



POETRY WORKSHOP



What are the benefits of poetry?

1. Build Reading, Speaking, & Listening Skills

2. Explore Language & Vocabulary

3. Inspire Writing

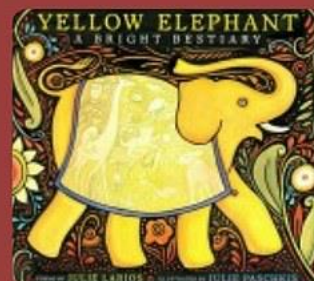
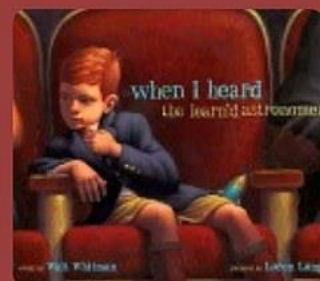
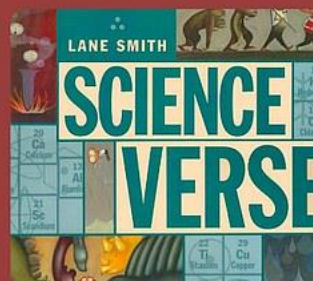
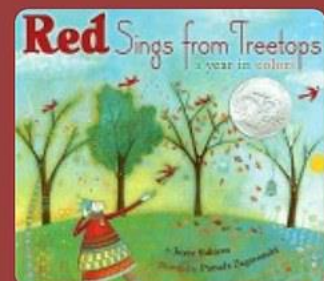
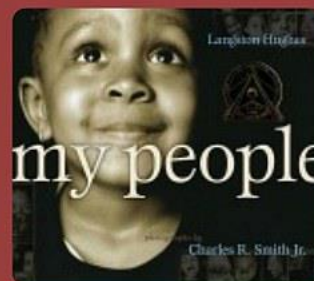
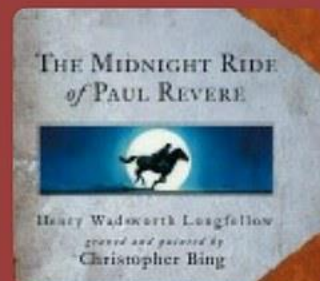
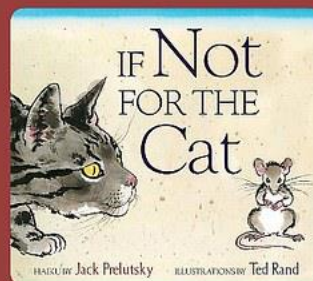
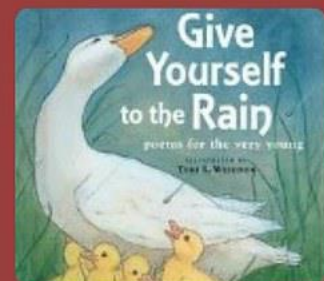
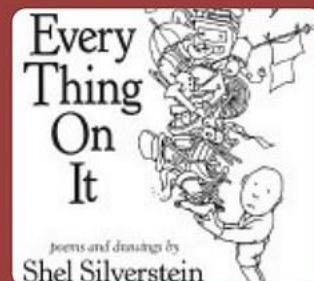
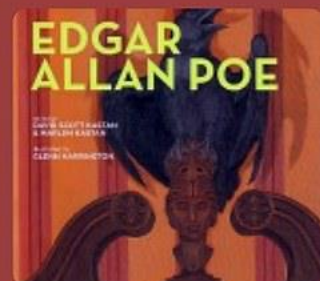
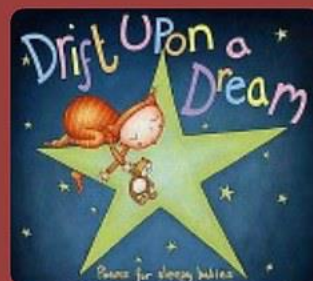
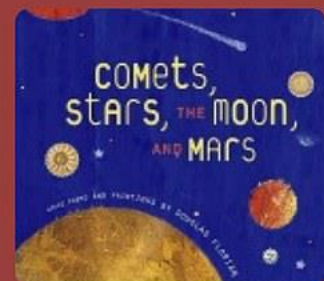
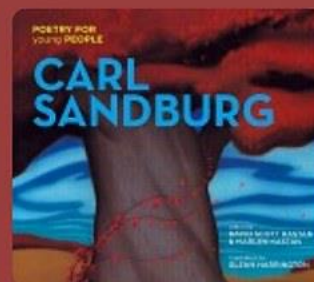
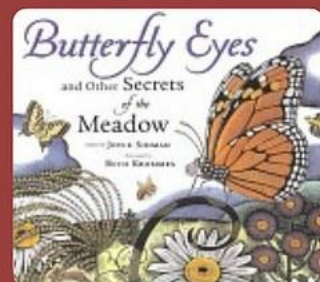
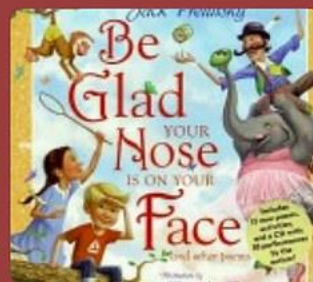
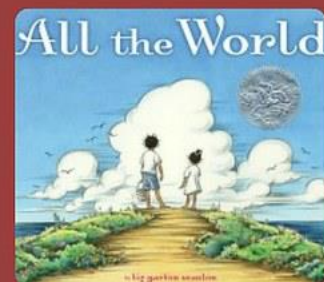
4. Encourage Creative Thinking

