Year 1 Poetry - Unit 1

Using the senses (2 weeks)

Children read and respond to poems and other texts that capture sensory experiences in words. They then explore their own senses, observe details and find words to describe their first-hand experience. Links to other areas of the curriculum can be made.

Phase 1

Read and respond to a range of poems and other texts that capture sensory experience in words. Practise reading the poems in unison, following the rhythm and keeping time. Identify and discuss words that describe what we can see, hear, feel, smell and taste. Invent actions for each sense to perform when reading or reciting the poems.

Phase 2

Play a range of games to explore the senses, for example identifying familiar objects when inside a feely bag, and begin to identify details and find simple words and phrases to describe what they can see, hear, feel, smell and taste.

Phase 3

Images of familiar objects or situations are selected and discussed. Children begin to identify simple words and phrases to describe what they can see, hear, feel, smell and taste. The teacher models adding simple words and phrases to the image and children follow this up independently in pairs or small groups.

Phase 4

Familiar everyday activities are identified and explored. Words and phrases to describe what the children see, hear, feel (touch), smell and taste are found and discussed. The teacher models fitting these descriptions into a very simple poetry frame, and children follow this up independently in pairs or small groups.

Overview

- Children read and respond to poems and other simple texts that capture sensory experience in words. They then explore their own senses, observe details and find words to describe their own first-hand experience. The subject matter of the texts and the nature of the experiences explored can be drawn from across the curriculum or relate to cross-curricular themes.
- As shared reading, the class read and respond to a range of poems and other simple texts that capture sensory experience in words. They practice and read the poems in unison, following the rhythm and keeping time. They identify and discuss the words that describe what we can see, hear, feel (touch), smell and taste. They imitate and invent actions when reading/reciting the poems to emphasise these.
- The children play a range of games to explore their own senses (e.g. identifying familiar objects when inside a ‘feely bag’), and begin to identify details and find simple words and phrases to describe what they can see, hear, feel (touch), smell and taste.
• Images of familiar objects or situations are found and discussed, identifying details. Children begin to identify simple words and phrases to describe what they can see, hear, feel (touch), smell and taste. Teacher models adding simple words and phrases to the image (on paper or on screen), and children follow this up independently in pairs or small groups.
• Some of the children’s familiar everyday activities (e.g. playing in the sand) are identified and explored, preferably through first-hand experience. Simple words and phrases to describe what they can see, hear, feel (touch), smell and taste are found and discussed. Teacher models fitting these descriptions into a very simple poetry frame, and children follow this up independently in pairs or small groups.

1998 Framework objectives covered:

Year 1, Term 1: T6 recite stories and rhymes with predictable and repeating patterns, extemporising on patterns orally by substituting words and phrases, extending patterns, inventing patterns and playing with rhyme; T11 learn and recite simple poems and rhymes.

Objectives

To ensure effective planning of literacy teachers need to ensure they plan for all elements of literacy effectively across the year ensuring that assessment for learning is used to plan and amend teaching. It is essential that core skills such as phonic strategies, spelling, and handwriting are incorporated into these exemplar units to ensure effective learning.

Most children learn to:

(The following list comprises only the strands, numbered 1 through 12, that are relevant to this particular unit. Where there are relevant Steps in Learning for an objective, a link has been included.)

1. Speaking
   • Interpret a text by reading aloud with some variety in pace and emphasis

2. Listening and responding
   • Listen with sustained concentration, building new stores of words in different contexts

3. Group discussion and interaction
   • Ask and answer questions, make relevant contributions, offer suggestions and take turns
   • Explain their views to others in a small group, decide how to report the group’s views to the class

5. Word recognition: decoding (reading) and encoding (spelling)
   • Recognise and use alternative ways of pronouncing the graphemes already taught
   • Recognise and use alternative ways of spelling the graphemes already taught
   • Identify the constituent parts of two-syllable and three-syllable words to support the application of phonic knowledge and skills
   • Recognise automatically an increasing number of familiar high frequency words
   • Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable
   • Read more challenging texts which can be decoded using their acquired phonic knowledge and skills, along with automatic recognition of high frequency words
   • Read and spell phonically decodable two-syllable and three-syllable words
6. Word structure and spelling

