

## Year 5 Summer 2:

English			
Key Learning			
Unit	Myths	Reports	Poems with Figurative Language
<b>Outcome</b>	<ul style="list-style-type: none"> <li>A myth.</li> </ul>	<ul style="list-style-type: none"> <li>A non-chronological report about an aspect of the Olympics.</li> </ul>	<ul style="list-style-type: none"> <li>Poem(s) based on a model.</li> </ul>
<b>Possible Duration</b>	<ul style="list-style-type: none"> <li>3-4 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>2-3 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>1-2 weeks.</li> </ul>
<b>Key Learning Reading</b>	<ul style="list-style-type: none"> <li>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li> <li>Participate in discussions about texts that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously.</li> <li>Reread and read ahead to locate clues to support understanding.</li> <li>Scan for key words and text mark to locate key information.</li> <li>Summarise main ideas drawn from more than one paragraph and identify key details which support this.</li> <li>Analyse the conventions of different types of writing.</li> </ul>	<ul style="list-style-type: none"> <li>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li> <li>Read books and texts that are structured in different ways for a range of purposes.</li> <li>Check that the book makes sense to them and demonstrate understanding e.g. <i>through discussion, use of reading journals</i>.</li> <li>Distinguish between statements of fact or opinion within a text.</li> <li>Reread and read ahead to locate clues to support understanding.</li> <li>Scan for key words and text mark to locate key information.</li> <li>Summarise main ideas drawn from more than one paragraph and identify key details which support this.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in discussions about poems that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously.</li> <li>Discuss and evaluate how authors use language including figurative language, considering the impact on the reader.</li> <li>Explore, recognise and use the terms <i>metaphor, simile, imagery</i>.</li> <li>Explain the effect on the reader of the authors' choice of language.</li> <li>Learn a wider range of poems by heart.</li> <li>Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.</li> </ul>
<b>Key Learning Writing</b>	<ul style="list-style-type: none"> <li>Create and punctuate complex sentences using simile starters.</li> <li>Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly</i>.</li> <li>Using devices to build cohesion.</li> <li>Identify the audience and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Create and punctuate complex sentences using <i>-ed</i> openers.</li> <li>Create and punctuate complex sentences using <i>-ing</i> openers.</li> <li>Select the appropriate language and structures.</li> <li>Use similar writing models.</li> <li>Note and developing ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Select the appropriate language and structures.</li> <li>Use similar writing models.</li> <li>Assess the effectiveness of own and others' writing in relation to audience and purpose.</li> <li>Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> </ul>

