Creating images (2 weeks)

Children read and respond to a range of poems and prose extracts that use similes and other simple images to create a vivid picture for a reader. Explore and create similes. Write poems experimenting with the use of simile. Subject matter for the poems can be drawn from other curriculum areas or related to cross-curricular themes.

Phase 1

Read a number of poems that use similes and other simple images to create a vivid picture. Perform poems, individually or in groups, using actions and sound effects where appropriate to heighten awareness of the language and imagery used. Respond to the poems in a variety of ways, for example through dance, drama and art. Consider what the poems are about and discuss the poet's use of language, identifying distinctive features, such as similes and other devices. Consider why poets might have chosen to use language in the way they did.

Phase 2

Explore what a simile is through various games. Model planning and writing a new poem based upon those read in previous sessions. Children write their own poem using similes and other devices to create imagery.

Phase 3

Children write a poem based on a different model, using similes and other devices to create imagery. Outcomes are shared, discussed and performed or published as a class book, using presentation software or online as a podcast.

Note: Although this unit is planned as a 2-week sequence, teachers may prefer to deliver it in two separate weeks, working right through each of the three phases in each of the weeks, but with different poems and experiences for each.

Overview

- Children hear, read and respond to a range of poems, and possibly some prose extracts, which use similes and simple images to create a vivid picture. They then explore what similes are and create their own. Finally they write their own poems based on one or more of the poems read and experiment with the use of similes. Subject matter for poems both read and written could well be drawn from subject areas correlated to cross-curricular themes.
- As a class and in groups, children hear and read a number of poems which use similes and other simple images to create a vivid picture. They perform some of the poems, individually or together, using actions and sound effects where appropriate to heighten awareness of the language and imagery used. They are encouraged to respond to these poems in a variety of ways, for example through dance, drama and art. They consider what they think the poems are about and discuss the language of each, identifying distinctive features, particularly the use of similes and other simple word pictures. They consider why the writer might have chosen to use language in the way they did.
• First children explore what a simile is though various games and through playfully creating their own. Then, with extensive contribution from and involvement by children, the teacher selects a poem from those read as having a distinctive style and/or pattern and then models and explores the planning and writing of a new poem based upon or borrowing from it. The emphasis is on the imaginative and careful selection of words and phrases to paint a vivid picture. Opportunity is taken to further develop children's vocabulary and their understanding of similes and other simple images in the process. Children (possibly working in groups or pairs) are encouraged to try writing in a similar form to that modelled, still with the emphasis on the playful use of language.

• Following further modelling of the writing process, including possibly making preliminary word/phrase collections, etc., children write a poem of their own based on a different distinctive model selected from those read, and incorporating what they have learned about using similes and other simple images. Time is given to children playfully exploring possible language choices before and during writing. Outcomes are then shared, discussed and possibly performed or published. The ICT medium can provide interesting and engaging ways of demonstrating writing, stimulating and collecting ideas (e.g. on an interactive whiteboard), of recording and sharing performance (e.g. digital video, web casting) and of publishing outcomes (e.g. multimedia presentation, email or website).

1998 Framework objectives covered:

Year 4, Term 2: T5 understand the use of figurative language in poetry; T11 write poetry based on the structure and/or style of poems read.

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

• Respond appropriately to the contributions of others in light of differing viewpoints

6. Word structure and spelling

• Use knowledge of phonics, morphology and etymology to spell new and unfamiliar words

7. Understanding and interpreting texts

• Explain how writers use figurative and expressive language to create images and atmosphere

8. Engaging with and responding to texts

• Read extensively favourite authors or genres and experiment with other types of text
• Interrogate texts to deepen and clarify understanding and response
• Explore why and how writers write, including through face-to-face and online contact with authors
9. Creating and shaping texts

- Develop and refine ideas in writing using planning and problem-solving strategies
- Choose and combine words, images and other features for particular effects

12. Presentation

- Write consistently with neat, legible and joined handwriting
- Use word processing packages to present written work and continue to increase speed and accuracy in typing

Prior learning

Check that children can already:

- Describe the effect a poem has and suggest possible interpretations.
- Discuss the choice of words and their impact, noticing how the poet creates 'sound effects' by using alliteration, rhythm and rhyme and creates 'pictures' using similes.
- Perform individually or chorally; vary volume, experimenting with expression and use pauses for effect.
- Experiment with wordplay.
- Use powerful nouns, adjectives and verbs, experimenting with alliteration.
- Write simple free verse; borrow or create a repeating pattern.

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. English as an Additional Language (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 (4 days)

Teaching content:

- During shared and independent sessions, read a number of poems using similes and other linguistic devices to create a vivid picture. Poems chosen could relate to a single theme.
- Support children to rehearse and perform some of the poems as individuals or in groups, using actions and sound effects where appropriate to heighten awareness of the language and imagery used.
- Encourage children to respond to these poems in a variety of ways, for example through dance, drama and art, and in writing using reading journals.
- Consider what they think the poems are about and discuss the poets' use of language. During shared and independent sessions, analyse the poems identifying distinctive features, particularly the use of similes and other simple word pictures. List features and display for future reference.
- Consider why poets might have chosen to use language in the way they did.
- Discuss likes and dislikes, favourite poems, words, phrases, etc., relating views back to the texts. Write and share reviews and recommendations.

Learning outcomes:

- Children can recognise and discuss how poets use language (including similes and other simple images) to create a vivid picture in words.
• Children have increased the range of poetry of which they are aware and can discuss likes and dislikes, with reasons.

