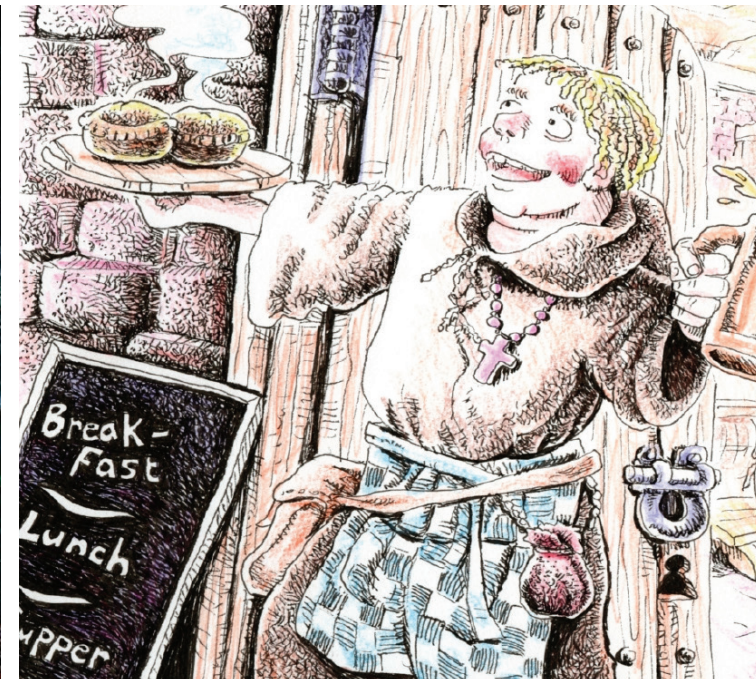
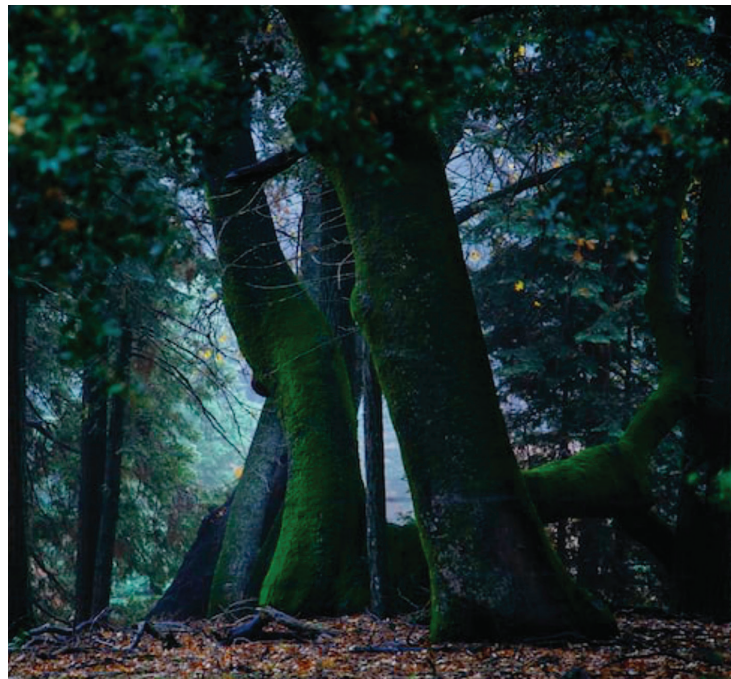


Robin Hood Poetry

The Teaching Sequence for Writing

English KS2 Year 3



Robin Hood - Poetry

The Teaching Sequence for Writing

English

**Key Stage 2
Year 3**

Learning aims

The Teaching Sequence for Writing is still the recommended approach to the teaching of reading and writing, and the activities in this unit of work have been designed to follow the teaching sequence from reading to writing. They support different approaches to poetry but teachers will identify further opportunities to meet the needs of the children in their classes.

