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| **Title of Scheme: Writing Poetry** | **WEEK 1** |
| **Key Learning:**  Students learn some of the ways in which words can be manipulated to play with their shape, sound and meaning, for example in concrete poetry, riddles, puns and jokes. They learn how to expand noun phrases to create precise description and use the technique to write their own poem. They learn how compound nouns (kennings) can be used to create vivid description, and create their own kenning poem. | |
| **LESSON 1** | |
| **Learning Objectives:**   * Understand how poetry can use word play. * Know some different ways of playing with the shape, sound and meaning of words. | **Learning Outcomes:**   * Explain how language is used in the examples on *Playing with Words* PowerPoint. * Produce own riddle based on a noun. |
| **Introduction:**  Pairs:  Using *Christmas Cracker* *Jokes (1.1*) give pairs a joke: one reads the question, the other supplies the answer. Ask them to explain to each other how the joke works.  Whole class:  Referring to the terminology and examples in *Word Play (1.2),* share some of the Christmas cracker jokes and/or students’ own favourites, clarifying how the jokes play with words. | |
| **Development:**  Teacher:  Explain focus of the scheme of work - writing poetry with particular attention to word choices, sounds and rhythms, and creating images.  Use *Playing with Words* PowerPoint (slides 1-6) and the slide notes (*1.3*) to introduce poetry and language play.  Using Slide 7, introduce riddles as a form of word play, inviting answers to the examples shown.  Using Slides 8-9, show an example of a riddle in the form of a poem (*Bluebottle* by Judith Nicholls).  Pairs:  Clarify understanding of *noun* and give each pair a noun to write a riddle. You can use *Writing a Riddle*, *1.4* for ideas. | |
| **Conclusion:**  Whole class:  Share riddles. Focus feedback on most effective word choices.  If time (or as an alternative to writing a riddle), share students’ choices of favourite nouns or examples of the loudest and quietest nouns they can think of (e.g. a *screech, a whisper*). Ask students to illustrate the noun in the form of a concrete/shape poem. | |
| **Support:**   * Compose a riddle together as a whole class on an agreed noun, or use the option of making a shape poem, demonstrating an example and asking pairs to illustrate another independently. | **Challenge:**   * Give students a pattern to imitate in their riddle e.g. 4 lines with alternate lines rhyming or a question and answer format. Focus on precision in word choices. * Discuss examples of word play in more complex riddles e.g. 1000 year old Exeter riddles (see *1.5* for an example). |

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| **LESSON 2** | |
| **Learning Objectives:**   * Understand how to build descriptive detail by using extended noun phrases. | **Learning Outcomes:**   * Write an individual poem which uses the technique of listing extended noun phrases. |
| **Introduction:**  Whole class:  Use the *Noun Phrase Generator Game*, *1.6* to demonstrate how to create extended noun phrases. Avoid explaining all the grammar, but stress the ‘blocks’ that are important and help students see the patterns being used, emphasising how extended noun phrases create a vivid picture/image for the reader.  Complete some examples together, then give pairs time to experiment.  Share some examples of the noun phrases that students have created.  Use *Playing with Words* PowerPoint (slide 10) to reinforce understanding of how to form extended noun phrases. | |
| **Development:**  Whole class:  Introduce a poem that uses extended noun phrases to create images e.g. *Child on Top of a Greenhouse* by Theodore Roethke or *Childhood Tracks* by James Berry, an extract from which is used on the worksheet *Images from Childhood, 1.7*.  Hand out this worksheet and explore the poem, for example by answering together the questions in the first two rows and asking pairs to answer the question in the last row.  Stress how the poem is a list of extended noun phrases which paint visual images of the small village in Jamaica where James Berry grew up. Demonstrate how the non-finite verbs and the use of the senses create an immediacy to the scene, as though the poet is reliving his memories. Collaboratively, as a whole class, create a ‘final line’ for this poem which ‘resolves’ the series of non-finite verbs with a main clause.  Link back to the work on the noun phrase generator.  Individuals:  Establish writing task: a four or five line poem which uses the technique of listing and extending noun phrases to paint a vivid picture. Suggested topics:  A family celebration  A place that’s special to me  A room in my house  A memory from childhood  Display slide 10 and refer back to the worksheet to remind students of the technique.  Slide 11 provides an example which could be used for teacher modelling and shared composition. | |
| **Conclusion:**  Pairs:  Each read their poem to a peer partner, then discuss how effective the noun phrases are in creating images with words. Revise in light of feedback.  Collect in the drafts of students’ poems at the end of this lesson to return to them for final revision in Week 4. | |
| **Support:**   * Limit the headings and number of examples on the noun phrase generator grid. * Use teacher modelling and shared composition to support students in the writing task. | **Challenge:**   * Deliberately build detail both before and after the head noun (using pre- and post- modifiers) and consider rhythmic effects of varying patterns in this way. * Explain techniques explicitly, using appropriate terminology. |

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| **LESSON 3** | |
| **Learning Objectives:**   * Understand how compound nouns (kennings) can be used to create description. | **Learning Outcomes:**   * Write an individual kenning poem about an animal, composed of compound nouns. |
| **Introduction:**  Whole class:  Display ‘*Feather*’ kenning from *Kenning Examples, 1.8* and, as students arrive, ask them to work out what is being described.  Can they see any patterns in the way that language is used in this poem? | |
| **Development:**  Teacher:  Using *Playing with Words* PowerPoint, slides 12 – 15, and the slide notes (*1.3*), introduce and explain kennings. Check that students understand the compound noun structure and recurrent patterns e.g. the nouns are often joined with a hyphen and the second noun often ends *–er*.  Pairs:  Create as many kennings as possible for the objects *comb* and *pencil.*  The aim here is to promote playfulness with naming, so encourage students to write down as many kennings as they can think of and not to judge how good they are whilst creating them – often the most obvious, literal descriptive ones come first (e.g. pencil - word maker) and the more creative, metaphorical ones come later (e.g. pencil – lie creator).  Whole class:  Hear examples of students’ kennings. When taking feedback, look for these later more imaginative kennings but also highlight that the more imaginative you try to be, inevitably some will be less successful and that this kind of playing and risk-taking is good.  Teacher:  Use *Examples of Kennings, 1.8* to show various ways kennings can be arranged to create a poem.  Individual:  Either taking an animal you know, such as a pet, or a more exotic animal (crocodile; lion; python), make as long a list as possible of kennings which describe that animal. Draft a kenning poem to describe your chosen animal.  As with the previous task, you can encourage students to write as many as they can to start with, and then to spend time shaping them into a poem. If they are writing about their own pets, encourage them to think about kennings which describe their pet’s unique characteristics or habits; and for all, encourage them to go beyond the literal descriptive kennings, to the more metaphorical or imaginative ones. | |
| **Conclusion:**  Pairs:  Read each other’s kenning poems and choose one kenning which you think is particularly effective and be prepared to explain why.  Whole class:  Hear 3 or 4 choices and probe the explanations.  Collect in the drafts of the kenning poem at the end of this lesson to return to them for final revision in Week 4. | |
| **Support:**   * Collect animal kennings as a whole class, e.g. using the cat example from *1.8,* to secure understanding of compound noun structure. | **Challenge:**   * Experiment to find the most effective sequence and structure for their kenning poem. |