- Spell new words using phonics as the prime approach
- Segment sounds into their constituent phonemes in order to spell them correctly
- Recognise and use alternative ways of spelling the graphemes already taught
- Use knowledge of common inflections in spelling, such as plurals, -ly, -er
- Read and spell phonically decodable two-syllable and three-syllable words

7. Understanding and interpreting texts

- Explain the effect of patterns of language and repeated words and phrases

8. Engaging with and responding to texts

- Visualise and comment on events, characters and ideas, making imaginative links to their own experiences

9. Creating and shaping texts

- Find and use new and interesting words and phrases, including story language
- Create short simple texts on paper and on screen that combine words with images (and sounds)

12. Presentation

- Write most letters, correctly formed and orientated, using a comfortable and efficient pencil grip
- Write with spaces between words accurately
- Use the space bar and keyboard to type their name and simple texts

Prior learning

Check that children can already:

- Listen to poems being read and talk about likes and dislikes - including the words used.
- Join in with class rhymes and poems.
- Copy actions.
- Enjoy making up funny sentences and playing with words.
- Look carefully at experiences and choose words to describe.
- Make word collections.

Teaching sequence phase 1

Note: Children working significantly above or below age-related expectations will need differentiated support, which may include tracking forward or back in terms of learning objectives. EAL learners should be expected to work within the overall expectations for their year group. For further advice see the progression strands and hyperlinks to useful sources of practical support.
Reading and responding to texts (3 days)

Teaching content:

• Read and allow children to respond in various ways to a range of poems and other simple, patterned texts that capture sensory experience in words.
• Practise and read the texts in unison, following rhythm and keeping time.
• Provide a practical activity that allows children to explore what we mean by the five senses. Identify and discuss what the senses are.
• Identify and discuss words in the poems that describe what we can see, hear feel (touch) small and taste. Classify the words and phrases used according to the sense to which they relate. Explore through paired discussion and activity.
• Model and invent actions to be performed when reading or reciting the poems that will emphasise the sensory descriptions. Children perform a chosen poem to others in the class. Children listen to or watch others in the class and discuss the performance.

Learning outcome:

• Children can listen to poems and identify words and phrases that describe what we see, hear, feel (touch), small and taste.

Teaching sequence phase 2

Exploration of direct experience as preparation for writing (2 days)

Teaching content:

• Children play a range of games to explore their senses, for example identifying familiar objects inside a feely bag, blindfolded tasting, identifying mystery sounds.
• Begin to identify details of sensory observation and find simple words and phrases to describe these. Play additional games to encourage description of the senses, for example describing an object or picture to another child who can’t see it, describing subtle differences between very similar objects, sounds, smells.
• With response partners children select words to describe particular sensory experience and record these in writing.
• Repeat some of the games recording children's responses on a flipchart or interactive whiteboard (IWB).

Learning outcome:

• Children can identify details of their sensory experience and start to select suitable words and phrases to describe these.

Teaching sequence phase 3
Exploring responses to images and beginning to write about them (2 days)

Teaching content:

- Share and discuss images of familiar objects, scenes and events. Identify what children can see and what they would be able to hear, feel, smell and taste if they were experiencing the object or scene directly. Images could be on paper or projected on an IWB.
- Model selecting suitable words and phrases to describe the object. Record the words and phrases by annotating the image.
- Demonstrate the use of a simple dictionary, word lists and other available resources to locate words or improve vocabulary.
- Repeat with contrasting images or for other senses.
- Working in pairs or small groups, on paper or on screen, children discuss and then add words to a different image or images.
- Share and discuss outcomes. Agree simple criteria to evaluate the vocabulary.
- Annotated images are put together to form a class display, book or ICT presentation.

Learning outcome:

- Children can identify details of their sensory responses to images and start to select suitable words and phrases to describe these.

Teaching sequence phase 4

Exploring responses to direct experience and describing them in writing (3 days)

Teaching content:

- Identify familiar everyday experiences for the children, for example playing in the sand, lining up for lunch; or special experiences, for example related to a school trip, a visiting dance artist. Recall or recreate the experience and explore it in terms of sensory response. Notice and discuss details.
- Generate and discuss effective words for describing the experience.
- Model selecting words and phrases and adding them to a patterned poem read during phase 1.
- Select a poem that is flexible enough to work with, avoiding restrictive rhythms or rhymes as they will distract from the focus.
- Demonstrate the use of a simple dictionary, word lists and other available resources to improve selections.
- Working in pairs or small groups children discuss and then describe a particular prior experience. The words or phrases from the discussion can then be added to another patterned poem structure. Children could work on paper or use a wordprocessor.
- Share and discuss the written outcomes. Agree simple criteria to evaluate the poems.
- Poems or descriptions are put together to form a class display, book or ICT presentation.

