



Year 5 Poetry

based on Unit 2 Classic/narrative poems



Narrative Poems (based on the Primary framework for literacy, Poetry Unit 2 – Classic/narrative poems)

Key aspects of learning

Enquiry

Children will investigate an older narrative poem, seeking the answers to their own and others' questions. They will engage in drama and discussion and then plan and present an abridged version orally and visually.

Information processing

Children will identify relevant information from a range of sources and use this as a basis for a choral performance of an abridged version of the poem.

Evaluation

Children will present information orally, through drama and in writing. They will discuss success criteria, give feedback to others and judge the effectiveness of their own work.

Self-awareness

Children will discuss and reflect on their personal responses to the poems.

Communication

Children will develop their skills to reflect critically on what they have seen and read. They will develop their ability to present a poem orally and reflect critically on their own and others' work.

Resources for further work

Anthologies of poetry for children and the work of favourite individual poets; dictionaries; art materials; plastic coins; money bags; candle; telescope; sea shells; lengths of cloth (to use as costumes, or to represent billowing waves); a range of percussion instruments. You might also wish to use a digital camera, scanner, video and/or sound recording equipment and to arrange for access to the Internet and use of a computer for presenting pupils' own poetry.



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Glossary

adjective	A word or phrase that is linked to a noun to describe it, e.g. the <i>evil</i> monster.
alliteration	Deliberate repetition of the same sound at the beginning of several words that are close together.
anthology	A collection of poems or stories.
atmosphere	The general feeling a reader gets from a story or poem.
build-up	Sequence of events that leads to the climax of a story.
climax	The most exciting, interesting or important moment of a story.
development	When new events happen in a story.
metaphor	A way of describing one thing by suggesting it is really something else, e.g. 'She felt the slimy slug that was the dog's nose'.
mood	Another word for 'atmosphere'.
narrative	A story.
noun	A word that names a person, a thing or a feeling.
onomatopoeia	Use of a word that sounds like the thing it refers to, e.g. crash, whoosh, meow.
perform	To act out a story or poem, or to play music – when you do this, you take part in a performance.
personification	A way of describing non-human things as if they were people.
plot	A story plan.
problem	In a plot, a challenge that characters must overcome.
prop	An object used in a performance.
reading journal	A kind of diary where you write about the books you've read, giving your opinions and reactions.
resolution	The ending of a story – when all the problems are sorted out, we say they are <i>resolved</i> .
rhyme	Words rhyme if they have the same group or pattern of ending sounds.
rhyme scheme	The pattern of rhymes in a poem.
rhythm	A pattern of beats that can be heard when words are read out.
setting	The place in which a story happens.
simile	Likening one thing to another by using 'as' or 'like', e.g. 'as fast as the wind' or 'he smiled like a crocodile'.
style	The distinctive way in which something is written.
theme	The subject or message of a piece of writing.
verb	A word in a sentence that shows what someone or something does, e.g. 'The old lady <i>laughed</i> '.
verse	A group of lines in a poem – sometimes 'verse' is used to mean a complete poem.



Lesson notes

Chapter 1. Story poems

Learning objectives

(The following list comprises only the strands, numbered 1 through 12, that are relevant to this particular unit and chapter.)

6. Word structure and spelling (Refer to the Grammar activities bank for specific coverage of this objective and 'Merlin spelling puzzle' in Narrative Unit 2, *Traditional Tales*.)

- Spell words containing unstressed vowels.
- Group and classify words according to their spelling patterns and their meanings.

7. Understanding and interpreting texts

- Make notes on and use evidence from across a text to explain events or ideas.
- Explore how writers use language for comic and dramatic effects.

12. Presentation

- Use a range of ICT programs to present texts, making informed choices about which electronic tools to use for different purposes.

Learning outcome

- Children understand the differences between literal and figurative language and can use the text to explain the effects of imagery in a poem.

