

# Literacy

Term: Spring 1 Weeks: 4,5

Class: 6 Year: 3 Teacher: MB TA/Support: AS



Resources: Pencil Me In <https://www.youtube.com/watch?v=UxyS8fs1nBg> , De Rap Guy, Funky Chicken, Poetic, <http://www.channel4learning.com/sites/waywithwords/main.html> - Channel 4 site to explore Benjamin Zephaniah

	Scaffold:	Engage: Model:	Scaffold:	
	Objective:  Outcomes - Success Criteria:	Teacher Input and Teaching Tasks/Activities:	Independent Tasks, Differentiation and Support:	Assessment:
1	<p>LA-Learn about a well-known poet HA- Write a new verse based on a familiar poem</p> <p><b>Speaking &amp; Listening</b> Speak audibly and fluently. Gain, maintain and monitor attention of listener Participate in presentations and performances</p>	<p><a href="http://aucklandlibrariesteem.blogspot.co.uk/2010/07/for-word.html">http://aucklandlibrariesteem.blogspot.co.uk/2010/07/for-word.html</a> copy of For Word</p> <p>Read <b>For Word</b> by Benjamin Zephaniah as the chn come into the room. Explain that this poem is written by a well-known poet, Benjamin Zephaniah. Discuss what chn might know about him. This is a poet who LOVES words. All his poetry is about words as we will find out! He is also a rap poet. <i>What do you think this means? How is this diff from some of the other styles of poems you have looked at? Maybe this style is a bit more fun/accessible than a traditional poem style?</i> Read <b>For Word</b> again with an enlarged version visible for chn to follow. <i>What do they notice about the layout of the writing in the poem?</i> Look at the different ways that the word "words" is written. Discuss that words are everywhere in all our lives.</p>	<p>LA- Writing additional verses for a poem LA-think of diff places they might find words &amp; then think how those words might make them feel, e.g. birthday card- excited <i>Thank you for the words that make me feel excited and loved</i>. They take it in turns to say a thank you and their partner writes it on a strip of paper (see resources) They complete a few, read through and think of the best order for their lines. HA-write a new verse for the poem using a similar format to the original. They begin their new verses with: <i>Thank you for the words...</i> trying to think of rhyming couplets. Chn try to write 4 lines (2 rhyming couplets), e.g. <i>Thank you for the words that make me smile, Thank you for the words that might take a while, Thank you for the words that make me want to dance, thank you for the words that give me a second chance...</i></p> <p>HA_Chn brainstorm ideas about places they might find words and how the words might help them or make them feel, e.g. instructions- words that</p>	<p>Chn read out their poems individually or in their pairs. Make a class display with the poems around the original.</p>

