

**Suggested Teaching Components**

- Develop appropriate vocabulary and recognise the difference between denotative and connotative language
- Follow the structure of a poem through, e.g. verse, stanza
- Understand the purpose of a poem
- Understand and respond to a simple poem either orally or in writing
- Follow and understand poetic devices, e.g. simile, metaphor, alliteration, onomatopoeia, rhyme (see text structure)
- Read aloud a poem with particular attention to:
  - developing phonological and graphological cues including letter sound knowledge, sound blending morphemes
  - practising segmenting words into syllables
  - chunking phrases
  - punctuation conventions (with awareness that these are often different in poetry)
  - stress, rhythm and intonation

**Suggested Themes, Topics and/or Experiences**

Self, animals, humorous poems, plants, people, places, emotions, senses, events, weather, songs

**Suggested Assessment Tasks**

- Complete comprehension activity on a simple poem (e.g. 3 Level Guide)
- Read poem with appropriate stress, pause and intonation
- Find rhymed words and alliteration, similes etc.

**Sample Strategies**

**Teacher directed**

- Discuss themes, emotions and vocabulary, e.g. anger, love, beauty
- Model reading a variety of poems/songs with emphasis on rhythm (clap), rhyme, if appropriate
- Discuss purpose and poetic devices, e.g. rhyme, repetition, imagery, alliteration, stanzas
- Present a range of simple poems and compare the structure and form
- Punctuate a poem
- Choral reading of a poem and/or dramatisation.

**Joint/guided construction**

- Compile and/or read a class book of favourite poems
- Highlight word chains within poems and develop word banks
- Prepare posters on feelings or other themes
- Complete matrix of different poem types and features
- Write a group poem, with each person constructing a line (with or without a model)

**Independent construction**

- List rhyming words, alliteration, pairs, similes
- Read/share L1 poem
- Complete simple matrix (nouns, adjectives, rhymes)
- Complete simple cloze with and without word bank
- Retell as prose version or write some questions for someone else to answer about the poem.