## Year 5 Summer 2:

### English

#### Key Learning (contd.)

<p><b>Key Learning Writing</b></p>	<ul style="list-style-type: none"> <li>▪ Select the appropriate language and structures.</li> <li>▪ Use similar writing models.</li> <li>▪ Blend action, dialogue and description within and across paragraphs.</li> <li>▪ Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Draw on reading and research.</li> <li>▪ Use organisation and presentational devices e.g. <i>headings, sub headings, bullet points, diagrams, text boxes.</i></li> <li>▪ Proofread for spelling and punctuation errors.</li> <li>▪ Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Perform own compositions for different audiences:             <ul style="list-style-type: none"> <li>– Using appropriate intonation and volume.</li> <li>– Adding movement.</li> <li>– Ensuring meaning is clear.</li> </ul> </li> </ul>
<p><b>Suggested Texts</b></p>	<p><b>Short Stories</b></p> <ul style="list-style-type: none"> <li>▪ The Orchard Book of Greek Myths by Geraldine Mccaughrean.</li> <li>▪ Greek Myths: Stories of Sun, Stone and Sea by Sally Pomme Clayton.</li> <li>▪ Stories from Ancient Civilisations: Greece by Shahrukh Husain.</li> <li>▪ Greek Myths by Marcia Williams.</li> <li>▪ The Comic Strip Greatest Greek Myths by Tracey Turner. An opening extract can be found on the Love Reading 4 Kids website (<b>here</b>).</li> </ul> <p><b>Novels</b></p> <ul style="list-style-type: none"> <li>▪ The Fire Thief by Terry Deary.</li> <li>▪ Zeus on the Loose! by John Dougherty.</li> </ul> <p><b>Films</b></p> <ul style="list-style-type: none"> <li>▪ Arachne on the Literacy Shed website (<b>here</b>).</li> </ul> <p><b>Audio Versions (with downloadable print transcripts)</b></p> <ul style="list-style-type: none"> <li>▪ Tales from Ancient Greece: a range of stories on the BBC School Radio website (<b>here</b>).</li> <li>▪ Greek myths: a range of stories on the Storynory website (<b>here</b>).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Official Website of the Olympic Movement (<b>here</b>).</li> <li>▪ The Modern Olympic Games on the official Olympic website (<b>here</b>).</li> <li>▪ Ancient Greeks: The Olympic Games on the BBC Primary History website (<b>here</b>).</li> <li>▪ History for Kids website (<b>here</b>).</li> <li>▪ The Olympic Games in Antiquity on the official Olympic website (<b>here</b>).</li> </ul>	<ul style="list-style-type: none"> <li>▪ In Ramshackle Rainbow: Poems for Year 5 chosen by Pie Corbett:             <ul style="list-style-type: none"> <li>– Winter Morning by Sue Cowling.</li> <li>– Winter and Snow by Vasko Popa.</li> <li>– A Poem to be Spoken Silently by Pie Corbett.</li> <li>– Sunset by Gina Douthwaite.</li> <li>– Smiles Like Roses by Helen Dunmore.</li> <li>– Cat Began by Andrew Matthews.</li> <li>– Don't be Scared by Carol Ann Duffy.</li> </ul> </li> <li>▪ Imagine by Pie Corbett on the Piece of Pie website (<b>here</b>).</li> <li>▪ Predictable by Bruce Lansky on the Poetry website (<b>here</b>).</li> <li>▪ Performance by Duncan Jones on the Poetry Zone website (<b>here</b>).</li> </ul>

## Year 5 Summer 2:

### English

#### Myths – Creative Learning Opportunities and Outcomes

##### Creating interest

- Create interest by sharing the first page of The Comic Strip Greatest Greek Myths by Tracey Turner; the opening page can be found on the Love Reading 4 Kids website (**here**).
- Focusing on the first two pictures, ask questions such as:
  - Do you know who Persephone is?
  - Is she in the picture?
  - What do you understand by the words in the speech bubble?
  - Why has the baby in picture two got a bow and arrow? Have you seen an image like this before?
- Look at the information on the rest of the page. What impression of myths does this text give the reader? How is that effect created?
- View the very short version of the King Midas story on the Literacy Shed website (**here**). Ask the children if they have ever seen or heard other versions of this story. Although the story is ancient, they may have seen modern versions and stories clearly influenced by the tale, for example, The Skittles advertisement on YouTube (**here**).
- Explain that myths are ancient and well-known stories. The original purpose of these stories was to explain natural and mysterious events in a fictional story and to pass on cultural and religious beliefs to the next generations. They should amaze and intrigue the reader with tales of superhuman deeds and amazing events.

##### Learning outcomes

- Children will be able to make links with stories and images they know.
- Children will be able to describe the effect of a text upon the reader.
- Children will be able to suggest how an author has created this effect.

##### Reading

**Grammar:** Warm ups throughout the reading phase – focus on creating effective similes. Encourage the children to avoid clichés and think of something completely new.

##### Reading and responding

- Through shared reading, explore a range of Ancient Greek myths (short story versions) and begin reading a class novel.
- Model and use *Book Talk* to deepen comprehension. Focus on rereading and reading ahead to locate clues to support understanding, scanning for key words and text marking to locate key information.
- Explore themes within the stories. These commonly include:
  - Creation of the Earth, the universe, humans.
  - Why animals look the way they do.
  - Fictional explanations for the weather, natural disasters, the different environments and landscapes.
  - Miraculous feats by superhuman characters.
  - Courage.
  - Wisdom.
  - Pride.
  - Greed.
  - Envy.

##### Learning outcomes

- Children will be able to be able to create effective similes.
- Children will be able to participate actively in discussion groups.
- Children will be able to reread and read ahead to locate clues.
- Children will be able to scan for key words.
- Children will be able to compare texts, demonstrating their understanding of themes.
- Children will be able to make links with their own lives and other stories.
- Children will be able to give oral and written summaries of stories.
- Children will be able to read aloud using punctuation to determine intonation and expression.

