

## Summer 1 Overview Year 3 – Writing

### Summer 1 Book – Iron Man – Technology in Action

Topic – Free verse poem (focus on figurative language, descriptive language)		Guide Time = 2 weeks.
<b>Assessment:</b>	<p>Teacher assessment using the statutory end of year assessment grids as a guide, alongside the National Curriculum objectives for Year 3. Year 3 will also be drawing on NC objectives from Year 2.</p> <p>For this unit, there will be a focus on:</p> <ul style="list-style-type: none"> <li>• Writing effectively and coherently for different purposes.</li> <li>• Some use of paragraphs to group related material.</li> <li>• Selecting some vocabulary that fits the purpose of their writing.</li> <li>• Using the present and past progressive form mostly correctly.</li> <li>• Spelling all Year 2 common exception words correctly.</li> </ul> <p>Using mostly correctly:</p> <ul style="list-style-type: none"> <li>• Capital letters.</li> <li>• Full stops.</li> <li>• Question marks.</li> <li>• Exclamation marks.</li> <li>• Commas for lists.</li> <li>• Apostrophes for contraction.</li> <li>• Apostrophes to mark singular possession in nouns.</li> <li>• Using the correct form of a / an mostly correct.</li> <li>• Spelling most words with contracted forms.</li> <li>• Adding prefixes and suffixes to spell most words correctly.</li> <li>• Some correct use of further homophones.</li> <li>• Spelling some words correctly from year 3 and 4 appendix 1 - statutory word list.</li> </ul>	<p><b>Very Important Points (VIPs):</b></p> <ul style="list-style-type: none"> <li>• Free verse poems don't have to follow a certain pattern.</li> <li>• Free verse poems don't have to rhyme.</li> <li>• Free verse poems can rhyme if you want them to.</li> <li>• Free verse poems often contain figurative language.</li> <li>• Adverbs add description to verbs.</li> <li>• Expanded noun phrases are adjective, adjective noun.</li> <li>• Figurative language is language that is used to describe things non-literally.</li> <li>• Similes describe things using 'like' or 'as' to compare two things in order to improve description.</li> <li>• Metaphors are used to describe something by saying that noun is something it isn't.</li> <li>• We can use the five senses to enhance a setting description.</li> <li>• The five senses are: smell, sound, taste, touch and sight.</li> </ul> <p><b>Fat Question:</b></p> <p>How can free verse poetry help us to express ourselves?</p>
<b>Links to prior learning (sequencing) and canon book</b>	<p><u>Reading Canon: Ironman</u></p> <p>Children have already written sonnet poetry in Autumn 2. This allowed them to explore descriptive vocabulary and begin to look at figurative language features that can be used in poetry. There was a focus on rhyming words which helped pupils to broaden their range of language.</p> <p>Children will build on their EYFS/KS1 poetry skills of rhyming</p> <p>This unit will also build on:</p> <ul style="list-style-type: none"> <li>• Writing for different purposes.</li> <li>• Writing down ideas including new vocabulary.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Identifying what they want to say sentence by sentence</li> <li>• Making simple additions, revisions and corrections to their work.</li> <li>• Rehearsing and reading aloud.</li> </ul> <p>This unit will also build on skills introduced in Year 2:</p> <ul style="list-style-type: none"> <li>• Demarcate most sentences in their writing with capital letters and full stops.</li> <li>• Spell many common exception words.</li> <li>• Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others.</li> </ul>	
<b>Links to other learning (cross fertilisation)</b>	<p>Children will be reading the canon book 'Ironman'          They will be learning about Anglos Saxons so will be exposed to lots of historic vocabulary that they can transfer across into their learning.          In Science they will be looking at light. They can use some of the scientific language ad use it in their poetry writing.</p> <p><u>Thematic Questions:</u></p> <p><u>The World Beyond Us:</u>          How can poetry include futuristic features to make them interesting?</p> <p><u>Modern Britain:</u>          How has poetry changed throughout history?</p> <p><u>Healthy Bodies &amp; Healthy Minds:</u>          Can we use poetry to learn/teach about the human body?</p> <p><u>The World Around Us:</u>          How can we use poetry to express ourselves?</p> <p><u>Culture:</u>          Do any religions have any poems specific to their beliefs?</p> <p><u>Technology in Action:</u>          How can we use computers to make poetry more exciting?</p>	
<b>Links to future learning</b>	<p>Skills covered within this unit of writing will also be built upon and developed throughout the Summer 2, as children will write another poem in the form of a Haiku where they can use some of these writing techniques. They will also be writing a diary entry in Summer 2 which can be improved with the use of these writing techniques.</p>	