Activities

- Ask pupils to explore anthologies to find examples of narrative verse. They should then choose quotes and paint or draw pictures to accompany them.
- Encourage pupils to explore the style of an opening verse, taking notes, making sketches and suggesting titles for the poem.
- Read the first verse of the poem aloud with the class, perhaps with individuals taking particular lines. Encourage pupils to check unfamiliar vocabulary ('breakers', 'surly', 'swell', 'Ma') in a dictionary. Ask pupils to sketch their impressions of the story setting and display the pictures around the whiteboard. Ask: "How does this verse make you feel?" and "Who do you think is telling the story?" Pupils could note their impressions in reading journals. Ask: "What title would you give this poem?" and "What do you notice about the style of the poem?" The *Style statement* template can help pupils with this task. Pupils could add more to their notes as they view successive verses. Completed style statements could be added to reading journals.



Chapter 2. Character and plot

Learning objectives

(The following list comprises only the strands, numbered 1 through 12, that are relevant to this particular unit and chapter.)

3. Group discussion and interaction

- Plan and manage a group task over time using different levels of planning.
- Understand different ways to take the lead and support others in groups.
- Understand the process of decision making.

Learning outcomes

- Children understand the differences between literal and figurative language and can use the text to explain the effects of imagery in a poem.
- Children can reflect on how working in role helps to explore some of the complex issues within a poem.
- Children use their understanding of characters, language and plot to write in the first person.

Activities

- Ask pupils to write down what they think each character was thinking during a key moment in the poem. Ask them to work in groups to devise questions to ask the main characters. Role play could be used to explore more complex emotional issues.
- Ask pupils to work in groups to rehearse the poem using dramatic techniques before selecting and practising stanzas for a choral performance. Evaluate pupils' performances so that they can be improved based on chosen success criteria. As a class, examine the impact of theatrical effects in more depth.
- Pay particular attention to the last two verses of the poem. Ask: "What does happen at the end? Are any parts of the plot left unresolved?" (We don't find out exactly what has happened to the crew, or who the narrator is. Is the story told by a ghost? A survivor? Do the last lines mean Old Ma was calling the ship onto the rocks, or calling to the narrator for help?) Ask: "What does the poem mean when it says you can still hear Old Ma Shipwreck?" (Her ghost haunts the beach.) and "How does the narrator signal we have reached the end of the poem?" (Lines from the beginning are repeated – we're back where we started.) Were pupils' predictions about the ending of the poem right?



Chapter 3. Performance poem

Learning objectives

(The following list comprises only the strands, numbered 1 through 12, that are relevant to this particular unit and chapter.)

3. Group discussion and interaction

- Plan and manage a group task over time using different levels of planning.
- Understand different ways to take the lead and support others in groups.
- Understand the process of decision making.

4. Drama

- Reflect on how working in role helps to explore complex issues.
- Use and recognise the impact of theatrical effects in drama.

8. Engaging with and responding to texts

- Compare how a common theme is presented in poetry, prose and other media.

Learning outcomes

- Children demonstrate that they can work as a member of a group to plan, perform and evaluate a choral performance of a poem.
- Children demonstrate that they are able to evaluate and improve their performance in the light of comments from others.

Activities

- Challenge pupils to develop their own plans for a performance of narrative verses from *The Tale of Old Ma Shipwreck* or from a poem of their choice.
- *The Tale of Old Ma Shipwreck* is a fictional account from events that took place in 1698. Ask pupils to compare how the theme of life on board a sailing ship is presented in poetry, prose and other media. The 17th century is often referred to as 'The Golden Age of Piracy'. Ask pupils to research pirates and what life must have been like for sailors on voyages to other lands.

Extension task/homework

- Ask pupils to look again at *The Tale of Old Ma Shipwreck* or to choose a different narrative poem such as *Chocolate Cake* by Michael Rosen. Once they have chosen their poem, ask pupils to add a new verse to the narrative, substitute their own words and ideas or to imitate the style of their favorite poem.
- Ask pupils to produce and publish a record of their performance, e.g. as a recording, slideshow, video, or podcast.