

Spring Term Overview YEAR 5 – English Poetry

Spring Term Book(s) – Goodnight Mister Tom

| Topic – Poetry | | Guide Time = 1 week |
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| Assessment: | Children's final published piece of writing to be assessed using the NC and reference to the TAF writing grids will be made. This may be more difficult than other pieces of writing, as poetry can be more language specific and focuses less on SPaG elements taught in UKS2. | Very Important Points (VIPs): <ul style="list-style-type: none"> • A free verse poem can tell a story, describe a subject or explain an emotion. • There are no rhymes, but there may be other poetic devices. • In a free verse poem, lines can be sentences, phrases or even single words. • A stanza is a grouping of lines that gives the poem structure. You could treat a new stanza like a new paragraph in a story. • Words that have the same ending sound rhyme. They do not need to be spelled the same, e.g. water and daughter. • Rhythm is created in a poem by the use of stressed and unstressed syllables. This creates pace in the poem. • A simile is when something is compared to something else, using like or as. For example: as soft as a cloud, the star was like a diamond. • Alliteration is when a sequence of words begins with the same sound (it does not need to be the same letter), e.g. singing songs of the seaside. • Onomatopoeia is when a word describes a sound and mimics the sound itself, e.g. boom, crash, crack. • Personification gives a personal nature or human characteristic to something that is non-living or non-human. Fat Questions: <ul style="list-style-type: none"> • Poetry must be written in a certain way. True or false? Explain your answer. • Identify the benefits of writing a free verse poem if you are new to poetry. |
| Links to prior learning (sequencing) | Children will have produced poetry in other year groups at school, but this may have been in a different style. Children will recap the writing skills taught in previous years including: <ul style="list-style-type: none"> - Simile - Alliteration - Rhyme | |
| Links to other learning (cross fertilisation) | <p><u>History and Geography</u> Link to World War Two learning. Discuss the emotions that people might have felt at that difficult time. Due to air raids, people in the countryside will have had a completely different lifestyle to those living in the cities.</p> <p><u>Art & Design</u> The main character William loves to draw and paint and it is something he excels in. Children could choose to produce a poem to reflect this.</p> <p><u>RE</u> The focus for this term is 'Who do religions say to use when life gets hard?'. Christianity focuses strongly in this book. William is torn between his strict, cruel mother and kind, nurturing Tom Oakley. How does the Church appear to support people through hard times in Goodnight Mister Tom?</p> <p><u>Thematic Questions:</u> <u>Modern Britain:</u> How have World War I and II had an impact on modern Britain? <u>Culture:</u> How do poems written during the World War II help us understand what life might have been like? <u>The World Beyond Us:</u> During World War II, how would belief in God have helped some people?</p> | |

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| | <p><u>The World Around Us</u>: What lasting effects can be seen from World War II?</p> <p><u>Healthy Bodies, Healthy Minds</u>: In the story of Goodnight Mister Tom, how does William's mental and physical wellbeing change throughout the story?</p> <p><u>Technology in Action</u>: Imagine that social media was in existence during World War II. How would this have affected everyday life?</p> | |
| Links to future learning | Being exposed to this language in Key Stage 2 will support the children with their progression to secondary school, where more emphasis is placed on poetry on the build up to GCSE English Language and Literature. | |
| Character/Wider Development ('50 things', cultural capital, skills) | Through linking the poem to the mature themes of Goodnight Mister Tom, this in turn will develop children's empathy towards those from other backgrounds. | |

OVERVIEW OF TEACHING SEQUENCE

| Key Facts/Learning | Learning Focus or Key Question | Learning Outcomes (NC) | Key Words/ Vocabulary | Greater Depth/SEND | Misconceptions | Activities and Resources |
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| <u>Phase 1: Reading and analysing</u> | To explore a range of free verse poetry | To maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry , plays, non-fiction and reference books or textbooks. | <ul style="list-style-type: none"> - free verse - stanza/verse - rhyme - rhythm - repetition - simile - onomatopoeia - alliteration - personification | <p>GD: Critique the poems, based on their use of the VIPs list, e.g. similes, alliteration etc.</p> <p>SEND: Spend more time looking at the meaning of the poems, rather than what they like about them. Do they show good comprehension?</p> | <p>Children may have a negative attitude towards poetry, having covered this in previous year groups.</p> <p>Children may assume poems need to look and sound a certain way.</p> | <p><u>To explore a range of free verse poetry</u> Children to look at the rules of free verse poetry and explore lots of different examples. Children to discuss them and describe which they like best and why.</p> <p>Deepen the moment – What are the similarities? What are the differences?</p> |

