

Poetry Unit 2.1 *Pattern, Rhythm and Rhyme*

About this unit:

The children discuss their favourite lines from the four poems, recognising simple rhythm and rhyme and discussing vocabulary choices. They identify patterns in the poetry and work towards class performances of the poems, trying to learn them by heart along the way. They create new whole class poems – based on those already read – and then they evaluate a class performance of one of their compositions.

Stimulus synopsis

The poetry for Year 2 includes some of our best-loved children's poets such as Michael Rosen, Grace Nichols and James Carter. The poems can be found on the Interactive Teaching Pages (ITPs) where they are attractively illustrated and where audio versions are often available. There are opportunities for the children to respond to the poems in all sorts of ways, making up actions or sound effects, performing poems for an audience and making up new poems of their own.

Spelling list:

[P AR 2.1.1 Spelling List: Pattern, Rhythm and Rhyme](#)

Recommended grammar activities:

New: [Y2_03 Introducing verbs](#)
[Y2_04 Introducing nouns](#)

	Day 1	Day 2	Day 3	Day 4	Day 5
	Comprehension 1: Grasshopper One Discuss favourite lines from a poem. Recognise simple rhyme and rhythm	Comprehension 2: Full of Surprises Discuss favourite lines from a poem	Depth focus 1: Full of Surprises Identify patterns in a poem	Comprehension 3: Splish Splash Splosh! Discuss favourite lines from a poem Recognise simple rhyme and rhythm	Depth focus 2: Splish Splash Splosh! Identify patterns in a poem Learn a poem by heart
	Objective				
	Draw on what they already know/background information/information provided by teacher; Answer and ask questions; Listen to and discuss a wide range of text types; Recognise simple recurring language in stories and poetry; Discuss favourite words and phrases	Discuss favourite words and phrases; Answer and ask questions; Participate in discussions and listen to others	Recognise simple recurring language in stories and poetry; Participate in discussions and listen to others	Recognise simple recurring language in stories and poetry; Discuss favourite words and phrases; Draw on what they already know/background information/information provided by teacher	Recognise simple recurring language in stories and poetry; Continue to learn poems by heart
	Spoken Language				
	Participate in discussions, presentations, performances, role play, improvisations and debates; Gain the interest of the listener; Select and use appropriate registers	Articulate and justify answers; Participate actively in conversations	Listen and respond appropriately; Give well-structured descriptions, explanations and narratives	Speak audibly and fluently using Standard English; Consider and evaluate different viewpoints;	Participate in discussions, presentations, performances, role play, improvisations and debates; Select and use appropriate registers
	Success Criteria				
Week 1	I can use what I already know to answer questions and recognise reoccurring language I can discuss favourite words and phrases	I can discuss favourite words and phrases; I can answer and ask questions; I can participate in discussions and listen to others	I can recognise simple recurring language in stories and poetry; I can participate in discussions and listen to others	I can recognise simple recurring language in stories and poetry; I can use what I already know to discuss favourite words and phrases;	I can recognise simple recurring language in stories and poetry; I can continue to learn poems by heart

Class 1 & 2

Literacy Poetry Medium Term Plan – Autumn 1

Miss Endersby & Mr Jackson

	Day 6	Day 7	Day 8	Day 9	Day 10
Week 2	Comprehension 4: <i>Going Through the Old Photos</i> Infer from details in the text	Depth focus 3: <i>Going Through the Old Photos</i> Identify patterns in a poem Learn a poem by heart	Long composition 1: Day 1 Draft a whole-class poem Compose a poem orally	Long composition 1: Day 2 Compose a poem orally Write a group poem	Long composition 1: Day 3 Perform poems and evaluate performances
	Objective				
	Draw on what they already know/background information/information provided by teacher; Make inferences; Participate in discussions and listen to other	Recognise simple recurring language in stories and poetry; Continue to learn poems by heart	Write for different purposes; Write down ideas and/or key words, including new vocabulary; Use present and past tenses	Plan/say out loud what they are going to write about; Write down ideas and/or key words, including new vocabulary; Evaluate their writing with the teacher and other pupils; Use present and past tenses	Evaluate their writing with the teacher and other pupils; Reread what they have written to check that it makes sense; Read aloud their writing with appropriate intonation to make meaning clear
	Spoken Language				
	Listen and respond appropriately; Speculate, hypothesise, imagine and explore ideas	Speak audibly and fluently using Standard English; Consider and evaluate different viewpoints; Select and use appropriate registers	Participate actively in conversations; Consider and evaluate different viewpoints	Speak audibly and fluently using Standard English; Consider and evaluate different viewpoints	Speak audibly and fluently using Standard English; Participate in discussions, presentations, performances, role play, improvisations and debates; Gain the interest of the listener
	Success Criteria				
	I can use what I already know to make inferences; I can participate in discussions and listen to other	I can recognise simple recurring language in stories and poetry; I can continue to learn poems by heart	I can write for different purposes; I can write down ideas and/or key words, including new vocabulary using present and past tenses	I can plan/say out loud and then write down my ideas I can evaluate my writing with the teacher and other pupils using present and past tenses	I can evaluate my writing with the teacher and other pupils; I can reread what I have written to check that it makes sense; I can read aloud my writing with appropriate intonation to make my meaning clear