5. Build a Love for Reading



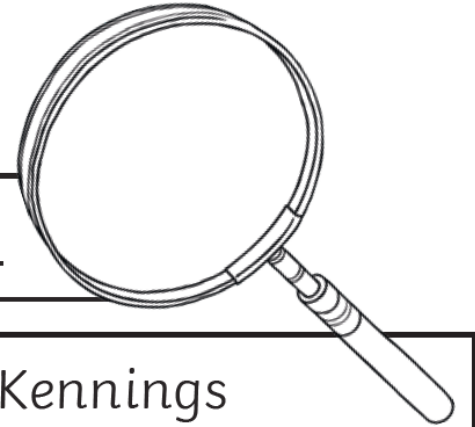
Year 5 - Writing objectives

| Writing Moderation Year 5 | | | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|------------|
| Child's name: | | | | | | | |
| Working towards the expected standard. | | | | | | | |
| | A | B | C | D | E | F | Collection |
| Using co-ordinating conjunctions | | | | | | | |
| Using subordinating conjunctions | | | | | | | |
| Using capital letters, | | | | | | | |
| Using full stops. | | | | | | | |
| Using question marks. | | | | | | | |
| Using exclamation marks. | | | | | | | |
| Using apostrophes for contraction. | | | | | | | |
| Can use fronted adverbials followed by a comma. | | | | | | | |
| Can use possessive apostrophe for single and plural nouns. | | | | | | | |
| Can use standard English verb inflections (we were instead of we was) | | | | | | | |
| Can punctuate direct speech correctly. | | | | | | | |
| Spelling most words correctly (years 3 and 4) | | | | | | | |
| Spelling some words correctly (years 5) | | | | | | | |
| Producing legible handwriting. | | | | | | | |
| Working at the expected standard. | | | | | | | |
| Can generate ideas, drafts, redrafts and edit written work to ensure the meaning and impact on reader is clear. | | | | | | | |
| Beginning to identify the audience for and purpose of the writing. | | | | | | | |
| Beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives. . | | | | | | | |
| Beginning to use a range of devices to build cohesion within and across paragraphs. | | | | | | | |
| Beginning to use some organisational and presentational devices to structure text and to guide the reader e.g. headings, and bullet points. | | | | | | | |
| Beginning to use the correct tense throughout a piece of writing. | | | | | | | |
| Beginning to ensure the correct subject and verb agreement when using singular and plural, | | | | | | | |
| Using prepositional phrases effectively to add detail, qualification and precision. | | | | | | | |
| Using expanded noun phrases effectively to add detail, qualification and precision. | | | | | | | |
| Using commas to clarify meaning or avoid ambiguity in writing. | | | | | | | |
| Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. | | | | | | | |
| Using brackets, dashes or commas to indicate parenthesis. | | | | | | | |
| Using modal verbs or adverbs to indicate degrees of possibility. | | | | | | | |
| Spelling most words correctly (years 5) | | | | | | | |
| Producing legible joined handwriting. | | | | | | | |



