

TERM 2 OVERVIEW YEAR 4 – English
Term 1 Book(s) – The Lion, The Witch, and The Wardrobe

| Topic(s) – Sonnet poetry | | Guide Time = 2 weeks |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Assessment: | Final published piece a sonnet. Use the statutory end of year assessment grids. <ul style="list-style-type: none"> • Selecting language appropriate to the text • Use a range of sentence structures to show a good awareness of the text type. • To use the features of a sonnet poem consistently. • In non-narrative writing use simple devices to structure the writing. | Very Important Points (VIPs): <ul style="list-style-type: none"> • A sonnet is a type of poetry • A sonnet is a 14 line verse written to a particular pattern and rhythm • It is written in 4 parts which are known as quatrains • It ends with a closing rhyming couplet (two lines that rhyme with each other • Each line of a sonnet has 10 syllables • The syllables and the pairs of sounds all together in a line are called an iambic pentameter • Shakespeare is a very famous sonnet writer. He wrote 154 in total (that we know of) • Alternate lines rhyme with one another, apart from the last two lines which rhyme with each other • Rhyming words are two or more words that have the same or similar ending sound Fat Questions: Does having rules about poetry make creating them harder? What impact does poetry have on society today? What is the reason for different types of poems? |
| Links to prior learning (sequencing) | Children will build on their EYFS/KS1 poetry skills of rhyming This unit will also build on: <ul style="list-style-type: none"> • Writing for different purposes. • Writing down ideas including new vocabulary. • Identifying what they want to say sentence by sentence • Making simple additions, revisions and corrections to their work. • Rehearsing and reading aloud | |
| Links to other learning (cross fertilisation) | Links to our History topic of the Romans. Links to canon book for Autumn 2 'The Lion, the witch and the wardrobe' Links to Art – winter/snow . | |
| Links to future learning | In Autumn term 2, children will be looking at the book 'The Lion, The Witch and the Wardrobe' within reading for purpose. Within history lessons and reading for productivity children will be learning in depth about the Romans including their lifestyle, routines and the impact they had on our lives today. Links to Art – winter/snow | |

| | | |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| | <p>Using the skills taught in this unit, the children will complete further poetry in Spring term This learning will support children when they move onto further learning of poetry in UKS2.</p> | |
| <p>Character/Wider Development ('50 things', cultural capital, skills)</p> | <p>Evidence that reading poetry increases reading achievement A deeper understanding of how the past shaped our present and future (cultural capital)</p> | |

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 |
|---------------------------------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Phase 1 Features of the text | L.O To analyse a range of sonnet poems | <p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1. Both to read aloud and to understand the meaning of new words they meet.</p> <p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> | Sonnet Poetry Couplet Rhyme Rhythm Stanza Pattern syllable | <p>GD Poetry given has more challenging vocabulary for the children.</p> <p>SEND Children given appropriate text to match their reading ability. Children to work in small supported groups</p> | All poems have to rhyme. | <p><u>L.O To analyse a range of sonnet poems</u></p> <p>Children are given a range of sonnet poems to read independently/ in pairs and as group. Children to practise reading aloud (performing in groups)</p> <p>Have prompts on the board which aid discussion about the poems e.g. rhythm / structure / rhyme / familiarity</p> <p>At the end of the lesson introduce that it is a sonnet poem.</p> <p><u>Deepen the moment</u></p> <p>Which was your favourite poem today? Give reasons</p> <p>Which was your least favourite poem today? Give reasons</p> |

| | | | | | | |
|--|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <p>discussing words and phrases that capture the reader's interest and imagination</p> <p>Recognising some different forms of poetry [for example, free verse, narrative poetry]</p> | | | | |
| | <p>L.O To identify the features of a sonnet poem</p> | <p>Recognising some different forms of poetry</p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> | <p>Sonnet Poetry Couplet Rhyme Rhythm Stanza Pattern syllable</p> | <p>GD Poetry given has more challenging vocabulary for the children.</p> <p>SEND Children given text to match the child's ability Children given list of features and prompts to aid them</p> | <p>Not understanding what a syllable is / miscounting syllables</p> | <p><u>L.O To identify the features of a sonnet poem</u></p> <p>Children given an example of a sonnet poem to read as class. Ask children to work in pairs to annotate the poem finding the features. Children to follow colour code to show identification e.g. Red – rhyming words</p> <p>Ask questions such as - What do you notice about the length of the sentence? The syllables in each? Is there a pattern? How many lines in a stanza? How many lines altogether?</p> <p>This activity could be structured as a scavenger hunt</p> <p>As a class create a list of features for the working wall / to write in their books</p> <p><u>Deepen the moment</u></p> <p>Why is it important to know the features of a text type e.g. poetry before you start writing one?</p> |

