



### ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN

TOPIC TITLE/SUBJECT: English – Performance Poetry (2)

YEAR GROUP: 4

TERM: Autumn

#### Vocabulary (grammar)

Determiner, pronoun, possessive pronoun, adverbial, preposition, prefix/suffix, paragraph

#### Subject vocabulary

Poem, poetry, stanza, figurative, dialogue, fantasy, myth, performance

#### Speaking/Listening:

- sustains listening to a variety of sources, making notes if required
- focuses listening on main source by tuning out of distractions
- listens to key information and makes relevant, related comments

#### Oral rehearsal/presentation:

- reads aloud and performs poems showing understanding through intonation, tone, volume and action
- uses appropriate intonation when orally rehearsing a range of sentences structures (including dialogue)
- performs poems, identifying appropriate expression, tone, volume and use of voices
- participates, speaking audibly in a range of situations e.g. drama

#### Vocabulary

- builds a varied and rich vocabulary
- considers shades of meaning when discussing synonyms

#### Skills – composition

- write for a range of purposes and audiences with an increasing awareness of appropriate language and form
- create settings, characters and plot in narrative
- use speech punctuation correctly most of the time
- use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity
- use past and present tenses correctly
- use the range of punctuation taught up to and including Y4 mostly correctly

#### Skills – spelling:

- use knowledge of phonics to support accuracy with spelling
- use phonics and morphology to spell words
- spell Y2 common exception words
- include Y3/4 spelling words

#### What we already know (Year 3)

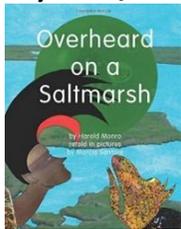
**Word:** formation of nouns using prefixes, use of ‘a’ or ‘an’ depending on following sound, word families based on common words

**Sentence:** expressing time, place or cause using Conjunctions – when, before, after, while  
Adverbs – next, soon, therefore,  
Prepositions – before, after, during, in

**Text:** use of paragraphs to group ideas  
Headings and subheadings to aid presentation

**Punctuation:** inverted commas for speech, commas for lists, apostrophes for possession

#### Key Texts/wider reading



Visual resources: Images of nymphs, goblins and dragons for interpretation, images of potential settings for dragon poem

#### Core texts:

‘Who are we?’ Benjamin Zephaniah  
‘Go-Kart’ by Michael Rosen

‘Goldfish’ by Harold Monro

#### Application/ Outcomes

- Reading/listening to a selection of mythical poems
- Re-enacting a poem using role play
- Collect vocabulary to describe characters and setting in the poem
- Generate ideas for a poem of similar genre
- **Poem 1 inspired by 1 line ‘Hush I stole them from the moon’**  
**Poem 2 Inspired by Overheard on a saltmarsh. Poem 3 imitating more creatively themes from salt marsh – characters – setting and key phrase.**

#### Concepts/Themes

Choice of language that is more likely to be found in spoken language  
Use of contractions in speech and speech dialogue

Text – fantasy, mythology  
Omitting detail to allow the reader to imagine