

MAIDENSBRIDGE PRIMARY SCHOOL



The Poetry Writing Process

PHASE 1	Reading and appreciating	1-2 Days	EYFS	<ul style="list-style-type: none"> - Reading the poem together - Oral rehearsal with actions - Looking at simple features e.g., title, poet, and simple rhyming pairs.
			KS1	<ul style="list-style-type: none"> - Reading and responding to simple questions e.g. what do you like/dislike about the poem? Does anything puzzle you about the poem? Does the poem remind you of another poem or book? Why? - Identifying simple features e.g. title, poet, number of lines; circling rhyming couplets; identifying age-appropriate vocab used by the poet e.g. adjectives, nouns, powerful verbs etc. - Opportunity to look at other poems by the same poet or poems on the same theme by other poets. - Drama/adding sound scapes to a poem/oral rehearsal with actions. - Write a simple review.
			LKS2	<ul style="list-style-type: none"> - Comparing and contrasting to other poems by the same poet or poems on a similar theme by different poets. - Drama/ adding sound scapes to a poem - Identifying more complex poetic devices e.g. use of alliteration. - Identifying use of syllables specific to genre e.g. Haiku or Tanka. - Identifying/labelling lines, verses, stanzas - Labelling rhyme schemes. - Identifying vowel rhymes (assonance). - Responding to more complex questions e.g. tell me more about... What led you to think that? Tell me what you thought about? What came into your head when you read? Have you ever come across anything like this before? Can you extend that idea for us?
			UKS2	<ul style="list-style-type: none"> - Appreciating the poet's craft – looking at a range of poetic devices e.g. use of symbolism or imagery, figurative language, similes, metaphors, personification, and onomatopoeia. - Comparing and contrasting use of poetic devices with those used in other poems either by the same poet or different poets. - Labelling more complex rhyme schemes; use of assonance and rhythm. - Sequencing a cut-up version of an (unseen) poem following genre specific success criteria e.g. Sonnet or Cinquain. - Identifying more complex use of syllables specific to genre e.g. stressed, unstressed and iambic pentameter in Sonnets. - Identifying/commenting upon the effect of lines, verses stanzas, refrains and couplets. - Sorting famous lines taken from Shakespeare using different criteria e.g. heard before/never heard before, blank verse/iambic pentameter/other.

PHASE 2				<ul style="list-style-type: none"> - Responding to more complex questions to do with poet's use of language e.g. How has the poet used figurative language? Why has the poet chosen to use onomatopoeia?
	Gathering Ideas	1-2 Days	EYFS	<ul style="list-style-type: none"> - Making suggestions on how to innovate simple, well-known rhymes. - Making lists of vocab suitable for poem
			KS1	<ul style="list-style-type: none"> - Drama - Short bursts of writing to capture ideas e.g. creating word banks of adjectives, powerful verbs, or adverbs suitable for the intended outcome. - Making lists of alliterative names e.g. acrobatic Abi or alliterative sentences e.g. lazy lizards licked luscious lollies. - Odd one out games to create rhyming pairs e.g. cat, rat, ball. - Using simple dictionaries or thesauri to collect vocab. - Making structured plans.
			LKS2	<ul style="list-style-type: none"> - Use of dictionaries and a thesaurus to generate synonyms/ antonyms. - Use of rhyming dictionaries to create rhyming couplets. - Short bursts of writing to collect ideas for writing e.g. making word banks or phrase banks and counting syllables in preparation for Haiku or Tanka. - Drama - Mime – individuals or groups mime the poem. - Respond to the poem in another form e.g. a letter, diary entry, message, or newspaper article. - Making structured plans.
			UKS2	<ul style="list-style-type: none"> - Short bursts of writing to create similes e.g. using sentence starters: as deep as the.... As light as a.....As slow as a....As high as a....As flat as a.... - Personification games e.g. children make a list of objects and a list of verbs and then make the objects carry out some of the actions, thus bringing them to life. - Metaphor games e.g. take an animal, an object or an abstract noun and then compare them to a suggested list e.g. a person, a place, a feeling, a colour, a number, a fruit, a vehicle. - Respond to the poem in another form e.g. a letter, diary entry, message, or newspaper article. - Interview the poet in role as a journalist and write a newspaper article. - Poetry innovations: select a line or phrase and imitate to generate ideas e.g. a phrase from the opening of Blake's The Tyger could be used: In the forests of the night, In the tunnels of the sky etc. - Generate lists of onomatopoeic words or phrases. - Generate word banks of words containing stressed and unstressed syllables. - Use of dictionaries and thesauri to generate vocabulary.

PHASE 3

Independent Writing

1-2 Days

EYFS

- Orally innovating well known rhymes or poems.
- Simple writing outcomes linked to the poem.

KS1

- Written outcome using cloze procedure.
- Some independent ideas.
- Follow simple criteria to create independent writing.

LKS2

- Written outcome using a scaffold/cloze procedure and independent ideas.
- Independent outcomes written by following genre specific success criteria e.g., Haiku/Kenning.
- Independent outcomes:
 - 1) Written in the style of the original using success criteria generated with the children.
 - 2) Written to given success criteria that may not match the original poem but include some features.
 - 3) Written from a different perspective e.g., time, place, or different character's point of view

UKS2

- Independent outcomes written following genre specific success criteria e.g., a Sonnet.
- Independent outcomes:
 - 1) Written in the style of the original using success criteria generated with the children.
 - 2) Written to given success criteria that may not match the original poem but include some features.
 - 3) Written from a different perspective e.g., time, place or different character's point of view.
 - 4) Inspired by short extracts taken from great writers such as Shakespeare.