

Year 6 poems unit 1 <i>Increase familiarity with significant poets of the past (and present)</i> <i>Read poems on a theme: WAR</i>		War Theme: Poems on a <u>theme</u> John McCrae - 'In Flanders fields' - Laurence Binyon - 'For the fallen', Wilfrid Owen '1914' and 'Dolce decorum est', George Fraser <u>Gallie</u> 'Rocca San Giovanni' John Foster - 'The Bosnian question', John Foster - 'Immigration Trap', John Foster - 'Goran', Rudyard Kipling - 'My Boy Jack'		
Poem to be learnt by heart and performed <i>Read, rehearse and modify performance of poetry</i>		Learn a different war poem each year. Benjamin Zephaniah – People need People		
Year 6 poems unit 2 <i>Increase familiarity with significant poets</i>		Carol Ann Duffy: Jam Jar, little Ghost, A worry, The glove, Going on the web, The Song Collector, Three, A bad princess, Touched Benjamin Zephaniah: Fear not, Heroes, Royal Tea, Civil lies, Body Talk, People need People, Rap Connected		
Poetry to read aloud		Benjamin Zephaniah Carol Ann Duffy Overheard in a Tower block by Joseph Coelho		
Word reading		Comprehension	Read as a writer	Creating writing that will impact on listeners and readers
Year 6	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation Read aloud new words and work out the definition of unfamiliar words Understand nuances in vocabulary choice and age appropriate vocabulary 	<ul style="list-style-type: none"> Continue to read and discuss an increasingly wide range of poetry. Learn a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Identify how language, structure and presentation contribute to meaning Read poems on a <u>theme</u> e.g. war Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context Summarise the main ideas, identifying key details that support the main ideas Make comparisons with other poems Raid their reading for new and interesting words. Learn their meanings and how to use them in context. 	<ul style="list-style-type: none"> Increase familiarity with significant poets of the past Describe and evaluate the style of an individual poet Recognise how poets manipulate words: • for their quality of sound, e.g. rhythm, rhyme, assonance; • for their connotations; • for multiple layers of meaning, e.g. through figurative language, ambiguity Analyse how messages, moods, feelings and attitudes are conveyed in poetry Analyse the success of texts and writers in evoking particular responses in the reader Comment critically on the overall impact of a poem, showing how language and themes have been developed Read and interpret poems in which meanings are implied or multi-layered; to discuss, interpret challenging poems with others; 	<ol style="list-style-type: none"> Use poems to create descriptive writing (war poems & <u>amjar</u>) Write own poems, experimenting with active verbs and personification Produce revised poems for reading aloud individually.