It is not intended to be a prescriptive unit of work where all activities are worked through slavishly, but rather as a repository of possible teaching opportunities. Teachers should select from, and adapt, the range of suggested activities to meet the needs of the children they teach.

- The opportunity to teach the reading, performance, enjoyment of, and writing poetry is linked to the story of Robin Hood.

The poems selected are suggestions only. Teachers may choose to use the recommended approaches with poems of their own choice. The main focus of approaching poetry in this way is enjoyment, performance and vocabulary development.

Some slides contain additional teacher guidance in the 'Notes' area of the accompanying PowerPoint presentation, which will not be visible to the children. These are listed throughout the PowerPoint index on the following pages.

Curriculum objective

Identify how language, structure, and presentation contribute to meaning.



PowerPoint presentation

The accompanying PowerPoint presentation has 60 slides. Slides 1 to 8 are specifically for teachers; subsequent slides are intended to be used in the classroom with the children. The slides are indexed as follows:

- Slide 1: title slide
- Slide 2: The teaching sequence for writing
 - Phase 1a: Reading with a reader's eye.
 - Phase 1b: Reading with a writer's eye.
 - Phase 2: Capturing ideas, learning the skills, practising, planning, having a go.
 - Phase 3: Teacher modelling: planning, drafting, editing, writing.
- Slide 3: Explains Phase 1a and Phase 1b: The reading phase will be revisited several times over the duration of a sequence as further texts or extracts are introduced. NB Poetry reading will focus on reading aloud, performance and enjoyment.
- Slide 4: Teacher modelling of comprehending a text:
Phase 1a: Reading with a reader's eye: Do I like it? How does it affect me?
- Slide 5: Teacher modelling of analysing a text:
Phase 1b: Reading with a writer's eye: Do I like it? How does it affect me?
- Slide 6: Phase 2: Capturing ideas, learning the skills, practising, having a go.
- Slide 7: Phase 3: Teacher modelling: planning, drafting, editing, writing.
- Slide 8: Explains what is set out in this unit of work: familiarisation with the text type; capturing ideas; teacher demonstration; teacher scribing, supported writing, independent writing. The poems selected are suggestions only. Teachers may choose to use the recommended approaches with poems of their own choice.

Slides 9 to 57 are aimed at the classroom, as outlined below:

- Slide 9: Title slide.



- Slide 10: Sets out the reading and writing objectives.

Guidance from the Notes:

Pupils should be taught to distinguish shades of meaning among related words. Reading, re-reading, and rehearsing poems for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. The deliberate exploration of nouns, verbs and adjectives in this type of poetry will reinforce children's understanding of these basic sentence concepts.

- Slides 11 and 12: Poetry: introduces the unit to the children.

Guidance from the Notes (on Slide 11):

Provide plenty of opportunities to immerse children in poetry. Through poetry, children can feel the rhythms and flows of complicated language without the need for deep understanding. They can appreciate precise word choices, particularly in a diamante poem which does not have the distraction of other words around. Consider using other poetry on a similar theme to strengthen vocabulary, e.g. *The Lost Words* by Robert Macfarlane and Jackie Morris, or *I Am the Seed That Grew the Tree - A Nature Poem for Every Day of the Year: National Trust - Poetry Collections* by Fiona Waters and Frann Preston-Gannon.

- Slide 13: Introduces diamante poems.

Guidance from the Notes:

Making the outcome clear at the outset gives a clear focus for where the work is leading. Diamante poems can have different structures. If this is too challenging for the children you teach, change it to suit.

- Slide 14: Sets out the objectives: identify how language, structure and presentation contribute to meaning.

Guidance from the Notes:

This objective applies to years 3 and 4. Terminology revisited from Year 2: noun, adjective, verb, including the use of the progressive form of verbs.

- Slide 15: Get ready for reading.

Guidance from the Notes:

Ideally, children should experience at first hand what it is like to be in a forest or wood so if this is possible in the local area, a visit is recommended. If this is not possible or practical, display an image (or images) to generate vocabulary, focusing on nouns, verbs and adjectives. Lots of images of all kinds of forests can be found here: <https://pixabay.com/images/search/forest/> and here: <https://unsplash.com/s/photos/forest>



- Slide 16: Get ready for reading: Word List Race.