| | | | | | | |
|----------------------------------------------------------------|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Phase 2 Collecting information and planning. (4 lessons) | L.O To plan a sonnet poem | Plan their writing by: 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. | Sonnet Poetry Couplet Rhyme Rhythm Stanza Pattern Syllable Vocabulary linked to winter | GD Children should focus on using a variety of vocabulary to tell a story throughout their stanzas to show cohesion SEND Children to focus on the theme of winter with support Children provided with word bank of vocabulary to help them plan the structure of their poem. | Planning means writing full lines to include in the poem. | <u>L.O To plan a sonnet poem</u> Children are introduced to the theme 'Winter' which links to our canon book. Children to have 5 minutes to mind map as many different words / phrases they associate with winter. Create whole class list Children given a planning map. Children should decide the theme of their poem / stanzas and begin to write down vocabulary for this <u>Deepen the moment</u> Why is it important that a poem has a theme? |
| | L.O To investigate rhyming words | Draft and write by: composing and rehearsing sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures Discuss words and phrases that capture the reader's interest and imagination | Sonnet Poetry Couplet Rhyme Rhythm Stanza Pattern Syllable Vocabulary linked to winter | GD Children to use more complex vocabulary in their rhymes SEND Children given flashcards with rhyming words to help Children given 7 words which they need to rhyme to prepare for their poem | Words must be spelt the same at the end in order to rhyme. | <u>L.O To investigate rhyming words</u> Children look at their planning sheets from previous lesson. Recap the features of a sonnet. Present children with a word (topic linked) on whiteboards can the children rhyme it with another. Repeat this activity on tables. Children then need to select 7 words which will be the ending words of each line in order to make a rhyming word (They need 14 in total) N.B.English sonnets consist of 14 lines; three, four line stanzas accompanied by a two line closing stanza. The rhyming scheme for an English Sonnet is: abab (first stanza) |

| | | | | | | |
|--|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | | | | <p>cddc (second stanza) efef (third stanza) gg (final)</p> <p>This means that the first and third lines of each four line stanza rhyme and the second and fourth lines of each four line stanza rhyme. The two lines of the closing stanza should rhyme as well.</p> <p><u>Deepen the moment</u></p> <p>Do you prefer a poem that rhymes or doesn't rhyme? Explain your opinion</p> |
| | <p>L.O To understand the sentence structure of a sonnet poem.</p> | <p>Identifying how structure contribute to meaning</p> <p>Composing and rehearsing sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> | <p>Sonnet Poetry Couplet Rhyme Rhythm Stanza Pattern Syllable</p> <p>Vocabulary linked to winter</p> | <p>GD Children should focus on using a variety of vocabulary to tell a story throughout their rhyming couplets</p> <p>SEND Children provided with word mat Children to work in small supported groups</p> | <p>Not understanding what a syllable is / miscounting syllables</p> | <p><u>L.O To understand the sentence structure of a sonnet poem.</u></p> <p>Recap the features of a sonnet Talk about the use of 10 syllables per line.</p> <p>Play a variety of games to encourage the accurate use of syllables.</p> <p>Children to go back to their planning with their rhyming words and have a go at creating 10 syllable sentences to create rhyming couplets (they do not at this stage need to complete stanzas) Encourage children to play around with words and adjust rhyming words if needed.</p> <p>Children to share examples and add to the working wall.</p> <p><u>Deepen the moment</u></p> <p>Describe how you count the syllables Can you do this using a sentence of only 10 syllables?</p> |

| | | | | | | |
|---------------------------------------------|-------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | | | | |
| <p>Phase 3 Drafting (2 lessons)</p> | <p>L.O To write the first stanza of a sonnet poem</p> | <p>Identifying how structure contribute to meaning</p> <p>Composing and rehearsing sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Preparing poems read aloud and to perform, showing understanding through intonation, tone, volume and action</p> | <p>Sonnet Poetry Couplet Rhyme Rhythm Stanza Pattern Syllable</p> <p>Vocabulary linked to winter</p> | <p>GD Children should focus on using a variety of vocabulary to tell a story throughout their stanza</p> <p>SEND Children provided with word mat Children to work in small supported groups</p> | <p>Only focusing on one feature and not checking that the stanza / line makes sense</p> | <p><u>L.O To write the first stanza of a sonnet poem</u></p> <p>Model to the children creating a stanza for a poem. Talk through the process and make changes to model to the children that they can adapt if needed.</p> <p>Children then to use their planning of vocab / rhyming / syllables to create their first stanza.</p> <p>Children to read aloud and perform their first stanza.</p> <p><u>Deepen the moment</u></p> <p>Is rhyming an essential part of poetry?</p> |