	<p>Throughout Year 3, children should start to become more aware of their spelling, punctuation and grammar and the impact this may have on the reader, when writing for a range of purposes and audiences. This learning will also support children when they move into year 4, as they will have a good understanding of basic sentence structures with accurate spellings and punctuation.</p> <p>Children's depth of understanding of persuasion will be built-upon and developed as the children progress through school into UKS2 and beyond.</p>	
<b>Character / Wider Development ('50 things', cultural capital, skills)</b>	<p>Evidence shows that reading a range of fiction texts improves our vocabulary, which can be applied not only in writing but to enhance our speaking and listening.</p> <p>Children will be exposed to a wide range of poems.</p> <p>Children will gain a deeper understanding of how different poems have different patterns and rules.</p> <p>Children will be able to recognise some poetry, rhyme and rhythm when watching the pantomime each year.</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
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<p><b>Phase 1:</b> Reading and analysing  (approx. 1 lesson)</p> <p>Children will understand the purpose of a free verse poem and identify the features of an effective one.</p>	<p>LO: To compare different types of poems and identify the features of a free verse poem.</p>	<p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Use relevant strategies to build their vocabulary.</p> <p>VIPs: Free verse poems do not follow a specific pattern Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Develop positive attitudes to reading, and an understanding of what they read, by: Listening to and discussing a wide range of fiction. Reading for a range of purposes. Using dictionaries to check the meaning of words that they have read.</p>	<p>Y3/4 Statutory spelling list word mats.</p> <p>Poetry Rhyming Verse Stanza Syllable Simile Metaphor Alliteration Onomatopoeia Senses Sight Sound Taste Touch Smell</p>	<p><b>GD:</b> Children should be challenged to identify as many features as they can without any prompting.</p> <p><b>SEND:</b> Children should have a poem and grid to be stuck into their book. They can use this to colour code the features once they have identified them with support.</p>	<p>Free verse poems have a specific rhythm.</p> <p>All poems have to rhyme.</p> <p>All poems have to follow a pattern or beat.</p>	<p><b><u>To learn about free verse poetry and identify the features.</u></b></p> <p>Children to be exposed to a range of different types of poems and be able to identify the free verse poem. They should have the opportunity to discuss this with their peers and notice that there are not strict rules when it comes to free verse poems. They should be able to notice that they still contain a lot of description and are normally easy to read. Children will focus on the free verse poem and be able to identify simple features, ranging from capital letters and full stops and covering all previously taught SPaG objectives.</p> <p>The main task will be to list the features they can see in the poem to eventually help them when they come to write their own poem.</p> <p><b><u>Deepen the moment:</u></b> Can you edit and improve one of the verses and make it personal to you?</p>
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<p><b>Phase 2:</b> (SPaG)</p> <p>Children will be exposed to the main grammatical techniques that will support their free verse poem writing.</p> <p>(approx. 5 lessons)</p>	<p>To write creatively using adjectives and expanded noun phrases.</p> <p>To identify and use adverbs to add description.</p> <p>To identify and use similes.</p> <p>To identify and use metaphors.</p> <p>To identify and use the 5 senses for description.</p>	<p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structure.</p> <p>Learning the grammar for years 3 and 4 in English appendix 2.</p> <p>Use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing.</p>	<p>Y3/4 Statutory spelling list word mats.</p> <p>Poetry Rhyming Verse Stanza Syllable Simile Metaphor Senses Sight Sound Taste Touch Smell</p>	<p><b>GD:</b> Children will create a verse about a topic of their choice and include the desired grammatical feature. As the week goes on and more features are taught they must include one of each in their verses.</p> <p><b>SEND:</b> The main focus for SEND pupils is to make sure that they can identify the grammatical features in the text and can attempt to create a sentence or two using the feature.</p>	<p>Free verse poems have to include every feature in every verse of the poem.</p> <p>Each verse has to follow the same pattern.</p> <p>Each verse has to have the same number of lines.</p>	<p><b><u>To write creatively using adjectives and expanded noun phrases.</u></b></p> <p>Recap children's knowledge of adjectives and expanded noun phrases. Get the children to identify nouns and create expanded noun phrases about this. Allow them to work collaboratively, maybe move around school into different areas to inspire creativity (if possible).</p> <p>Children will have the opportunity to create descriptive expanded noun phrases about a mysterious box. Show them the picture of a mysterious box. Children are to come up with some descriptive sentences about what could be inside the box (try to encourage links to the canon text)</p> <p>Re-iterate the features a free verse poem and how it does not need to follow a certain pattern. Then ask the children to have a go at creating a verse for a free verse poem that includes some of their descriptive sentences/</p> <p><b><u>Deepen the moment:</u></b> How do expanded noun phrases improve the experience of the reader?</p> <p><b><u>To identify and use adverbs to add description.</u></b></p> <p>Discuss the character 'Iron Man' from the canon text. Can the children find any examples of adverbs from the text that describe the movements of the character. Discuss in small groups/partners: 'Knowing what we know about the Iron Man, can you come up with any adverbs to describe how he moves/might move?'</p> <p>Share examples. Show the front cover of the book. Children are to describe how the Iron Man ended up</p>
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					<p>being atop the hill and how he might've got there. Write class WAGOLL to inspire ideas.</p> <p><u>Deepen the moment:</u> What effect has the use of adverbs had on the reader?</p> <p><b><u>To identify and use similes.</u></b></p> <p>Teacher to introduce the idea of 'figurative language' and show examples of similes.</p> <p>Children will read a verse from a free verse poem and identify the similes with support from the teacher. They will then have the opportunity to discuss the reason for using this technique and the effect that it has on the reader.</p> <p>Children will have some picture prompts linked to the canon text and work with their partner to come up with similes that match the picture.</p> <p>The main task will involve writing their own free verse about a picture (include a selection of pictures for children to choose from). Their verse must contain similes.</p> <p><u>Deepen the moment:</u> How will using similes change the experience of the reader?</p> <p><b><u>To identify and use metaphors.</u></b></p> <p>Teacher to recap the idea of 'figurative language' and show examples of similes.</p> <p>Children will read a verse from a free verse poem and identify the metaphors with support from the teacher. They will then have the opportunity to discuss the</p>
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					<p>reason for using this technique and the effect that it has on the reader.</p> <p>Children will have some picture prompts linked to the canon text and work with their partner to come up with similes that match the picture.</p> <p>Children will watch a short clip from Literacy Shed and they will attempt to write a free verse from this video that includes metaphors and similes as an extra challenge.</p> <p><u>Deepen the moment:</u> How will using metaphors change the experience of the reader?</p> <p><b><u>To write a verse using the 5 senses for description.</u></b></p> <p>Children to identify the 5 senses and create scenarios where the 5 senses can help with description.</p> <p>Children will read a verse from a free verse poem and identify the five senses that have been used with support from the teacher. They will then have the opportunity to discuss the reason for using this technique and the effect that it has on the reader.</p> <p>Children will listen to a piece of music with their eyes closed and try to imagine somewhere that the music takes them. They are to make notes about what they can see, hear, feel, taste and smell.</p> <p>They will then produce a free verse describing the place that they were taken to.</p> <p><u>Deepen the moment:</u></p>
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						How will using the 5 senses change the experience of the reader?
<p><b>Phase 3:</b> Plan and write.</p> <p>Children will begin to plan and draft their first persuasive text using their learning from the previous lessons.</p> <p>(approx. 2 lessons)</p>	<p>To plan my free verse poem</p> <p>To draft my free verse poem.</p>	<p>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</p> <p>Discussing and recording ideas</p> <p>Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Organising paragraphs around a theme.</p>	<p>Y3/4 Statutory spelling list word mats.</p> <p>Poetry Rhyming Verse Stanza Syllable Simile Metaphor Alliteration Onomatopoeia Senses Sight Sound Taste Touch Smell</p>	<p><b>GD:</b> To be able to plan poem including all the key grammar features without the use of a structured planning grid.</p> <p><b>SEND:</b> To plan using a planning grid and word mat including the features and examples.</p>	<p>You need to write full sentences for a plan.</p> <p>You have to include absolutely everything from all the previous lessons.</p>	<p><b>To plan my free verse poem</b> Children will draw on their work from the previous five lessons and create a plan to decide what their poem is going to be about, stressing the link to 'Iron Man'. Use the magic box example from Twinkl as a guide for children who may struggle.</p> <p>Produce a class WAGOLL for the plan to allow children to picture the end point.</p> <p>Allow the opportunity for children to share their plans and idea with the class or with their shoulder partners in order for them to inspire, or be inspired.</p> <p><u>Deepen the moment:</u> Who would be an appropriate audience for your poem? Why?</p> <p><b>To draft my free verse poem.</b> Children will use their plan to write the first draft of their free verse poem. They can experiment with the structure and layout of their poem and decide how many lines they want to choose for each verse.</p> <p>Produce a class WAGOLL for the draft to allow children to picture the end point.</p> <p>Children will have the opportunity to work collaboratively with their peers and share their work to help them edit and improve in the next lesson.</p> <p><u>Deepen the moment:</u></p>