## Year 5 Summer 2:

### English

#### Myths – Creative Learning Opportunities and Outcomes (contd.)

- Where necessary, discuss the meaning of the words, linking them with the children’s personal experiences and with other stories.
- Model how to summarise main ideas drawn from more than one paragraph and identify key details which support this. Provide opportunities for children to give oral and written summaries of the stories.
  - Model the use of punctuation to determine intonation and expression when reading aloud from the shared text. Provide copies of extracts from the text (or other text matched to the reading ability of the children) and ask the children to work in pairs to:
    - highlight all of the punctuation.
    - discuss how it influences meaning, intonation and expression.
    - take it in turns to read the text aloud, using the punctuation to determine intonation and expression.
  - Using a shared text, pose questions to prompt thinking. For example, if using Orpheus and Eurydice from The Orchard Book of Greek Myths, these could be:

- Children will be able to articulate their response to a range of questions.
- Children will be able to build on the contributions of themselves and others.
- Children will be able to challenge the points of view of others courteously.
- Children will be able to generate questions to prompt thinking based on a text they have read independently.

Type of Question	Description	Example
Giving a range of ‘answers’	Pose a question and provide a range of answers. Children discuss the merits of each, exploring potential consequences to the different courses of action.	Read to the end of paragraph nine. What should the ferryman do? <ul style="list-style-type: none"> <li>– Persuade Orpheus to return home.</li> <li>– Ask no questions; take Orpheus over the River Styx.</li> <li>– Take Orpheus over the river but warn him of the dangers he will face.</li> <li>– Ignore Orpheus’ request and get on with his job.</li> </ul>
Turning the question into a statement	Children are asked to agree or disagree with the statement giving reasons.	Orpheus is a foolish man. Do you agree or disagree? Explain your reasons.
Giving the ‘answer’	The ‘answer’ is provided and the children are asked to think of as many questions as they can, from the story, with that answer.	The answer is ‘happiness’; what is the question?
Opposing standpoint	Asking a question from an opposite standpoint.]	Orpheus should not have looked back because he was warned not to do so. Do you think he was right to look back?

## Year 5 Summer 2:

### English

#### Myths – Creative Learning Opportunities and Outcomes (contd.)

- Organise the children into groups and ask them to discuss and agree answers the questions. Encourage them to build on their own and others' ideas and challenge views courteously. Support through modelling where necessary.
- Provide each group with a different text; this should be matched to the reading ability of the children in the group. Once the children have read the text, ask them to work with their group to generate questions about it, following the teacher's model, for other children to answer. Swap texts and questions between the groups, allowing time for the children to read and respond.

#### Reading and analysing

- Reread the opening section of the class novel, e.g. *The Fire Thief* by Terry Deary. Focus on the author's choice of language. Highlight, collect and comment on effective use of descriptive language such as:
  - adjectives: *cloudless; white-topped; crystal-blue; monstrous; bleak.*
  - verbs: *soared; wheeled; loomed; scented.*
  - similes: *handsome as a god; wide as a baby.*
- Discuss the effect of word choice upon meaning, asking questions such as: What does the word 'arrowed' tell us about the bird in the sentence: '*Then it turned and arrowed towards the distant mountain.*'? Encourage the children to think of different reasons linking the bird with the image of an arrow, e.g. its speed, direct nature of its travel, the shape made by its body when in flight.
- Focus next on a section of dialogue, e.g. the conversation between the bird and Prometheus. What does this exchange tell us about the characters? Using a short section of text, ask the children to highlight the words spoken by the bird in one colour and those spoken by Prometheus in a second colour. Examine also the speech verbs, e.g. *hissed, snarled, snapped, screeched*. In pairs ask the children to take on the roles of the bird and Prometheus and speak the character's words using appropriate intonation and expression.
- Collate ideas gained through analysis of the sections of the novel to create a writers' toolkit to support the writing phase. Display on the working wall.
- Drawing more widely on the children's knowledge from the complete versions of myths they have read, create a genre checklist to support the writing phase. Display on the working wall.

- Children will be able to identify and comment on effective, descriptive language.
- Children will be able to look for different layers of meaning.
- Children will be able to respond to the author's choice of language by speaking dialogue in role.
- Children will be able to create a writer's toolkit of techniques.
- Children will be able to create a genre check list.

