



Spring 1 English Poems to Perform

Y1

Writing Outcomes:

1. Alliterative List Poem
2. Drama – Performance Poetry

Grammar:

1. To know all age-related objectives concerning word classes.
2. To know the fundamentals of constructing sentences: subjects, verbs and objects.

Composition:

1. Say out loud what they are going to write about
2. Compose a sentence orally before writing it

Speaking and Listening:

1. Rehearse and perform a poem with a partner
2. Know that different people hold opinions that are different from our own.
3. Suggest words or phrases appropriate to the topic being discussed.

Reading:

1. Apply phonic knowledge and skills as the route to decode words.
2. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
3. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
4. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

Inspirational Individuals:



Julia Donaldson

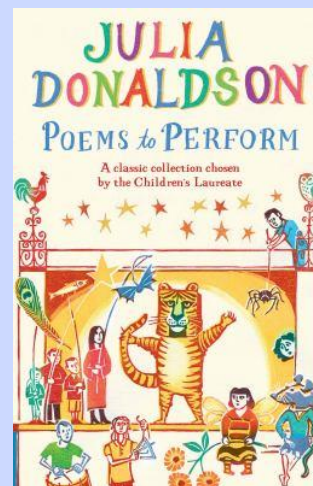


Michael Rosen



St Francis of Assisi

Key Text



Linked Texts:

The Puffin Book of Fantastic Poems by June Crebbin

The Dragon with a Big Nose by Kathy Henderson

Caribbean Playground Song read by James Berry

Everybody's Got a Gift by Grace Nichols

Key Theme:

Expression

Key Vocabulary:

Vocabulary Ninja:

keep
support
stow
warm
injure
gripping
jolly
leap
slay
idle
twin
small
glance
booming
prize
beautiful
cause
huge
carry
crept
funny
unused

Subject-specific:

alliteration
poetry
verse
line
rhyme
tempo
story
voice
performance
describe
nature
art
expression
adjective

Spelling:

June	free
use	sheet
rude	feet
tube	seek
flume	each
huge	peach
rule	reach
tune	teach
flute	lead
plume	leaf
car	leap
jam	beak
park	squeak
arm	real
garden	head
hard	bread
dark	meant
stars	instead
art	wealth
shark	sweat
feel	threat
tree	spread
green	dead
meet	deaf
week	
see	