

Townscape – Y3 Shape poems

Prior Knowledge Check that children can already:

Compare and contrast different poems discussing preferences and referring to words or phrases in the text.

Read The River, Stereo Headphones, Vacuum Cleaner and Electric Guitars . poems by James Carter. Poems can be shared one at a time to the whole class, or used in Guided reading. Alternatively, the class could be introduced to all three poems at once to compare and contrast.

Present the children with the poems written in a normal poem layout - what difference does it make to the reader if the poem is written into a shape? Why might the poet have chosen the shape? What impact does the shape add to the words? What interpretations can be made about the poems and the form of the poems?

Use Book Talk to explore their responses to the poems. What do they like/dislike? Does anything puzzle them? Do the poems remind them of anything else? Use poem graffitiq - display each poem around the classroom on a larger poster. Children record their ideas and thoughts around each poem over time.

Reading as a writer - What atmosphere does each poem create? What does it make the reader feel or think? How have these effects been created? Highlight particular words and phrases which effectively create an atmosphere or idea. What effect does the repetition have e.g. The Sea? Why is this in capital letters? Or the exclamation marks in Vacuum cleaner?

Compare the voice in each poem . Vacuum cleaner is personification, Electric guitars is in first person. What difference does this make to how we read the poem and the images it creates in the reader's mind?

Ask children to choose the poem they like the best . give them time to discuss together and give reasons for their choices.

Phase outcome: Children can explain what they like about a poem by referring to particular words and phrases and the subject of the poem. Children can identify examples where language is used to create a specific effect in a poem.

Children can discuss the choice of words and their impact.

Capturing ideas

Watch the film Timescapeq or replace with a setting more appropriate to your pupils. Alternatively, give pupils digital recording cameras to film their locality or school environment. On first viewing . what is the atmosphere created? What does the film make you feel or think about? How is this supported by the sound track?

Watch again, this time recording initial words or phrases. Children brainstorm as many words as they can. These can be verbs, adjectives or adverbs. Which words best capture the atmosphere? Display the words and allow children to add to them over time. Use wordleq to create a word cloud to describe the film with children deciding which words they want to repeat to increase in size. Ask them to give reasons for their choices. Display these on the working wall.

Watch again, this time focussing on the camera shots. Freeze frame different scenes and identify the camera shot . long shot or close up. Why has the film maker decided to focus on the close-up detail, e.g traffic lights or pulled out to capture a wider scene in long shot?

Identify the shapes created in the different camera shots.

Use the screen capture tool on an IWB to capture the shots children are most interested in. Use a drawing tool to outline the shape. Transfer the shape to a plain page . is the shape still identifiable without the background? See powerpoint presentation for examples.

In pairs or independently, children watch the film again and choose the image they want to use for their poem. They draw the outline and save as a file ready to begin writing. Using a writing journal, they collect words and phrases they think will be useful in their poems.

Phase outcome: Children can explain or give reasons for their views. Children can identify how images and sound can provoke reactions.

INDEPENDENT

Use Shared writing to model how to choose words and phrases to create the poem. Through teacher demonstration and shared composition, develop a poem using repetitive phrases, similes and careful vocabulary choices collected from children's ideas. Use ideas from James Carters poems . either writing in the first person like Vacuum cleaner, or repetition of I like..qin Electric guitars. Allow time for children to work in their journals to develop the phrases for their poems.

Writing as a reader - Demonstrate changing the font and experiment with the impact of capital letters, repeated words and punctuation. What effect does each create? Is this the intended effect? Model amending and changing text to suit the atmosphere and meaning you intend. Now demonstrate how to use WordArt to add the phrases to the outline previously created, re-sizing the shape as necessary. Remove the outline . is it still clear what the shape is? How has using the shape made the poem even more effective?

Give time for children to complete their poems individually or in pairs. Use response partners during the writing process to support re-drafting and editing of ideas. Compare and contrast poems and invite children to comment on the impact of the layout and to express their likes and dislikes clearly, offering supporting evidence from the poem. Use Guided writing to focus on targets identified for groups or individuals.

Phase outcome: Children can identify examples where language is used to create a specific effect in a poem. Children can write a poem (collaboratively or individually) that uses language to create an effect.

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