Task 1:

Poetry Detective



Poem title: _____

| | | | | | | | |
|----------------------|--|---------|--|------------|--|------------|--|
| Diamante | | Tanka | | Limerick | | Kennings | |
| Narrative | | Haiku | | Shape poem | | Ballad | |
| Sonnet | | Epic | | Nonsense | | Free verse | |
| Cinquain | | Reverse | | Riddle | | Acrostic | |
| Something else _____ | | | | | | | |

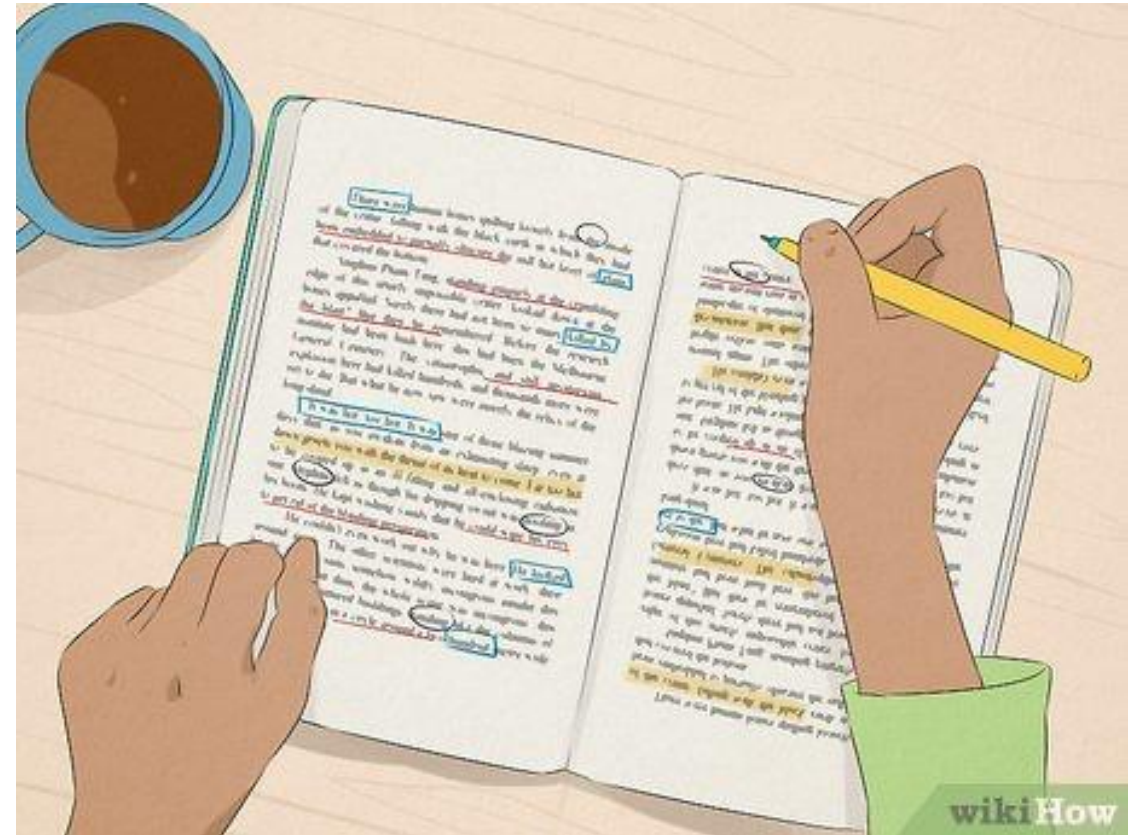
<https://www.youtube.com/watch?v=iBFSiGDZC-Y>

THE JABBERWOCKY



Kid's Poems and Stories With
Michael Rosen

Task 2: Can you annotate the poem?



Task 3: Can you
add another verse
to the Jabberwocky
poem?



Key features of poetry –

<https://www.youtube.com/watch?v=g-PqUhqIQM>

I have never started a poem
whose end I knew. Writing a
poem is discovering.

Robert Frost

littleinfinite.com

Writing poetry –

<https://www.youtube.com/watch?v=mSjAjAy2ts4>

Task 4: Can you create your own poem?



Brainstorm



creativity

sketch

A/a

Design



Task 5: Can you share your poem?





THANK YOU