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| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Monday**  Grammar starter  Jack and the Beanstalk Poem activity | **Tuesday**  Grammar starter  Turning their narrative into a poem | **Wednesday**  Illustrate poem | **Thursday**  Grammar starter  Publishing poem | **Friday**  Reading comprehension | | |
| Metacognitive strategies  The learning sequence in the next column is spilt into a number of sessions. Each session will have a main metacognitive focus but will often include other elements as well. The metacognitive strategies are listed below. | Image result for reading cartoonLiteracy Tasks (offline and online)  Main learning objectives:   1. To understand how to use features of a narrative poem in writing. 2. To understand how to use figurative language.   Desired outcome: To write a narrative poem based on their quest narrative.  This unit of writing will be developed over two weeks.  Written work to be submitted **by Friday 4th February 2022**. |
|  | Work can all be found on the PowerPoint  **Lesson 1**  **Read through the powerpoint**   * What does narrative mean? Narrative means telling a story. * Narrative poems can come in all shapes and sizes. Some narrative poems can be very long, like a novel written in **stanzas**. The title of the poem is usually very simple, like fairy tale titles are. * These poems may or may not **rhyme**. Sometimes, the poem is designed to be performed to music, like a song. * Narrative poetry is a very old tradition. Historically, humans have been telling stories through poetry for thousands of years. * Turning long stories into poetry and songs makes them easy to remember and exciting to listen to. In the past, people have relied upon performing poetry to make a living or to pass on legends and historical tales. * What narrative poems have we studied? Jabberwocky and Beowulf. * Read through the Ballad of Hansel and Gretel as a class. * Talk about the rhyming scheme in the stanzas it follows an abcb scheme – the second and last line rhyme. * Introduce Jack and the Beanstalk – recap the story as a class and model identifying the key parts of the story that can be used in a narrative poem. On the pp, talk through syllables and how many each line of each stanza should have (7, 6, 8, 6). Children should keep this in mind when writing their poems.   **Activity:** Continue writing the narrative poem about Jack and the Beanstalk in rough work books.  **Lesson 2 and 3**  **Grammar starter – mixed grammar test style questions to be completed as a class – discuss and address misconceptions**  Recap the previous lesson’s learning:   * What is a stanza? * What is a syllable? * What is a rhyme scheme? * What rhyme scheme did we use yesterday?   Share their completed Jack and the Beanstalk narrative poems. To promote and develop oracy, children should stand at their seats to read their poems to the class. As children to pick out what they liked about each other’s poems – children can listen to their partner read their poems about and discuss what they liked about their poems.  Recap their quest narratives – what happened in them? Share some examples of work with the class.  Children are going to be further developing their poetry writing skills and what they had learned in the previous lesson to turn their quest narratives into a narrative poem.  As a class, write the first stanza of a poem and allow them to continue it – focusing on the rhyming scheme and syllable structure of each stanza.  **Example:**  On a hill in the village, (7) (a)  Sat King Hrothgar’s mead-hall, (6) (b)  Everyone was amazed by it, (8) (c)  He’d say come one come all. (6) (b)  **Activity 1:** Begin turning their quest narratives into narrative poetry following the same style as the previous lesson.  Rhyming scheme: abcb.  Syllables: each stanza should follow (7, 6, 8, 6).  **Activity 2:** Once finished writing their narrative poems, children are to illustrate it with imagery that match the story being told. This is to prepare to publish their poems for the classroom display in the following lesson.  **Lesson 4**  **Grammar starter – mixed grammar test style questions to be completed as a class – discuss and address misconceptions**  Share children’s narrative poems to the class. To develop oracy, children to stand at their seat to read their poem aloud to the class. Children to work in pairs to read and listen to their partner’s poems and give feedback and to check the rhyme scheme and syllables in each line.  If children have not finished illustrating their poems, they can spend more time perfecting it before moving on to publish their work on paper to be put up in a classroom display.  **Activity**: edit and publish work (including neat illustrations). |
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