#### Gathering content

**Grammar:** Warm ups throughout the gathering phase – focus on creating and punctuating complex sentences using simile starters, e.g. *Galloping as fast as the wind, the unicorn fled from danger.*

- Focus on one example of a myth which will provide the model for the writing. This could be a creation myth which attempts to explain natural phenomena such as Pandora's Box (why we have bad things in the world) or the story of Persephone (why we have the seasons); or alternatively, it could be a quest myth such as Jason and the Golden Fleece or Perseus and Medusa.

#### Learning outcomes

- Children will be able to construct complex sentences using simile starters.
- Children will be able to draw on ideas from reading to develop a plot for their own myth.
- Children will be able to create annotated story maps.

## Year 5 Summer 2:

### English

#### Myths – Creative Learning Opportunities and Outcomes (contd.)

##### Developing plot

- Draw on ideas from reading to create an outline plot structure for the story. This could involve chunking the plot of a creation myth that has been studied (breaking it down into a series of events, extracting the basic plot and recycling it to create a new story), or creating a generic plot based on a quest myth read, e.g.

##### Plot Outline

A task/quest is set for the hero/heroine.

Hero/heroine sets off on their journey.

Hero/heroine encounters danger – completes task one.

Hero/heroine encounters danger – completes task two.

Hero/heroine encounters danger – completes task three.

Triumphant return of hero/heroine.

- Create story maps and annotate with key vocabulary, devices to build cohesion and one or two, well-crafted similes which could be included. Children should use their story maps to orally retell their story at least three times (to different partners). Any effective words or phrases they use during this process can be added to their story map.

##### Developing character

- Resources to support the development of characters can be found in the NLS Further Literacy Support Materials Fantastic Tales unit on the Babcock Education website ([here](#)).
- Following the teacher's modelling, children create a main character (hero or heroine), developing ideas about behaviour, speech, powers and appearance. Use discussion, role play and freeze-frame techniques to explore how the character might act, react and interact. Record these through short writing opportunities.
- Following teacher's modelling, develop additional characters, e.g. mythical monsters. Record these through short writing opportunities.

##### Developing setting

- Resources to support the development of settings can be found in the NLS Further Literacy Support Materials Fantastic Tales unit on the Babcock Education website ([here](#)).
- Draw on ideas from reading, still images and film to create settings for the myth.
- Collaboratively, children draw their ideas on large sheets of paper, or bed sheets using washable markers. Objects are labelled with nouns, noun phrases, similes and powerful verbs.
- Display on the working wall and use to support children in paired visualisation exercises e.g. 'You can see...' These exercises involve the children in oral rehearsal of ideas.
- If desired, ask the children to design an object to support the hero or heroine in their quest, e.g. an unbreakable sword, a cloak of invisibility, magic ring. This would make a good homework task.

- Children will be able to tell their stories orally prior to writing.
- Children will be able to develop character through action, dialogue and description.
- Children will be able to draw on ideas from reading, still images and film to develop settings.
- Children will be able to work collaboratively to generate and collect ambitious vocabulary.

## Year 5 Summer 2:

### English

#### Myths – Creative Learning Opportunities and Outcomes (contd.)

##### Writing

- Following the teacher's model, children create their plan using their story maps and the outline plot pattern created during the gathering content phase.
- Use shared writing techniques to model a section at a time with the children. Focus on skills – creating complex sentences with simile starters.
- Children follow the modelling each day from the whole class focus and use their own plan to inform writing.
- Use AFL, marking and feedback to adjust shared writing focus daily.
- Model the editing and improving process. Support children in suggesting changes to grammar, vocabulary and punctuation in order to enhance effects and clarify meaning.

##### Learning outcomes

- Children will be able to write a myth which includes:
  - complex sentences with simile starters.
  - a blend action, dialogue and description.
  - devices to build cohesion.
  - features of myths.

##### Outcome

- A myth to amaze or intrigue an audience.

##### Presentation

- Stories could be shared with children in other classes, published on a website such as Lend Me Your Literacy ([here](#)), or made into a class book.

