

Chocolate : Poetry : English : Year 4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore a narrative poem	In this first lesson, children will explore what a narrative poem is. They will look at and discuss the features of rhythm, rhyme and figurative language, which are often used in poetry. Children will then read 'Chocolate Cake' by Michael Rosen, and answer questions about the poem, either individually or in discussion groups. Finally, they will watch a clip of Michael Rosen performing his poem.	<ul style="list-style-type: none"> Can children explain what a narrative poem is? Can children share their opinions of a poem they have read? Can children answer questions about a poem? 	<ul style="list-style-type: none"> Slides 'Chocolate Cake' by Michael Rosen (not included) Figurative Language Description Cards (Teaching Input) Worksheet 1A/1B/1C Discussion Cards (FSD? activity only)
Lesson 2	To know how to perform a poem	Children will watch and analyse Michael Rosen's performance of his poem, 'Chocolate Cake'. They will focus on how he uses his voice, facial expression and body language to engage the audience and make the poem 'come alive'. In their independent activities, children are challenged to prepare a performance of another of Michael Rosen's poems, called 'Chocolate'.	<ul style="list-style-type: none"> Do children understand what a performance poem is? Can children name some ways in which a poem can be performed successfully? Can children perform a given poem themselves? 	<ul style="list-style-type: none"> Slides 'Chocolate' by Michael Rosen (not included) Performance Analysis Sheet (Teaching Input) Performance Poetry Help Sheet A/B/C Challenge Cards (FSD? activity only) Director Badges (FSD? activity only)
Lesson 3	To gather ideas for a chocolate-themed narrative poem	After first discussing their own opinions, memories and stories about chocolate, children will be reminded of the 'main ingredients' of a narrative poem by analysing a short chocolate-themed anecdote. They will then begin to jot down and plan out their ideas for their own chocolate-themed narrative poem. In the alternative activity, children will base their poem plan on an extract from Roald Dahl's 'Matilda', involving Bruce Bogtrotter, Miss Trunchbull, and a giant chocolate cake!	<ul style="list-style-type: none"> Do children remember the similarities between a narrative poem and a story? Can children generate ideas for their own chocolate-themed narrative poem? Can children explain their ideas to a partner, and respond to suggestions given? 	<ul style="list-style-type: none"> Slides Ideas Sheet 3A/3B/3C Chocolate-themed Scenario Cards Figurative Language Help Cards Bruce Bogtrotter and the Chocolate Cake Extract (FSD? activity only) Planning Sheet (FSD? activity only)
Lesson 4	To write a chocolate-themed narrative poem	Children will first briefly revisit Michael Rosen's poems 'Chocolate Cake' and 'Chocolate' to remind themselves of the devices he uses to make his poems engaging for the reader. They will also learn about line breaks, and start to identify the two main types: end-stopped lines and enjambed lines. Children will then use this knowledge to write their own chocolate-themed narrative poem.	<ul style="list-style-type: none"> Can children discuss and explain some of the devices used by poets to keep the reader's attention and interest? Can children use some of these devices in their own poetry writing? Can children use their notes and the checklist to create a chocolate-themed narrative poem? 	<ul style="list-style-type: none"> Slides The Chocolate Incident Sheet (Teaching Input) Ideas Sheets from previous lesson Checklist A/B/C Poem Template Sheet A Planning Sheets from previous lesson (FSD? activity only) Poem Template Sheet B (FSD? activity only)
Lesson 5	To prepare a performance of your narrative poem	In this final lesson, children will first be reminded about the aspects they will need to consider when performing their poem. They are then given time to annotate and prepare their poem, before performing it to the rest of the class.	<ul style="list-style-type: none"> Can children explain some of the ways in which a performance of a poem can be made engaging for the audience? Can children make appropriate minor adjustments to their narrative poem to turn it into a performance poem? Can children perform their poem to an audience? 	<ul style="list-style-type: none"> Slides Children's narrative poems from the previous lesson Performance Poetry Help Sheet

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Reading - word reading	
<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	
Reading - comprehension	
<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] 	<ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
Writing - transcription HANDWRITING	Writing - spelling, punctuation and grammar
<ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] 	<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading
Writing - transcription SPELLING	English Appendix 2
<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<p>WORD</p> <ul style="list-style-type: none"> The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]
Writing - composition	<p>SENTENCE</p> <ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.] <p>TEXT</p> <ul style="list-style-type: none"> Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>PUNCTUATION</p> <ul style="list-style-type: none"> Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials <p>TERMINOLOGY FOR PUPILS</p> <p>determiner pronoun, possessive pronoun adverbial</p>