			explain, letter of apology- forgiveness, report-sadness/joy/confidence.	
<b>2</b>	<p>LA-Learn about a well-known poet and how his background influences his poems. Vocabulary- Translating' a poem into standard English, working out what some words might mean</p> <p><u>Vocabulary</u> Diversity</p>	<p><a href="https://www.youtube.com/watch?v=dOO2kTc-zXY-">https://www.youtube.com/watch?v=dOO2kTc-zXY-</a> Benjamin Zephaniah interview</p> <p>Explore the short biography of Benjamin Zephaniah (see resources) and discuss any points that arise. <i>Were any points surprising? Did he like school?</i> Watch the interview of Benjamin Zephaniah with questions posed by children. (This is a 9 min video so parts can be skipped.) Discuss the word 'diversity' that is mentioned lots in his answers. <i>What does this word mean? Why is it so important?</i> Now read the poem <b>I de Rap Guy</b> on page 26. <i>Why is it written in speech bubbles? Because it is a rap that is meant to be read out loud! What does it mean? Are there parts that chn found confusing? Or words that they don't know the meaning of? Model 'translating' the first speech bubble with the chn's help. What do they think the words 'fasta' means? What might he mean by "not a puppet on a sting"?</i></p>	<p>LA- understand the meaning of a poem Provide copies of poem <b>I de Rap Guy</b> to small mixed-ability groups. Ask chn to read it, maybe taking a speech bubble each, before looking at each one in turn and trying to 'translate' what Benjamin Zephaniah is saying. When they come across a word they are unsure about, they discuss it with the group, listening to each other's ideas and looking at the context to help. HA- chn can help scribe the speech bubbles into standard English on the sheet provided.</p>	<p><b>Plenary:</b> Discuss chn's thoughts. Point out how the poem would not work (i.e. would not carry its passion or its meaning) if it were written in standard English. How it's written is a celebration of the <b>diversity</b> of English (accents, different patois, dialects)</p>
<b>3</b>	<p>LA-Discussing meanings of phrases within a poem</p> <p>HA-Use commas and joining words</p>	<p>Read <b>If Yu See</b> to chn. <i>What is Benjamin Zephaniah trying to say in this poem?</i> Chn discuss with a partner and feedback their ideas. For example: <i>He plays on words zebra crossing and a flower flowering.</i> OR <i>You can let some things Zephaniah go but don't let anyone tell you they are better than you!</i> Write the sentence: <i>If you see someone who's bossy, tell dem who's boss, if you see someone wid knowledge, let dem know.</i> Point out the use of the comma. Explain that 'if' is a joining word and although it is at the front of the sentence it is what joins the first clause (If you see someone who's bossy) to the main sentence (tell dem who's boss.) Brainstorm a few ideas based on If you see..., e.g. <i>If you see a toaster toasting...a lighthouse lighting ...brush, brushing, freezer freezing.</i></p>	<p>In pairs, give chn time to discuss their ideas from main session and brainstorm more ideas for a 'If you See...' poem. LA- chn write some sentences based on these using a comma when listing the things they see. Y3 chn put their ideas together and create a verse in a similar style to the original. Remind chn to use commas and joining words to link the lines (clauses) together.</p>	<p>chn read out their poems to the rest of the class.</p>
<b>4</b>	<p>LA-Read unfamiliar poems using phonics knowledge HA-Discuss preferences of poems</p>	<p>Look Dis Poetry by Benjamin Zephaniah &amp; explore it with the chn. Look at some of his influences by clicking on the different genres of writing and then listen to the animated clip of <b>Dis Poetry</b>. Look at the synopsis of the poem page. Read out the parts of the poem they talk about, e.g. 'De tongue plays a beat'. Ask chn to discuss what it might mean in pairs before looking through the meaning underneath. Repeat with other lines from the poem.</p>	<p>LA-Chn read through the poems first in their groups, helping each other with any tricky or unusual words. Encourage chn to use different reading strategies to work out how to pronounce these. All-Organise chn into differentiated reading groups and give each group a copy of a poem. Select other B Zephaniah poems chn might know as well. Once</p>	<p><b>Plenary:</b> Discuss which poems chn liked and why. <i>Was it the subject? The rhythm or the layout?</i> Encourage chn to give reasons.</p>

			<p>they have read the poems a couple of times to get the correct rhythm and fluency, ask them to underline any words/phrases which may be tricky to understand. Take each one of these and discuss in their groups what these might mean if they were translated into standard English. They can then move onto another poem and repeat.</p> <p>Middle readers: De Rong Song – p38 &amp; Good Hope p62.</p> <p>Higher readers: De Magic Poem p 44, This Orange Tree, p47</p> <p>Lower readers: Big Baby P80, and Home alone p 81.</p>	
5	<p>LA-Learn a poem by heart HA-Perform a poem</p> <p><b>Spoken Language</b> Participate in discussions, presentations, performances and debates Select and use appropriate registers for communication</p>	<p>Show the copy of <b>Pencil Me In</b> p88 or see resources. Read the poem out loud to the chn not paying attention to the rhythm and reading it in a 'bored' voice. <i>What did they think of it? Were they inspired by it?</i> Probably not! Explain that it is one thing to read out words from a page but another to give a really good performance and make those words come to life! Now listen to it again but this time with Benjamin Zephaniah reading it out loud. <i>What did they think of it now?</i> Explain that his poems are made to be performed and read out loud. <i>What is the poem about?</i> Chn discuss in pairs then feedback their thoughts. Talk about how the poem is almost turning the pencil into a human by thanking it for all the things it does! This is called personification. Read through it again slowly with chn joining in. Listen to Benjamin Zephaniah's performance again and on the second time encourage chn to read out loud alongside it.</p>	<p>LA-Give chn copies of <b>Pencil Me In</b> and tell them that by the end of the session we are going to perform the poem altogether. Give each pair/small group a verse to focus on. Talk about what makes a good performance, e.g. clear, loud voices, not rushing but keeping a steady rhythm.</p> <p>HA-Once chn have read it loud and are confident at their verse, tell them to test each other line by line. They try and remember the lines off by heart and help each other where necessary. After some practice, chn then hide their sheets and see if they can remember the verses completely off by heart. They keep remembering to add expression and keep the rhythm even though they are trying to remember the lines!</p>	<p>Bring chn back together and perform the poem.</p>
6	<p>Know what makes a good performance 2. Rehearse and perform a poem</p>	<p>Have <b>Pencil Me In</b> playing as chn settle. Once they realise what is playing, encourage them to join in with the poem where they can. Remind chn how much better the poem sounds out loud rather than just written on the page. Read <b>Funky Chicken</b> p90. Explain that it is quite a tricky poem to get the rhythm right when reading it for the first time. So we may need to practise lots until it sounds as good as it was meant to be! Read the poem out loud another couple of times. Read it again with chn joining in where they can.</p>	<p>LA- chn that they are going to perform a poem to go on the school Blog (or be performed in front of another class/assembly)! <i>What do they need to remember to make their performance really good and make people want to listen to it?</i> Discuss and feedback their suggestions.</p> <p>HA- Read and perform a poem Give Y3 pairs a copy of <b>Funky Chicken</b> (see resources) and ask them to read through the poem trying to improve their performance each time. They don't have to learn this poem by heart but they do need to be able to perform it really well</p>	<p>Record their performances either by video or just audio recording and publish them on the school Blog. Or invite another class in to watch the performances.</p>