## Year 5 Summer 2:

### English

#### Reports – Creative Learning Opportunities and Outcomes

##### Creating interest

- Share a range of images of the modern Olympic games; many can be found on the Official Website of the Olympic Movement (**here**).
- Ask the children to generate words linked to each image, e.g. *triumph, dedication, determination, desire, aim, disappointment, spirit, global, friendship, rivalry*. Alternatively, prepare appropriate vocabulary on cards and display. Ask the children to select the most appropriate word for a particular image and justify their choice. Display images and vocabulary on the working wall.

##### Learning outcomes

- Children will be able to suggest or select appropriate vocabulary.
- Children will be able to give reasons for their choices.

##### Reading

**Grammar:** Warm ups throughout the reading phase – focus on creating and punctuating complex sentences using *-ed* openers (non-fiction context).

##### Reading and responding

- Through shared reading and independent reading, explore a range of non-chronological reports.
- Discuss the purpose of these texts. Who is the intended audience of each text?
- Explore meaning of words in context: *Can you work out the meaning by looking at the sentence? What type of word is it? Does the root word help? Can you think of another word which would fit in and make sense? What definition(s) does the dictionary give? Using the appropriate dictionary definition, can you explain what the word means in the context of this sentence? Can you use the word correctly in a sentence of your own?*
- Explore non-chronological report texts in groups and deepen comprehension through discussion. Encourage the children to check that the text makes sense to them and demonstrate their understanding through giving an oral or written summary.
- Explore statements of fact and opinion within a text. Ask the children to identify examples of each, highlighting in different colours.

##### Reading and analysing

- Analyse the structure of a non-chronological report by boxing up the text; this involves drawing rectangles (or 'boxes') around each section and giving each section a label according to its content and can be used as a planning framework for use in the writing phase.
- Analyse the structure of each paragraph. Draw the children's attention to the topic sentence; this is usually the first sentence in the paragraph and is often a simple for clarity of information. Examine subsequent sentences, asking the children to look at the structure of these sentences and devices used to build cohesion.
- Provide the children with opportunity to read and compare other non-chronological reports, identifying and analysing structural features.

##### Learning outcomes

- Children will be able to construct complex, non-fiction sentences with *-ed* openers.
- Children will be able to identify the purpose and audiences of non-chronological reports.
- Children will be able to use a range of approaches to find the meanings of unfamiliar words and explain these in relation to their context.
- Children will be able to give oral and written summaries of texts they have read.
- Children will be able to distinguish between statements of fact and opinion.
  
- Children will be able to create their own planning frame based on a model.
- Children will be able to identify topic sentences.
- Children will be able to comment on sentence structure and identify devices used to build cohesion.
- Children will be able to compare non-chronological reports.



## Year 5 Summer 2:

### English

#### Reports – Creative Learning Opportunities and Outcomes (contd.)

##### Gathering content

**Grammar:** Warm ups throughout the gathering content phase – focus on creating and punctuating complex sentences using *-ing* openers (non-fiction context).

- Identify the topic for the written outcome. This might be chosen from the following:
  - The History of the Olympic Games.
  - Famous Athletes.
  - Olympic Sports.
  - The Paralympics.
  - The Winter Olympics.

Different groups could be allocated different topics or children could choose an area to research.

##### Conducting Research

- Prepare for, and structure factual research by using a KWL grid or a QUADS grid:

Questions	Answers	Detail (evidence) from the text	Source

- Gather information through research, revisiting and modelling research skills. Skills might include:
  - using alphabetically ordered texts efficiently.
  - quickly appraising potentially useful texts.
  - locating information in a text in print or on screen confidently and efficiently through using contents, indexes, sections, headings and IT equivalent.
  - sifting through passages for relevant information.
- Through modelling, support the children in:
  - rereading and reading ahead to locate clues to support understanding of the text.
  - scanning for key words and text marking to locate key information.
  - summarising main ideas drawn from more than one paragraph and identifying key details which support their understanding of the text.
- Show the children how to use simple abbreviations while note taking, presenting ideas in note form that are effectively grouped and linked.
- Provide opportunities and necessary support for children to conduct their research.

##### Planning

- Model the planning process by adding notes to the planning frame created during the reading and analysing phase.
- Children create their own plans.