Guidance from the Notes:

Idea adapted from page 9, “The Enormous Book of talk for Writing Games for KS2” by Pie and Poppy Corbett. This is a game that can be played frequently to support any type of writing. Done regularly, the children will improve their capacity to generate words. Once a list has been devised, the words could be used to create phrases which can be used in writing. The words provided here are examples. Use what the children in the class generate.

- Slide 17: Get ready for reading: Word classes. Displays a list of words and asks the children to identify which are nouns, adjectives and verbs. These are suggestions, children may think of their own examples.
- Slide 18: Get ready for reading: Visualisation.

Guidance from the Notes:

Ensure that children know that these are phrases and not sentences. To use these progressive verbs in sentences, an auxiliary verb would be needed as well, e.g. *branches sprawling across every space would be Branches were sprawling across every space.*

- Slide 19: Get ready for reading: Language effects. Explains synonyms and antonyms.
- Slide 20: Synonym and antonym information.
- Slide 21: Replace with synonyms. Displays a selection of sentences, and asks the children to replace the words with synonyms.
- Slide 22: Offers suggested synonyms.
- Slide 23: Replace with antonyms: Displays a selection of sentences, and asks the children to replace the words with antonyms.
- Slide 24: Offers suggested antonyms.
- Slides 25 and 26: Loop game. The groups of words on these slides are supplied on the accompanying Word document, so that both can be edited according to the needs of your class. You will need to print and cut out enough for all the children in your class. Further guidance in the Notes:

Further opportunities to explore negative prefixes creating antonyms will be identified in other areas, such as guided reading.



- Slide 27: Get ready for reading- Synonyms for adjectives.

Guidance from the Notes:

This is an activity for pairs of children to generate alternative words with similar meanings. Children could make big posters of synonyms they find that could be displayed on the working wall and revisited frequently to play word games. Children should be encouraged to choose carefully to create shades of meaning. It is worth carrying out this activity with common words that children use to help them vary their writing, e.g. went, said, etc. NB Use of a thesaurus is not a requirement at Year 3 but can help children expand their vocabulary and explore shades of meaning. Teachers should decide on the appropriateness of the use of a thesaurus, either a paper version or online.

- Slide 28: Phase 1a. Reading with a reader's eye: Do I like it? How does it affect me?

Guidance from the Notes:

Children's comments can lead to the discussion picking up different interpretations.

Structure the questioning to build in challenge and support.

Children learn from each other by listening to classmates justify and elaborate. Supporting comments used with kind permission of <https://jamesdurran.blog/>

Reading aloud with prosody is central to a poetry unit and needs to be modelled by the teacher.

- Slide 29: Phase 1a: Reading with a reader's eye: Do I like it? How does it affect me?

Guidance from the Notes:

The importance of talk and analysis being rooted in personal response.

Give individuals or pairs their own copy of the text. A 'Tell-me grid' (provided at the end of this PDF) recommended by [Aidan Chambers](#) is one mechanism for structuring thinking.

Blend pair, small group and whole-class talk.

Train pupils over time to talk in small groups; strategies for structuring talk (turn-taking in a given order, asking each other questions, etc).

The teacher spends time joining tables; over a series of lessons, can interact with and assess individuals as might in small group reading sessions.

- Slide 30: Displays the Tell-me grid (at the end of this PDF file).



- Slide 31: Displays a selection of words for a diamante poem.

Guidance from the Notes:

These two examples should be presented to the children, then time allowed for them to discuss. If teachers feel that the children are ready, they can encourage them to change some of the words and consider the effects of the changes.

- Slide 32: Phase 1a: Reading with a reader's eye: Do I like it? How does it affect me? Sets up reading poems about woods.