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| <p><u>Phase 2: Planning and gathering ideas</u></p> | <p>To discuss and record ideas for my own free verse poem</p> | <p>To plan their writing by noting and developing initial ideas, drawing on reading and research where necessary</p> | <ul style="list-style-type: none"> - free verse - plan - key events - detail - features | <p>GD: Children could choose their own event from Goodnight Mister Tom that they believe is significant.</p> <p>SEND: Shared planning with an adult, focused on a well-known, specific event from Goodnight Mister Tom.</p> | <p>Children may start to write their poem, rather than plan it.</p> <p>Children may need some guidance when selecting an event from the story – teachers may decide to select from one or two key events for the children to write about.</p> | <p><u>To discuss and record ideas for my own free verse poem</u></p> <p>Children to begin planning their poem, by focusing on a key event from Goodnight Mister Tom, such as Tom Oakley meeting William Beech for the first time. Encourage children to be looking in that section of the story to magpie some key information.</p> <p>Deepen the moment – Is your poem telling a story, describing a subject or explaining an emotion? Why?</p> |
| <p><u>Phase 3: Drafting</u></p> | <p>To write a free verse poem</p> | <p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> | <ul style="list-style-type: none"> - free verse - stanza/verse - rhyme - rhythm - repetition - simile - onomatopoeia - alliteration - personification - draft - edit - redraft | <p>GD: Encourage children to write their poem in a different way, using different phrases.</p> <p>SEND: Children could have access to iPads or use a model to aid the writing process. Possible shared write of a poem.</p> | <p>Children may struggle with the freedom of writing a poem, especially free verse.</p> <p>Children may get hung up on using the best possible language.</p> | <p><u>To write a free verse poem</u></p> <p>Revisit the WAGOLLS and unpick. Remind children that free verse poetry gives you the freedom to be really creative. Children to write their first draft, encouraging them to try writing it a different way if they have finished.</p> <p>Deepen the moment – Self-reflection. What was successful today? What could be improved?</p> |
| <p><u>Phase 4: Editing</u></p> | <p>To edit and redraft my free verse poem</p> | <p>To evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning | <ul style="list-style-type: none"> - draft - edit - redraft - improve - cohesion - vocabulary - free verse - stanza/verse - rhyme - rhythm - repetition - simile - onomatopoeia | <p>GD: Give high quality feedback when assessing other people's work and not just their own. Confidently discuss strengths and areas for development.</p> <p>SEND: Make edits and improvements as a group,</p> | <p>Children may struggle to check their own errors and may need others to support them in checking it.</p> <p>Children will need to be reminded why the editing phase is important for their writing.</p> | <p><u>To edit and redraft my free verse poem</u></p> <p>Model editing a child's piece of work for basic errors such as spelling and grammar. Editing for punctuation will not be needed due to it being a poem. Encourage the children to up level phrases or vocabulary choices.</p> <p>Deepen the moment – Self-reflection. What was successful today? What didn't go so well today?</p> |

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| | | - proof-read for spelling and punctuation errors | - alliteration - personification | focusing on spellings and basic grammar. | | |
| <u>Phase 5:</u> <u>Publishing/performing</u> | To publish my free verse poem | | - publish - patience - neat - presentation | SEND: Children may need a strategy to help them transfer their work from their writing book to their publishing book. | | <u>To publish my free verse poem</u> Allow children time to copy up their final draft of their free verse poem into their publishing books. Children could include illustrations around their work, to reflect their poem. |

Context (big picture learning)

Children will be using their knowledge of the story of Goodnight Mister Tom to write a thoughtful free verse poem. The poem will be based on a key event from the text, which can either be selected by the teacher or the children. Children will be expected to use some poetic devices in their writing. It will be edited and parts of it redrafted, which will then go into publishing books.

[Link to resources](#)

Folder name: Poetry

Week 1 L1-5

Learning intent

To produce a free verse poem based on a key event from Goodnight Mister Tom.

FAT Questions

Poetry must be written in a certain way. True or false? Explain your answer.
Identify the benefits of writing a free verse poem if you are new to poetry.

Key vocabulary

Verse/stanza: A stanza is a grouping of lines that gives the poem structure. You could treat a new stanza like a new paragraph in a story.

Rhyme: Words that have the same ending sound rhyme. They do not need to be spelled the same, e.g. water and daughter.

Rhythm: Rhythm is created in a poem by the use of stressed and unstressed syllables. This creates pace in the poem.

Simile: A simile is when something is compared to something else, using like or as. For example: as soft as a cloud, the star was like a diamond.

Alliteration: This is when a sequence of words begins with the same sound (it does not need to be the same letter), e.g. singing songs of the seaside.

Onomatopoeia: Onomatopoeia is when a word describes a sound and mimics the sound itself e.g. boom, crash, crack.

Personification: Personification gives a personal nature or human characteristic to something that is non-living or non-human.

Free Verse Rules

There's nothing like a dog
For cheering you up when you're blue
By licking your face, or
Falling at your feet.
There's nothing like a dog
For chewing your new shoes
Or running off with your book
Woofing like mad!
There's nothing like a dog
For always wanting to be with you
Following you everywhere
Being your best friend forever.

Free verse poems can tell a story, describe a subject or **explain an emotion**.

There are **no rhymes**, but you may find many other poetic devices.

Lines can be sentences, phrases or even single words.

Top tips for writing a poem...

- There is no right or wrong with a poem!
- Be creative with your vocabulary choices.
- Try writing your poem in different ways. Your second version could be better than your first.