##### Learning outcomes

- Children will be able to construct complex, non-fiction sentences using *-ing* openers.
- Children will be able to scan for key information during the course of their research.
- Children will be able to use a range of research skills to gather information.
- Children will be able to reread and read ahead to locate clues to support understanding of the text.
- Children will be able to summarise main ideas drawn from more than one paragraph.
- Children will be able to identify key details which support their understanding of the text.
- Children will be able to make notes effectively.
- Children will be able to plan their text.

## Year 5 Summer 2:

### English

#### Reports – Creative Learning Opportunities and Outcomes (contd.)

##### Writing

- Use the plan created. Use shared writing techniques to model a section at a time with the children. Focus on skills – use of complex sentences with *-ed* openers, and with *-ing* openers.
- Children follow the modelling each day from the whole class focus and use their own plan to inform writing.
- Use AFL, marking and feedback to adjust shared writing focus daily.
- Following modelling, provide children with opportunity to proofread for spelling and punctuation errors, working in pairs to suggest changes to grammar, vocabulary and punctuation in order to enhance effects and clarify meaning.

##### Learning outcomes

- Children will be able to write a non-chronological report which includes:
  - complex sentences with *-ed* openers.
  - complex sentences with *-ing* openers.
  - clear topic sentences.
  - devices to build cohesion.
  - features of non-chronological reports

##### Outcome

- A non-chronological report about an aspect of the Olympic Games.

##### Presentation

- Children could present their writing as a display in a public area of the school or share their reports with other classes, parents or governors.

## Year 5 Summer 2:

### English

#### Poems with Figurative Language – Creative Learning Opportunities and Outcomes

##### Creating interest

- Share a poem with simple imagery such as *Winter Morning* by Sue Cowling (in *Ramshackle Rainbow: Poems for Year 5* Chosen by Pie Corbett)
- Share also a selection of photographs/paintings on a similar theme.
- Ask the children to select the photograph or painting they think most closely matches the images created in the poem. Ensure they justify their choices by making reference to the text, explaining the imagery.
- Explain that, in this unit, they will be exploring the way poets 'paint pictures with words'.
- This will involve looking at figurative language which includes techniques such as simile, metaphor and personification.

##### Learning outcomes

- Children will be able to interpret simple imagery.
- Children will be able to justify their choices with reference to the text.

##### Reading

**Grammar:** Warm ups throughout the reading phase – focus on selecting appropriate vocabulary and language effects for impact, e.g. simile, metaphor, personification.

##### Reading and responding

- Through shared reading, read and explore a selection of poems which provide good examples of figurative language (particularly simile, personification and metaphor). These poems should be selected for the quality of the imagery; they need not link with the *Faster, Higher, Stronger* theme at this stage. Good examples include:
  - *A Poem to be Spoken Silently* by Pie Corbett.
  - *Sunset* by Gina Douthwaite.
  - *Smiles Like Roses* by Helen Dunmore.
- Explore the meaning of words in context by asking questions such as: *Can you work out the meaning by looking at the other words in the line or poem? What type of word is it? Does the root word help? Can you think of another word which would fit in and make sense? What definition(s) does the dictionary give? Using the appropriate dictionary definition, can you explain what the word means in the context of this poem?*
- Model and use book talk to deepen comprehension, using tentative language to propose, express and refine ideas, e.g. *I wonder whether...; Maybe...; At first I thought...but now...* Show the children how to reread and read ahead to locate clues to support understanding. Justify with evidence from the text.
- Provide opportunities for children to participate in discussions about poems, building on their own and others' ideas. Encourage them to build on their own and others' ideas. Model and provide speaking frame prompts where necessary, e.g. *I agree but also...; I hadn't thought about that, can you tell me more?*
- Provide opportunities for children to read other poems, matched to their reading ability. Encourage them to highlight figurative language and annotate these with their responses, describing the images created. Provide opportunities for them to discuss their preferences, make recommendations and give detailed reasons for their opinions.
- Learn some poems by heart.

##### Learning outcomes

- Children will be able to create language effects, e.g. personification.
- Children will be able to explore the meaning of words in context.
- Children will be able to discuss poems, building on their own and others' ideas.
- Children will be able to demonstrate their understanding, interpretation and response to the poetry through discussion and in writing.
- Children will be able to compare poems and explain their preferences.
- Children will be able to learn poetry by heart.
- Children will be able to take account of meaning when reading aloud.
- Children will be able to prepare, rehearse and perform a poem.
- Children will be able to improve their performance by listening to and acting on feedback.