			<p>with lots of enthusiasm! Y2 chn revisit <b>Pencil Me In</b>. They organise themselves into a bigger group with different pairs that had different verses so that hopefully the whole poem is covered by their group. If this cannot be done then chn could learn another verse to ensure they can perform the complete poem. . Monday: Read fluently Chn re-read their poems over and over to make sure they will have a confident, fluent performance.</p> <p><b>Plenary:</b> See Spoken Language 2</p>	
7	<p>Know that there are different types of sentences</p> <p>2. Know what type of punctuation is needed for different types of sentences</p>	<p>Show chn an enlarged copy of <b>Poetics</b> p30 (see resources). This is another Benjamin Zephaniah poem. Read it out loud and then read it slowly again with chn joining in. Write '<u>There are poems on your face</u>' on the f/c. <i>What type of sentence is this?</i> Establish that it is a statement. Tell chn that a statement tells us something. <i>What do they notice about the punctuation involved?</i> Point out the capital letter at the start and the full stop at the end. Now write '<u>Where can I find poems?</u>' <i>What type of sentence is this?</i> Establish that it is a question. <i>How do we know this?</i> Because it has a question mark at the end instead of a full stop. Point out that it is still a sentence but it asks a question. Now write '<u>Go and find some poems.</u>' This is a command. Discuss the bossy verbs 'go' and 'find'. Tell chn that this also has a capital letter at the start and a full stop at the end. Now write '<u>Poems everywhere!</u>' This is an exclamation. Point out capital letter and exclamation mark</p>	<p>Mixed ability- Writing different types of sentences</p> <p>Organise chn into mixed ability small groups. Give each group four large pieces of paper with the titles: Statement, question, exclamation and command. Cut up some lines of the poem '<b>Poetics</b>' (see resources) into strips and place face down on each table. In their groups, chn pick a line, read it, then brainstorm ways to turn it into a question, exclamation, statement or command using the line as a starting point, e.g. 'There are poems on me toast' might become 'Are there poems on my toast?' And "Poetry will never stop.' might become "Poems never stop!' Once agreed, chn write the new sentence, making sure they've added the correct punctuation on the correct sheet. They make sure they have an even number for each type of sentence. Once they get confident they can work on some by themselves or with a partner.</p>	<p>Read out "question' and ask each group to read out one of their examples. Repeat for the other types of sentences.</p>
8	<p>Discuss the possible meaning of a poem</p> <p>2. Use commas in a list</p>	<p>Read <b>Derek in Heaven</b> p60. <i>What do they think about the poem? What happens? What might it mean?</i> Chn discuss their thoughts with a partner. Feedback &amp; discuss as a class. Explain that anything can happen in poems because they are your ideas! <i>What forms does Derek take in the poem?</i> Enlarge poem; go though it slowly with chn, making a list of creatures, e.g. beetle, pig, flying pig, bird. <i>What have I added to my list? Commas! Why have I used them?</i> Establish that commas are useful because they separate the words &amp; create a slight pause when reading aloud, so the reader knows how the poet meant it to be read. Zephaniah started with Derek as a beetle before changing. <i>What other creatures might he have picked to start with? What could they have changed into?</i> Chn discuss in pairs then team up with another pair and share ideas.</p>	<p>Using commas in lists</p> <p>Chn use their strips of paper to write a sentence about their changing creature, e.g. <i>He started as a rat then changed into a rabbit, a mouse, a worm and then a mole.</i> Tell chn that they must use commas in their lists to separate their creatures as well as full stops and capital letters.</p> <p>HA- Writing alternative ideas for a poem</p> <p>Using their ideas from the main sessions, chn think of a creature they could start with. Give each child half a piece of A4 paper cut lengthways and then folded into (Y2 4 strips) (Y3 5 strips) lengthways.</p>	<p><b>Plenary:</b> Chn share their ideas for their changing creatures with a new partner.-</p>

