



TSS Primary English MTP 2022 - 2023

Year Two Block Five - Poetry

Overview

Children will learn to recognise key aspects of poetry such as rhyme and its many formats. They will explore the use of descriptive language and rhyme before writing their own piece of poetry and sharing this with the class.

Entry Point (Hook)

Share a rhyming rap song. 'Rap' is an acronym it stands for rhythm and poetry, and it can unlock creativity and inspire a love of words, rhyme and music among children.

Exit Point (Writing Outcome)

- Write and publish a poem, including the features unique to their choice of poem style.
- Learn and recite a poem of choice.

Key Vocabulary

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| <ul style="list-style-type: none"> • Alliteration • Rhyme • Pattern • Imaginary • Similie • Verse • Acrostic • actions | <ul style="list-style-type: none"> • Shape poem • Cinquain • Nonsense • Repetition • Onomatopoeia • Body language • Pace • voice |
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Key Targets and Learning Objectives: Text Structure

- Explore how particular words are used, including words and expressions with similar meanings.
- Body of text relates to the title.

Key Targets and Learning Objectives: Word Structure/Language

- Make adventurous word and language choices appropriate to the style and purpose of the text.
- Compose and write simple rhyming sentences.
- Learn to use alliteration, rhyme, pattern, simile, repetition.

Key Targets and Learning Objectives: Sentence Construction

- Draw on knowledge and experience of texts in deciding and planning what and how to write.
- Written in verses / text is organised in a stanza.
- Layout word in accordance with the poem structure (e.g. shape poem, acrostic poem).
- A title is included.
- Each line starts with a capital letter.
- A comma or a full stop is usually used at the end of each line.
- Read own writing to others and share ideas for improvements (2Wp.05).



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Key Targets and Learning Objectives: Punctuation	Key Targets and Learning Objectives: Speaking & Listening
<ul style="list-style-type: none">• Spell phase 4 and 5 tricky words: said, have, like, so, do, some, come, were, there, little, one, when, out, what, oh, their, people, Mr, Mrs, looked, called, asked, could.	<ul style="list-style-type: none">• Speak with clarity and use appropriate intonation when reading and reciting texts.• Listen to each other's performance.• Explain their reactions to poems, identifying and commenting on important aspects/features within the poem.• Big talk - Verbally share ideas before attempting to write a poem.• When reciting a poem use: Appropriate voice, pace, body language, actions.• 2SLp.04 Deliver a short presentation in a familiar context about a chosen object or event.• 2SLr.02 Talk about others' presentations, including what they enjoyed and why.

Anthology	Reading
<ul style="list-style-type: none">• Oxford First Dictionary• Oxford First Thesaurus• Collins Junior Illustrated Thesaurus• Various texts by Dr Seuss including: The Cat in the Hat, Fantasy Instruments, I Can Read with my Eyes Shut, Green Eggs and Ham, The Cat in the Hat Comes Back, Fox in Socks, Oh The Things You can Think, Oh The Places You'll Go• Various texts by Julia Donalson: Monkey Puzzle, Book of poems	<ul style="list-style-type: none">• 2Rw.02 Read words with split digraphs, e.g. made, like.• 2Rg.01 Show understanding of punctuation, including speech marks, and simple grammar when re-reading text.• *2Rs.02 Explore and recognise the features of text structure in a range of different fiction and non-fiction texts, including simple poems.• 2Ra.03 Discuss texts read or heard, including giving reasons for likes and dislikes.• Read poems and identify language and layout features specific to the style of poetry.



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