>	<p>Day 2 Focus: To find synonyms for words.</p> <p>Discuss what synonyms are. Can children use synonyms for words such as big, small etc?</p> <p>Look for some words in the poem that we could find synonyms for.</p> <p>WALKING</p> <p>SITS</p> <p>SEE</p> <p>PUTS</p> <p>LAYS</p> <p>Where will they find synonyms? Demonstrate how to find them?</p>	<p>Day 3 Focus: To retrieve information from the text.</p> <p>Re-read the poem and watch it being performed.</p> <p>Children to answer retrieval questions based on this text.</p>
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increase the legibility, consistency and quality of their handwriting

Composition

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

organising paragraphs around a theme

in narratives, creating settings, characters and plot

assessing the effectiveness of their own and others' writing and suggesting improvements

proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

proofread for spelling and punctuation errors

Grammar

extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although

<p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>using fronted adverbials</p> <p>using commas after fronted adverbials</p>			
<p>Day 4 Focus: To infer information from the text.</p> <p>Re-read the poem and watch it being performed.</p> <p>Children to answer inference questions based on this text.</p>	<p>Day 5 Focus: To learn the poem by heart.</p> <p>Re-read the poem. Which part repeats again and again? (The chorus).</p> <p>Could we draw a story map to help us learn the poem?</p> <p>Chn to draw story maps to help them learn the words to the poem.</p>	<p>Day 6 Focus: To perform a piece of performance poetry.</p> <p>Re-read the poem.</p> <p>Which children can recite it using only their story map to help them?</p> <p>Group children and get them to rehearse performing it. What are the key things that we are looking for in the performance? Use the video for success criteria.</p>	<p>Day 7 Focus: To find the features of a piece of performance poetry.</p> <p>Re-read the poem. What do we notice about it? Rhyming words, repetition, chorus, verses.</p> <p>Children to highlight the features they see.</p>

<p>Day 8</p> <p>Focus: To be able to use apostrophes.</p> <p>Look at the poem. Can children highlight any apostrophes they can see? I'm I've We've he's What is the role of these apostrophes? Talk about apostrophes being used for omission. What does this mean? Can they think of any other examples?</p> <p>Talk about another use for apostrophes. Apostrophes for possession. What does possession mean? Note that this is a year $\frac{3}{4}$ spelling word and should be correct in any work.</p> <p>Give children some examples and ask them to find some.</p>	<p>Day 9</p> <p>Focus: To plan a piece of performance poetry.</p> <p>What animals could we change in this piece of poetry?</p> <p>What movement could we have them doing?</p> <p>What does it look like?</p> <p>Children to plan their own poem in the style of 'Walking my iguana'.</p>	<p>Day 10</p> <p>Focus: To write a piece of performance poetry.</p> <p>Using their plans, children to write their performance poetry in the style of 'walking my iguana'</p>	<p>Day 11</p> <p>Focus: To edit a piece of performance poetry.</p> <p>Children to check for spelling mistakes with dictionaries and word mats, grammar errors (particularly apostrophes) and check it works as a piece of performance poetry.</p> <p>Children to assess with peer.</p>
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<p>Day 12</p> <p>Focus: To publish my performance poem.</p> <p>Children to use best handwriting to publish their poem. Include any corrections.</p> <p>When done, start to think about how they will perform their poem.</p>	<p>Day 13</p> <p>Focus: To rehearse and perform the poem.</p> <p>Look at the video of performance poetry. What makes it a good performance? Use this for the success criteria to peer assess against.</p> <p>Children to rehearse their poem, trying to make it the best performance they can.</p>		
<p>Assessment:</p> <p><u>Speaking:</u></p> <p>I can sequence and communicate ideas in an organised and logical way, always using complete sentences. I take a full part in paired and group discussions. I can show that I have listened carefully because I make relevant comments.</p> <p><u>Reading:</u></p> <p>I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. I can discuss the texts that I read. I can read aloud and independently, taking turns and listening to others. I can draw inferences such as inferring a characters' feelings, thoughts and motives from their actions. I can use a dictionary to check the meaning of unfamiliar words.</p> <p><u>Writing:</u></p> <p>I can spell words with additional prefixes and suffixes and understand how to add them to root words.</p>			

I can use the first two or three letters of a word to check its spelling in a dictionary.
I can write a narrative with a clear setting
I use the diagonal and horizontal strokes that are needed to join letters.
I can compose sentences using a wider range of structures.
I can make improvements to grammar, vocabulary and punctuation.
I use a range of sentences with more than one clause by using a range of conjunctions.
I am starting to use paragraphs.

Cross curricular links

Through this unit of work the following essential skills will be developed:

Literacy

- read fluently, listen and respond critically to texts of all kinds, on paper and on screen, in order to access ideas and information
- talk clearly and confidently about their thoughts, opinions and ideas, listening carefully to others so that they can refine their thinking and express themselves effectively
- write, present and broadcast a range of ideas, in a wide variety of forms and with awareness of different audiences and purposes; communicate these ideas with accuracy on paper, on screen and through multimodal texts