



# The Poetry Writing Process

Phase		EYFS	KS1	LKS2	UKS2
<p>1 (1-2 Days)</p>	<p>Reading and Appreciating</p>	<ul style="list-style-type: none"> <li>☑ Reading the poem together</li> <li>☑ Oral rehearsal with actions</li> <li>☑ Looking at simple features e.g. title, poet and simple rhyming pairs.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Reading and responding to simple questions e.g. <b>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?</b></li> <li>☑ Creating simple success criteria.</li> <li>☑ 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.</li> <li>☑ Opportunity to look at other poems by the same poet or</li> </ul>	<ul style="list-style-type: none"> <li>☑ Comparing and contrasting to other poems by the same poet or poems on a similar theme by different poets</li> <li>☑ Drama/ adding sound scapes to a poem</li> <li>☑ Identifying more complex poetic devices e.g. use of alliteration.</li> <li>☑ Identifying use of syllables specific to genre e.g. Haiku or Tanka</li> <li>☑ Identifying/labelling lines, verses, stanzas</li> <li>☑ Creating more complex success criteria linked to genre or focus poem.</li> <li>☑ Labelling rhyme schemes.</li> <li>☑ Identifying vowel rhymes</li> </ul>	<ul style="list-style-type: none"> <li>☑ 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.</li> <li>☑ Comparing and contrasting use of poetic devices with those used in other poems either by the same poet or different poets.</li> <li>☑ Labelling more complex rhyme schemes; use of assonance and rhythm.</li> <li>☑ Sequencing a cut up version of an (unseen) poem following genre specific success criteria</li> </ul>

			<p>poems on the same theme by other poets.</p> <p>☐ Drama/adding soundscapes to a poem/oral rehearsal with actions.</p> <p>☐ Write a simple review.</p>	<p>(assonance).</p> <p>☐ Responding to more complex questions e.g. tell me more about... <b>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?</b></p>	<p>e.g. Sonnet or Cinquain.</p> <p>☐ Identifying more complex use of syllables specific to genre e.g. stressed, unstressed and iambic pentameter in Sonnets.</p> <p>☐ Identifying/commenting upon the effect of lines, verses stanzas, refrains and couplets.</p> <p>☐ Creating more complex success criteria linked to genre.</p> <p>☐ Sorting famous lines taken from Shakespeare using different criteria e.g. heard before/never heard before, blank verse/iambic pentameter/other</p> <p>☐ Responding to more complex questions to do with poet's use of language e.g. <b>How has the poet used figurative language? Why has the poet</b></p>
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					chosen to use onomatopoeia?
2 Approx 1-2 days	Gathering Ideas	EYFS	KS1	LKS1	UKS2
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Making suggestions on how to innovate simple, well known rhymes.</li> <li><input type="checkbox"/> Making lists of vocab suitable for poem</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Drama</li> <li><input type="checkbox"/> Short bursts of writing to capture ideas e.g. creating word banks of adjectives, powerful verbs or adverbs suitable for the intended outcome.</li> <li><input type="checkbox"/> Making lists of alliterative names e.g. acrobatic Abi or alliterative sentences e.g. lazy lizards licked luscious lollies.</li> <li><input type="checkbox"/> Odd one out games to create rhyming pairs e.g. cat, rat, ball.</li> <li><input type="checkbox"/> Using simple dictionaries</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use of dictionaries thesauri to generate synonyms/antonyms</li> <li><input type="checkbox"/> Use of rhyming dictionaries to create rhyming couplets.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Drama</li> <li><input type="checkbox"/> Mime – individuals or groups mime the poem.</li> <li><input type="checkbox"/> Respond to the poem in</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 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....</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Metaphor games e.g. take an animal, an object or an abstract noun and then</li> </ul>

			<p>thesauri or descripasauri to collect vocab.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Making structured plans.</li> </ul>	<p>another form e.g. a letter, diary entry, message or newspaper article.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Making structured plans.</li> </ul>	<p>compare them to a suggested list e.g. a person, a place, a feeling, a colour, a number, a fruit, a vehicle.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Respond to the poem in another form e.g. a letter, diary entry, message or newspaper article.</li> <li><input type="checkbox"/> Interview the poet in role as a journalist and write a newspaper article</li> <li><input type="checkbox"/> 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., etc.</li> <li><input type="checkbox"/> Generate lists of onomatopoeic words or phrases.</li> <li><input type="checkbox"/> Generate word banks of</li> </ul>
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					words containing stressed and unstressed syllables. <input type="checkbox"/> Use of dictionaries and thesauri to generate vocabulary.
Phase 3 Approx 1-2 days	Scaffolded/ Independent Outcome	EYFS	KS1	LKS2	UKS2
		<input checked="" type="checkbox"/> Orally innovating well known rhymes or poems. <input checked="" type="checkbox"/> Simple writing outcomes linked to the poem.	<input checked="" type="checkbox"/> Written outcome using a scaffold/cloze procedure and some independent ideas. <input checked="" type="checkbox"/> Simple independent outcome when following simple success criteria e.g. quatrain or cinquain.	<input checked="" type="checkbox"/> Written outcome using a scaffold/cloze procedure and independent ideas. <input checked="" type="checkbox"/> Independent outcomes written by following genre specific success criteria e.g. Haiku/Kenning. <input checked="" type="checkbox"/> 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	<input checked="" type="checkbox"/> Independent outcomes written following genre specific success criteria e.g. a Sonnet. <input checked="" type="checkbox"/> 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

				perspective e.g. time, place or different character's point of view	such as Shakespeare.