Learning outcome:

- Children can identify detailed sensory responses to direct experience and start to select and write suitable words and phrases to describe these.

Ensure that children also have a daily phonics or spelling session lasting at least 15 minutes and use every opportunity to demonstrate how to apply phonic knowledge in reading and writing.
*Note: Although this unit is planned in the four sequential stages for clarity, in practice some teachers may prefer to intermix these, for example working in one week through all four phases while focusing on a particular sense or senses, and then repeating the whole sequence in a second week but for a different sense or senses, or with quite different subject matter.

**Complete teaching sequence**

Note: Children working significantly above or below age-related expectations will need differentiated support, which may include tracking forward or back in terms of learning objectives. EAL learners should be expected to work within the overall expectations for their year group. For further advice see the progression strands and hyperlinks to useful sources of practical support.

**Phase 1: Reading and responding to texts (3 days)**

**Teaching content:**

- Read and allow children to respond in various ways to a range of poems and other simple, patterned texts that capture sensory experience in words.
- Practise and read the texts in unison, following rhythm and keeping time.
- Provide a practical activity that allows children to explore what we mean by the five senses. Identify and discuss what the senses are.
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- Model and invent actions to be performed when reading or reciting the poems that will emphasise the sensory descriptions. Children perform a chosen poem to others in the class. Children listen to or watch others in the class and discuss the performance.

**Learning outcome:**

- Children can listen to poems and identify words and phrases that describe what we see, hear, feel (touch), small and taste.

**Phase 2: Exploration of direct experience as preparation for writing (2 days)**

**Teaching content:**

- Children play a range of games to explore their senses, for example identifying familiar objects inside a feely bag, blindfolded tasting, identifying mystery sounds.
- Begin to identify details of sensory observation and find simple words and phrases to describe these. Play additional games to encourage description of the senses, for example describing an object or picture to another child who can’t see it, describing subtle differences between very similar objects, sounds, smells.
- With response partners children select words to describe particular sensory experience and record these in writing.
- Repeat some of the games recording children’s responses on a flipchart or interactive whiteboard (IWB).

**Learning outcome:**

- Children can identify details of their sensory experience and start to select suitable words and phrases to describe these.
Phase 3: Exploring responses to images and beginning to write about them (2 days)

Teaching content:

• Share and discuss images of familiar objects, scenes and events. Identify what children can see and what they would be able to hear, feel, smell and taste if they were experiencing the object or scene directly. Images could be on paper or projected on an IWB.
• Model selecting suitable words and phrases to describe the object. Record the words and phrases by annotating the image.
• Demonstrate the use of a simple dictionary, word lists and other available resources to locate words or improve vocabulary.
• Repeat with contrasting images or for other senses.
• Working in pairs or small groups, on paper or on screen, children discuss and then add words to a different image or images.
• Share and discuss outcomes. Agree simple criteria to evaluate the vocabulary.
• Annotated images are put together to form a class display, book or ICT presentation.

Learning outcome:

• Children can identify details of their sensory responses to images and start to select suitable words and phrases to describe these.

Phase 4: Exploring responses to direct experience and describing them in writing (3 days)

Teaching content:

• Identify familiar everyday experiences for the children, for example playing in the sand, lining up for lunch; or special experiences, for example related to a school trip, a visiting dance artist. Recall or recreate the experience and explore it in terms of sensory response. Notice and discuss details.
• Generate and discuss effective words for describing the experience.
• Model selecting words and phrases and adding them to a patterned poem read during phase 1.
• Select a poem that is flexible enough to work with, avoiding restrictive rhythms or rhymes as they will distract from the focus.
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• Working in pairs or small groups children discuss and then describe a particular prior experience. The words or phrases from the discussion can then be added to another patterned poem structure. Children could work on paper or use a wordprocessor.
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• Poems or descriptions are put together to form a class display, book or ICT presentation.