## Year 5 Summer 2:

### English

#### Poems with Figurative Language – Creative Learning Opportunities and Outcomes (contd.)

- Prepare poems to read aloud and perform, showing understanding through intonation and expression so the meaning is clear to an audience. Rehearse and perform a poem or selection of poems for an audience. Children should be encouraged to improve their own performance by watching back a recording of it, or listening to and acting on feedback from peers.

#### Reading and analysing

- Identify examples of figurative language within different poems – metaphor, simile, personification. Discuss the effect of these on the reader. Highlight examples within the text and annotate, describing the effect of the techniques. Provide stems to support personal response, e.g. *It makes me imagine...; It reminds me of...; It makes it seem...*
- Analyse the structural features of the poems, e.g. How many stanzas does it have? Does anything change from stanza to stanza? How many lines does it have? What kinds of lines are used? Are they 'end-stopped' or 'run-on' (i.e. is the meaning complete at the end of the line or run on to the next line? Does the poem rhyme? If so, what is the pattern of that rhyme? Is there a rhythm?

- Children will be able to identify examples of figurative language within poems including metaphor, simile and personification.
- Children will be able to describe the effect of these on the reader.
- Children will be able to describe the structural features of poems.

#### Gathering content

**Grammar:** Warm ups throughout the gathering content phase – focus on selecting appropriate vocabulary and language effects for impact, e.g. *simile, metaphor, personification*.

- Use a poem as a model, e.g. *Cat Began* (in *Ramshackle Rainbow*; Poems for Year 5 Chosen by Pie Corbett), exploring each image in turn. This model could be used to write a poem about a famous Olympian, e.g. *Jessica Ennis Began* or *Usain Bolt Began*.
- Another option would be to create a series of similes and use to construct a poem about an Olympian. Support children in avoiding clichés when writing similes – see *Predictable* and *Clever* by Bruce Lansky on the Poetry website ([here](#)).
- Alternatively, for a personification poem, select an object related to the Olympics, e.g. a javelin. Again, provide line openers or a structure to support the imagery, e.g.
  - I am ...
  - I can see ...
  - I hear ...
  - I look forward to ...
  - I fear ...
  - I can never tell ...
- Thinking about the subject for the new poem, model how to generate a selection of ideas. Talk aloud thoughts about why each might be appropriate, modelling the decision making process. Encourage playfulness with language and originality of ideas.
- Provide opportunity for the children to generate a selection of ideas and discuss these with others.

#### Learning outcomes

- Children will be able to select language for effect.
- Children will be able to create language effects, e.g. similes and metaphors.
- Children will be able to generate a selection of ideas for writing.
- Children will be able to select from their ideas, considering the effect upon the reader.
- Children will be able to use a structure of a known poem to support their own writing.

## Year 5 Summer 2:

### English

#### Poems with Figurative Language – Creative Learning Opportunities and Outcomes (contd.)

##### Writing

- Use shared writing techniques to model the writing of a new poem using ideas and language from the gathering content phase.
- Focus on skills – selecting appropriate vocabulary and language effects for impact.
- Children follow the modelling from the whole class focus and write their own new poem(s).
- Use AFL, marking and feedback to adjust shared writing focus daily.
- Children assess the effectiveness of own and others' writing.
- They suggest changes to vocabulary to enhance effects and clarify meaning.
- New poems are learnt and performed.

##### Learning outcomes

- Children will be able to write a poem which includes:
  - a structure based on the model.
  - imagery created through carefully chosen words and phrases.
  - appropriate use of language techniques such as metaphor, simile and personification.
- Children will be able to edit and improve their own writing to enhance effects and clarify meaning.

##### Outcome

- A performance of poems learned by heart during the reading phase.
- Interesting and engaging poem(s) which use figurative language.
- A performance of the new poem(s).

##### Presentation

- Presentation of a poem to an audience e.g. assembly, other class, recorded for live playback.
- Presentation of poem with imagery using artwork or ICT combining words, phrases, images and sounds e.g. PowerPoint, Photostory3.