Guidance from the Notes:

The importance of talk and analysis being rooted in personal response;

Give individuals or pairs their own copy of the text. A 'Tell-me grid' (supplied at the end of this PDF) recommended by [Aidan Chambers](#) is one mechanism for structuring thinking.

Blend pair, small group and whole-class talk.

Train pupils over time to talk in small groups; strategies for structuring talk (turn-taking in a given order, asking each other questions, etc)

The teacher spends time joining tables; over a series of lessons, can interact with and assess individuals as might in small group reading sessions.

- Slide 33: Displays the Tell-me grid (at the end of this PDF).
- Slide 34: Diagram of words for a diamante poem.
- Slide 35: Ask the children to work with a partner and discuss the poem they have heard.
- Slide 36: Phase 1b: Reading with a poet's eye: How has the poet done it? What techniques can I learn and apply?

Guidance from the Notes:

Choose one or two objectives to be the main focus of studying the text with a poet's eye. Use the word 'poet' when speaking to the children. They need to see themselves as poets.

The wording of these response prompts is slightly different when reading as a poet.

- Slide 37: Explains how to begin writing a diamante poem.
- Slides 38 to 42: What are nouns? Introduces a selection of nouns.
- Slide 43: Displays a selection of nouns. Ask the children to work with a partner and think of adjectives and verbs to fit five of the nouns. The nouns presented are suggestions. Teachers should select the most appropriate.



Phase 2

- Slide 44: Noun Information.

Guidance from the Notes:

The idea that nouns follow determiners can be confusing if there is an adjective in between. Explain to children that if the adjective can be taken out e.g. ‘the tall trees’ becomes ‘the trees’, this verifies it’s a noun.

- Slide 45: Nouns. Displays a selection of nouns.
- Slide 46: Explains and demonstrates how to use nouns.

Guidance from the Notes:

Teachers should explain what is meant by precise and precision if necessary. (Choose just the right words in the right place.)

- Slides 47 to 49: Explain adjectives.
- Slides 50 to 51: Explain verbs.

Guidance from the Notes:

Please note that the terminology ‘continuous’ and ‘progressive’ have the same meaning. ‘Progressive’ is used more overtly in the National Curriculum 2014 but the previous common term was ‘continuous’ and has been left in just this place.

- Slide 52: Displays the tenses of the verb “to be”.

Guidance from the Notes:

The English language does not have a specific verb for the future tense but uses an auxiliary verb to indicate future, e.g. I will be.

- Slide 53: Just do it – Active learning. Find your corner!
- Slides 54 and 55: Word Slap game.

Guidance from the Notes:

Designed to revisit and strengthen vocabulary used in a text. Additional points may be awarded for additional word skills, such as identifying roots and affixes. May be edited and adapted for any text.

- Slide 55: Displays the vocabulary.

Guidance from the Notes:

The teacher should call out synonyms for the words displayed.



- Slide 56: Word Jar game.
- Slide 57: It's the children's turn.

Guidance from the Notes:

The modelling technique may be applied to any poem that has a structure or pattern. Identify the techniques used in the poem then use as a scaffold to enable children to write their own poems.



Phase 3

- Slide 58: Phase 3. Teacher modelling.

Guidance from the Notes:

Co-construct the success criteria with the children and agree what the writing COULD include. This is modelled here but can be introduced at any point in the sequence and should reflect what the teacher and the children have identified as possible elements to include. The 'ingredients' of this type of poem are very general as each child's poem should be unique to them.

Any vocabulary recorded for potential use should only be capitalised where a capital letter is needed, e.g. the start of sentences, proper nouns. Otherwise, stick to lower case so when children use the words, they won't capitalise them in the middle of a sentence.

The agreed success criteria is a repository to select from, not a hard and fast 'tick every item'.

- Slides 59 and 60: Closing slides.

All websites referred to were functional at the time of publication. Teachers should check that these are still operational before including them in the lesson. Original illustrations by [Stella Perrett, Radical Cartoons](#).



Tell Me Grid

What I like	What I didn't like
I want to know...	It reminded me of...