			They draw and write their first creature on the first fold then think about some other creatures it might turn into and draw/write these on the next folds.	
<b>9</b>	Understand the features of direct speech 2. Begin to understand how to punctuate direct speech	Re-read <b>Derek in heaven</b> p60 then discuss creatures in the poem and creatures on strips of paper chn generated yesterday. Choose two creatures, e.g. Derek the Rat and Derek the Bird. Write this conversation. "I like to rap," whispered Rat Derek. "Well, I fly around animal heaven," replied Bird, "And I find lots of poems there." Ask chn to discuss what is special about this piece of writing? <i>What have I had to use?</i> Feedback, pointing out the features of direct speech and record on the f/c: <ul style="list-style-type: none"> <li>• Speech marks, enclosing what is said (like a speech bubble)</li> <li>• Capital letter at the start of what is said.</li> <li>• Use of powerful verbs instead of 'said' ..., e.g. replied, responded, whispered.</li> <li>• Point out the use of commas (if what is said is not finished)</li> </ul> <a href="#">Composition 3/Grammar 4</a>	Thursday Writing dialogue Using their initial ideas for a conversation between the two animals, chn write the dialogue using the features of direct speech. Encourage chn to keep referring back to the bullet points written down in the main session to make sure they have included all of these. Make sure Y3 chn have used a good range of powerful verbs and not just 'said'.  HA- Writing dialogue Chn pick two creatures from their folded lists from yesterday. <i>What might the two creatures be saying to each other?</i> Chn invent their own dialogue between two creatures.	<b>Plenary:</b> Chn pair up and take it in turns to read out each of their dialogues. Choose some chn to read them out to the rest of the class using good expression.
<b>10</b>	Create a new poem based loosely on the style of a familiar one 2. Use commas within a list	Re-read <b>Derek in Heaven</b> p60 again. Hand out chn's folded creature lists from Wed. Tell chn that we will try to turn these lists into a new list of poems in the same style as <b>Derek in Heaven</b> . We will 'maggie' some of the first part to get started then we add our own parts. Model writing a poem using some ideas from chn's sheets, e.g. <i>Sammy in Bristol, swallowed a poem, that little poem just kept on shrinking, Sammy grew smaller, until she was small. Then Sammy the Rhino turned into a...</i> Use chn's ideas, then go on to say what the creature liked doing. <a href="#">Grammar 5</a> <a href="#">Composition 3/</a>	Writing a poem using commas As chn are writing their poems, remind them to use commas when listing items, e.g. Funny, furry Fred... as well as using full stops and capital letters in the correct places. Some chn might also be able to add lines using some of the different sentences discussed in Tuesday's lesson, e.g. <i>Do you know what he did? What happened next?</i> <b>Plenary:</b> See Composition 5 HA-riday Writing a poem Chn write their own poems loosely based on <b>Derek in Heaven</b> . They give their first creature a name and a place, keeping some of the first part the same as the original but changing some others, e.g. Sammy in Bristol, swallowed a poem just kept on growing, Sammy grew smaller...Chn need to think about whether their first creature will get bigger/ smaller (this depends on their 2 <sup>nd</sup> creature) then they can adapt the text accordingly. They say what each creature liked doing, trying to use some alliteration (Y3), e.g. She turned into a snail, Slimy, slinky Sammy loved crawling around... OR He	<b>Plenary:</b> Collect chn's poems together and create a class book. Invite another class in to listen to chn read out their poems.

			turned into a bear, Busy, bulbous Barney loved running around	
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