						What theme does your poem have? Is it fun, serious, exciting, mystery or something else? Explain the your reasoning.
<p><b>Phase 4:</b> Edit and improve.</p> <p>Children will edit and improve their work ensuring that they are not editing in mistakes. A lot of peer coaching and adult support provided, where needed.</p> <p>(approx. 1 lesson)</p>	To edit and improve my free verse poem.	<p>Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proofread for spelling and punctuation errors.</p>	<p>Y3/4 Statutory spelling list word mats.</p> <p>Improve. Edit. Alternative. Appropriate. Effective. Analyse. Evaluate. Strengths. Weaknesses. Peer check. Self-check.</p>	<p><b>SEND:</b> Children will have a checklist to work through with examples on.</p>	<p>First drafts should be perfect.</p> <p>There are not any mistakes in my first draft because I cannot find any.</p> <p>Proof reading means reading through my work quickly.</p>	<p><b>To edit and improve my free verse poem.</b> Children will have the opportunity to edit and improve their poem. They will travel to different grammatical stations in order to check their own work and improve any areas that they can.</p> <p>They will then have the opportunity to evaluate with their partner and will work on both poems together to identify strengths and weaknesses and help each other to improve.</p> <p><b>Deepen the moment:</b> Why do you think it is important to get one of your peers to check your work before you publish the final piece?</p>
<p><b>Phase 5:</b> Publishing and presenting.</p> <p>Children will write their final piece into their publishing book ensuring they focus on SPaG and handwriting.</p>	To publish my free verse poem.	<p>Read their own writing aloud, to a peer, adult or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Y3/4 Statutory spelling list word mats.</p> <p>Presentation. Handwriting. Cursive.</p>	<p>GD: Children to work in small groups and read aloud their writing, taking it in turns. Children will evaluate the performance</p>	<p>Capital letters can be joined to lowercase letters.</p> <p>Handwriting can be of any size.</p> <p>Letters can be as close together as I want.</p>	<p><b>To write the final draft of my free verse poem.</b> Children will write their final version of their poem into their publishing books using their plan and draft which will have been edited and improved.</p> <p><b>Deepen the moment:</b> Did you enjoy writing a free verse poem? Explain your answer.</p>