Learning outcome:

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Ensure that children also have a daily phonics or spelling session lasting at least 15 minutes and use every opportunity to demonstrate how to apply phonic knowledge in reading and writing.

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Assessing Pupils' Progress

In this exemplified unit we have identified the 'main' assessment focuses for reading and writing. However, it is important to remember that teachers should interpret and adapt the teaching sequence to meet the needs of particular classes and this may affect the type of evidence which it is desirable and possible to gather.

In order for a judgement to be made against writing assessment focuses 1 and 2 it is important that children are given space and time to develop their own ideas and define their own purposes for writing. Opportunities to plan for this will arise throughout the literacy curriculum as well as through the application of skills across the curriculum.

The suggested outcome for this unit is a poem or description using words and phrases to describe the senses. It is important to be aware that with good teaching, many children will be able to go beyond this, and to encourage this where possible.

The teaching of this unit should particularly support the collection of evidence against **Reading assessment focuses 1** (Use a range of strategies, including accurate decoding of text, to read for meaning) and **5** (explain and comment on writers' use of language, including grammatical and literary features at word and sentence level) and **Writing assessment focuses 3** (organise and present whole texts effectively, sequencing and structuring information, ideas and events), **7** (select appropriate and effective vocabulary) and **8** (use correct spelling). It is important to remember to link this work for the children with the learning they do during discrete phonics sessions, and encourage them to apply their knowledge when reading and writing.

Evidence against a variety of assessment focuses will be collected at many points during the teaching sequence. Independence and opportunities to make decisions are integral to children's development in reading and writing, and it will be important to collect evidence of achievement against the assessment focuses from occasions where children can demonstrate some independence and choice away from direct teaching.

Suggestions for the collection of assessment information against a range of assessment focuses are found below.

### Opportunities for assessment

The following are examples selected from the teaching content for this unit of work that will support planning for effective assessment as an integrated part of the teaching and learning process. Evidence gathered during this ongoing work will contribute to the periodic assessment of pupils' progress.

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Example of teaching content and assessment opportunities</th>
<th>Evidence</th>
<th>Approach to assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children can listen to poems and identify words and phrases that describe what we see, hear, feel (touch), smell and taste.</td>
<td>The teacher and the children build up a bank of a range of poems and other simple patterned texts that capture sensory experience in words. The teacher uses a series of pictures or photos to help children classify words and phrases; attaching words and phrases to the appropriate picture (this could be done using IWB technology.) The teacher models actions to be performed when reading and reciting poems that emphasise the sensory descriptions and supports children in inventing their own. Children use these when performing chosen poems to others in the class and discuss the performance, focusing on how the different senses were shown in the poem and the actions.</td>
<td>Teacher observation</td>
<td>Teacher observation, self- and peer-assessment</td>
</tr>
</tbody>
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### Learning outcomes

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<td>Children can identify detailed sensory responses to direct experience and start to select and write suitable words and phrases to describe these.</td>
<td>Building on past experience in the earlier part of the unit, the teacher and the children build up a bank of appropriate words and phrases to describe a special experience, for example a special meal they have helped prepare. The class decides on what makes words and phrases effective or otherwise. Using a scaffold, for example building on a patterned poem they have previously worked on, children discuss, and select words and phrases to add to the poem, working to their agreed criteria. Poems are made into a class display, book or ICT presentation.</td>
<td>Children's poems, teacher observation</td>
<td>Marking and feedback against agreed criteria</td>
</tr>
</tbody>
</table>

### Key aspects of learning

For further information, see the booklet *Progression in key aspects of learning* (Ref: 0524-2004 G) from *Learning and teaching in the primary years: Professional development resources* (Ref: 0518-2004G).

#### Enquiry

Children will play games and ask questions about what they can see, hear, feel (touch), smell and taste.

#### Reasoning

Children will explain the words they and others chose to describe objects and experiences.

#### Evaluation

Children will discuss success criteria for describing objects and experiences, give feedback to others and judge the effectiveness of their word choices.

#### Empathy and self-awareness

Children will hear or read about the sensory experience (and emotional reaction) of others and compare it to their own.

#### Communication

They will begin to develop their ability to discuss the language of poetry and to communicate their own observations and experiences through carefully chosen words. They will sometimes work collaboratively in pairs and groups. They will communicate outcomes orally, and in writing (possibly including ICT).