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| **Title of Scheme: Writing Poetry** | **WEEK 4** |
| **Key Learning:**Students consolidate their learning about poetry by devising an advice sheet for other students. They use success criteria to guide their revision and presentation of the three draft poems written during the scheme. They annotate one of their poems to explain the effect of their language choices. |
| **LESSON 1** |
| **Learning Objectives:*** Consolidate understanding of how poetry plays with language.
 | **Learning Outcomes:*** Produce an advice sheet for other students, illustrating how to write effective poems.
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| **Introduction:**Individual: Collect together and re-read the three poems drafted during the poetry scheme: the extended noun phrase poem from Week 1 Lesson 2; the animal kenning from Week 1 Lesson 3, and the personification poem from Week 3 Lesson 3.  |
| **Development:**Teacher: Using the final slide of *Playing with Words* PowerPoint and *1.3 Slide Notes,* recap all of the ideas and concepts introduced in the poetry scheme. Explain that the three poems will be assessed.Groups: Referring to the PowerPoint slide, students reflect on the learning from the scheme and decide what advice they would give other students about how to write effective poems, using *4.1 Poetry Advice Sheet* to present their ideas. They should provide examples of the techniques they refer to. These can be from published poems and from their own writing.Whole class:Share students’ advice about writing poetry. You could do this within the class, e.g. by each group presenting their ideas to an envoy from another group; or you could arrange for students to teach a mini-lesson to another class, using their advice sheets as a resource. |
| **Conclusion:**Pairs: Students read aloud to a partner one of their three poem drafts and discuss its strengths and what might be improved.Individual:Redraft poem in the light of peer feedback and with reference to their poetry advice sheet. |
| **Support:** * When you recap learning from the scheme, focus attention on 3 or 4 key techniques you want students to consolidate when revising their own poems.
* Using a draft example of your own poem, model for students how to highlight strengths and decide on what might be improved.
 | **Challenge:*** In the advice sheet, avoid merely repeating the list of techniques presented on the PowerPoint slide. Show understanding of techniques by selecting carefully, explaining in detail in own words, and by providing examples.
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| **LESSON 2** |
| **Learning Objectives:*** Be able to use success criteria to revise and evaluate own poems.
 | **Learning Outcomes:*** Redraft and present the three poems written during the scheme.
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| **Introduction/Development:**Teacher:Hand out *4.2* *Play with Words Guide* and briefly explain it. Invite students to add their own key points, for example by recapping the advice sheets they prepared in the previous lesson.Demonstrate revising a poem, ideally using your own writing as a model (for example your school object personification poem), modelling the redrafting process for students and making writing choices explicit. You might want to look again at Owen’s redrafting, using *2.6* the original manuscript of *Dulce et Decorum Est*.Individual: Individual time to revise and refine the three poems, using the *Play with Words Guide* to help thinking. Students can also refer to their own advice sheets and the *Playing with Words* PowerPoint summary slide. |
| **Conclusion:**Pairs/whole class:Share examples of revisions made and explain how they have improved the writing.You can use *4.3 Designing Writing Prompts* to encourage evaluation. |
| **Support**:* Use small-group guided work to support students’ redrafting and to encourage explicit discussion of writing choices.
 | **Challenge:*** As well as the more obvious vocabulary changes, consider the effects of structural changes to line length and line order and to emphasise sentence patterns matched to sound and meaning.
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| **LESSON 3** |
| **Learning Objectives:*** Be able to use success criteria to revise and evaluate own poems.
 | **Learning Outcomes:*** Redraft and present the three poems written during the scheme.
* Annotate one poem to explain language choices.
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| **Introduction/Development:**Individual: Finalise revisions and prepare the final presentation version of the three poems, using ICT if possible.Individual:Annotate one of the three poems with comments, explaining the language choices made in the poem and the reasons for them. |
| **Conclusion:**Pairs/Groups: Swap poems and read each other’s poems. Teacher: Collect the poems in for marking and end the scheme of work by reading a poem that you like. |
| **Support**:* Model the process of annotation, using own poem as an example.
* Focus attention on a limited number of clear success criteria, using them as a checklist for students’ revisions and to guide annotations.
 | **Challenge:*** Make annotations specific and detailed, emphasising reasons and effects of language choices.
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