(approx. 1 lesson)		<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Increase the legibility, consistency and quality of their handwriting</p>		<p>of the poem and offer improvements.</p> <p>SEND: To work in a focus group with a poem template to complete with their own work from the previous lessons.</p>		
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**Context (big picture learning):**

Children will use the reading canon book, 'Ironman' as a basis to write a descriptive, free verse poem which they will publish into their publishing books. They will focus on descriptive language and techniques such as: similes, metaphors, alliteration, onomatopoeia and the five senses. Children will become more confident with expressive writing. Children will be able to use these skills across different text types as they move into UKS2 and into KS3.

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# Year 3 Writing Knowledge Organiser (Free Verse Poem)

## Key Vocabulary:

Poetry – all the different styles of poetry.

Rhyming – when two or more word have endings that sound the same.

Verse – a set of lines in a poem.

Stanza – a set of lines in a poem that follows a set pattern.

Verb – a word that is an action or movement.

Adverb – a word that describes a verb.

Adjective – a word that describes a noun.

Expanded noun phrase – the use of adjectives to describe a noun. Often, adjective, adjective noun.

Syllable – beats in a word.

Simile – a technique that uses 'like' or 'as' to describe something.

Metaphor – A technique that describes something as something that it is not.

Senses – sight, sound, taste, touch and smell.

## FAT Question

How can we use free verse poetry to help us to express ourselves?

## Learning intent:

We will use 'Ironman' as a basis for writing a free verse poem using a variety of techniques drawing on our year 3 learning. We will be focusing on descriptive and figurative language. We will develop our skills of writing effective sentences and use vocabulary choice to support us with this. The above will develop our descriptive techniques when writing for multiple, different purposes.

## VIPs

- Free verse poems don't have to follow a certain pattern.
- Free verse poems don't have to rhyme.
- Free verse poems can rhyme if you want them to.
- Free verse poems often contain figurative language.
- Adverbs add description to verbs.
- Expanded noun phrases are adjective, adjective noun.
- Figurative language is language that is used to describe things non-literally.
- Similes describe things using 'like' or 'as' to compare two things in order to improve description.
- Metaphors are used to describe something by saying that noun is something it isn't.
- We can use the five senses to enhance a setting description.
- The five senses are: smell, sound, taste, touch and sight.

## Descriptive Language

grand	audacious	angry
impressive	bold	annoyed
majestic	brave	fuming
regal	courageous	furious
splendid	fearless	incensed
stately	plucky	livid
lavish	valiant	outraged
creepy	almighty	afraid
eerie	big	frightened
frightening	enormous	panic-stricken
scary	gargantuan	petrified
sinister	gigantic	scared witless
spine-chilling	humongous	terrified
unnerving	massive	terror-stricken

## Figurative Language

### Metaphor

She is a ray of sunshine.

I smell a rat.

He is the light of my life.

A rollercoaster of emotions.

### Onomatopoeia

Crash! Splash! Boom!

Pop! Bam! Snap!

Honk! Buzz! Drip!

Swish! Ring! Crackle!

### Alliteration

Eric's eagle eats eggs.

Dreary, dismal darkness.

Pretty purple purses.

All apples are alike.

### Simile

White as snow.

Quiet as a mouse.

Busy as a bee.

Cute as a kitten.