| | | | | | | |
|------------------------------------------------|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>L.O To write a first draft of a sonnet</p> | <p>Identifying how structure contribute to meaning</p> <p>Composing and rehearsing sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Assess the effectiveness of their own and others' writing and suggesting improvements.</p> | <p>Sonnet Poetry Couplet Rhyme Rhythm Stanza Pattern Syllable</p> <p>Vocabulary linked to winter</p> | <p>GD Children should focus on using a variety of vocabulary to tell a story throughout their stanzas Children to ensure that their stanzas tell a story (winter theme)</p> <p>SEND Children provided with word mat Children to work in small supported groups</p> | <p>Only focusing on one feature and not checking that the stanza / line makes sense</p> | <p><u>L.O To write a first draft of a sonnet</u></p> <p>Children to build on their first stanza using their planning / rhyming words to build their sonnet poem.</p> <p>Children are encouraged to keep checking their work at regular intervals</p> <p>Children to share their work with a peer to ensure they are using all features of a sonnet</p> <p><u>Deepen the moment</u></p> <p>What are the pros and cons of reading your work aloud to your peers?</p> |
| <p>Phase 4 Edit and improve (1 lesson)</p> | <p>L.O To edit and improve a sonnet poem</p> | <p>Assess the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proof read for spelling and punctuation errors</p> <p>Propose changes to grammar and</p> | <p>Sonnet Poetry Couplet Rhyme Rhythm Stanza Pattern Syllable</p> <p>Vocabulary linked to winter</p> | <p>GD Year 4 Children should focus on using a variety of vocabulary to tell a story throughout their stanzas Children to ensure that their stanzas tell a story (winter theme)</p> <p>SEND Children provided with word mat</p> | <p>Editing means just checking the comments your teacher says e.g. spellings / capital letters and full stops</p> | <p><u>L.O To edit and improve a sonnet poem</u></p> <p>Begin by read their poem out loud to themselves / to a peer. Recap the features and check their own work ensure they have used all the features correctly.</p> <p>Look at the vocabulary and encourage children to improve where possible.</p> <p><u>Deepen the moment</u></p> <p>Shakespeare wrote 154 sonnets (that we know of) Do you think he would have edited his poetry before publishing? Why?</p> |

| | | | | | | |
|----------------------------------------------|------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------|
| | | vocabulary to improve consistency | | Children to work in small supported groups Children to be given checklist to tick off the features they have used | | |
| Phase 5 Publish and present (1 lesson) | L.O To complete a final draft of a sonnet poem | Increase the legibility, consistency and quality of their handwriting In non-narrative material, using simple organisational devices | Sonnet Poetry Couplet Rhyme Rhythm Stanza Pattern Syllable Vocabulary linked to winter | | | <u>L.O To complete a final draft of a sonnet poem</u> Children publish their final piece <u>Deepen the moment</u> |

Context (big picture learning)

Children will understand the structure of a sonnet poem and be able to use increasingly more complex vocabulary to create their own. They will also look at the rhyming pattern and create lines to follow the 10 syllable structure. This The children will focus on creating a story through their sonnet based on the theme of winter

English Knowledge Organiser

Key Vocabulary

Quatrain – A quatrain is four lines of verse with this rhyme scheme: A-B-A-B, meaning that the first and third, and second and fourth lines rhyme.

Couplet – A couplet is two lines of verse that rhyme. To borrow from the example above, the lines would have an "A-A" rhyme scheme.

Rhyme – A word that has the same sound or ends with the same sound as another word.

Stanza - A stanza is a set amount of lines grouped by rhythmical pattern and meter.



Intent

Sonnet poems lend themselves to many themes and ideas therefore it is a great opportunity to link writing with our book 'The Lion, The Witch and The Wardrobe'.

You will identify the key features of a sonnet poem and understand the rhyming pattern that is used. You will understand the structure of how a sonnet poem is written and be able to count their syllables to ensure you are following the correct structure. You will also be using more complex vocabulary to create your own poem based on the theme of winter.

Talking Heads

The talking heads make noise and hurt my brain.
And no one can be certain what they've said.
I turn the TV volume down, in pain,
And reach to plump the pillow on my bed.

Commercial time, I click, what do I see?
But other networks' chatty pundits poised
To talk atop each other in a spree.
I feel assaulted, bothered, over "noised."

I click around each channel and I find
Only tiresome reruns I find boring.
I think perhaps that I might lose my mind.
Better yet, I must just start ignoring.

Tonight, perhaps, at bed time, I will look,
Instead, between the covers of a book.

Fat Questions

Does having rules about poetry make creating them harder?

What impact does poetry have on society today?

What is the reason for different types of poems?

VIPS

- A sonnet is a type of poetry
- The word sonnet is derived from the Italian word "sonetto," which means a "little song" or small lyric
- A sonnet is a 14 line verse written to a particular pattern and rhythm
- It is written in 4 parts which are known as quatrains
- It ends with a closing rhyming couplet (two lines that rhyme with each other)
- Each line of a sonnet has 10 syllables
- The syllables and the pairs of sounds all together in a line are called an iambic pentameter
- Shakespeare is a very famous sonnet writer. He wrote 154 in total (that we know of)
- Alternate lines rhyme with one another, apart from the last two lines which rhyme with each other
- Rhyming words are two or more words that have the same or similar ending sound