Teaching sequence phase 2

Language development and shared writing (3 days)

Teaching content:

• Explore similes though various games, for example creating ‘random’ similes by adding new words to folded papers, looking for likenesses between dissimilar pictures or objects. Encourage children to create their own similes in response to visual images, objects or music.
• Identify clichés and discuss avoiding their use when writing.
• Select a poem with a distinctive style and/or pattern, for example one that asks and answers a question, repeats particular words or phrases, follows a predictable development or sequence. Use the poem as a model for further writing.
• Demonstrate how to gather ideas, create word or idea lists and develop a plan to support writing. Using shared and supported composition, plan and write a new poem based on the model.
• Demonstrate revising the poem. Emphasise the need for the language to create a vivid image for the reader.
• Agree success criteria to support the evaluation of final outcomes. Refer to the lists of features compiled earlier. Evaluate and re-draft the writing against the criteria.

Working in groups or pairs children write their own poems. They evaluate and improve their poems against the same criteria.

Learning outcome:

• Children understand how to plan and write a poem based on a model.

Teaching sequence phase 3

Writing a poem based on a model (3 days)

Teaching content:

• Present and discuss other poems children could use to structure their own poem.
• Demonstrate how a planning frame can be derived from these poems.
• Working with response partners, children plan and write a poem of their own based on one of the models offered.
• Remind children to incorporate similes and other devices that create images for the reader.
• Provide time for children to explore and discuss possible language choices before and during writing.
• Evaluate the poems against the agreed criteria. Provide time for children to revise and improve their poems, incorporating suggested changes. Share, discuss and possibly perform or publish the resulting poems.

Learning outcomes:

• Children can write their own simple poem based on one previously read and analysed.
• Children can paint a vivid word picture using similes and other simple images.
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. English as an Additional Language (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 (4 days)

Teaching content:

• During shared and independent sessions, read a number of poems using similes and other linguistic devices to create a vivid picture. Poems chosen could relate to a single theme.
• Support children to rehearse and perform some of the poems as individuals or in groups, using actions and sound effects where appropriate to heighten awareness of the language and imagery used.
• Encourage children to respond to these poems in a variety of ways, for example through dance, drama and art, and in writing using reading journals.
• Consider what they think the poems are about and discuss the poets' use of language. During shared and independent sessions, analyse the poems identifying distinctive features, particularly the use of similes and other simple word pictures. List features and display for future reference.
• Consider why poets might have chosen to use language in the way they did.
• Discuss likes and dislikes, favourite poems, words, phrases, etc., relating views back to the texts. Write and share reviews and recommendations.

Learning outcomes:

• Children can recognise and discuss how poets use language (including similes and other simple images) to create a vivid picture in words.
• Children have increased the range of poetry of which they are aware and can discuss likes and dislikes, with reasons.

Phase 2: Language development and shared writing (3 days)

Teaching content:

• Explore similes though various games, for example creating 'random' similes by adding new words to folded papers, looking for likenesses between dissimilar pictures or objects. Encourage children to create their own similes in response to visual images, objects or music.
• Identify clichés and discuss avoiding their use when writing.
• Select a poem with a distinctive style and/or pattern, for example one that asks and answers a question, repeats particular words or phrases, follows a predictable development or sequence. Use the poem as a model for further writing.
• Demonstrate how to gather ideas, create word or idea lists and develop a plan to support writing. Using shared and supported composition, plan and write a new poem based on the model.
• Demonstrate revising the poem. Emphasise the need for the language to create a vivid image for the reader.
• Agree success criteria to support the evaluation of final outcomes. Refer to the lists of features compiled earlier. Evaluate and re-draft the writing against the criteria.
• Working in groups or pairs children write their own poems. They evaluate and improve their poems against the same criteria.
Learning outcome:

- Children understand how to plan and write a poem based on a model.

Phase 3: Writing a poem based on a model (3 days)

Teaching content:

- Present and discuss other poems children could use to structure their own poem.
- Demonstrate how a planning frame can be derived from these poems.
- Working with response partners, children plan and write a poem of their own based on one of the models offered.
- Remind children to incorporate similes and other devices that create images for the reader.
- Provide time for children to explore and discuss possible language choices before and during writing.
- Evaluate the poems against the agreed criteria. Provide time for children to revise and improve their poems, incorporating suggested changes. Share, discuss and possibly perform or publish the resulting poems.

Learning outcomes:

- Children can write their own simple poem based on one previously read and analysed.
- Children can paint a vivid word picture using similes and other simple images.

Assessment

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 types 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 to write a poem based on a model, using similes and other devices to create imagery which is shared and performed or published. The teaching of this unit should support the collection of evidence against Reading assessment focus 5 (explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level) and Writing assessment focus 7 (select appropriate and effective vocabulary).

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 recognise and discuss how poets use language (including similes and other simple images) to create a vivid picture in words.</td>
<td>Following the exploration of a poem the teacher directs the children's attention to a simile and they are asked to think about what pictures the words make them see in their minds. Through use of the think - pair - share technique the children share with a partner what they saw in their mind and ideas are shared with the class. The teacher encourages the children to dig away at the layers of meaning and they are asked to consider what they would see, hear and how they would feel if they were part of the scene. Ideas are noted on the interactive whiteboard (IWB) alongside the simile. Children choose the most powerful image from a selection of poems shared and explored by the class. They visualise and draw what they would see if they were standing within this scene. They are encouraged to note what they would see, hear and how they would feel if they stood as part of the scene, e.g. <em>The wind is howling through the trees, making a whistling sound. My clothes are blowing in the wind. My cheeks are icy cold.</em></td>
<td>Children's discussions and oral responses. Children's drawings and notes.</td>
<td>Teacher observation. Teacher questioning. Marking and feedback (oral and written).</td>
</tr>
<tr>
<td>Children can paint a vivid word picture using similes and other simple images.</td>
<td>A poem which includes vivid imagery has been selected as a model. The children are encouraged to draw and collect electronic images of the object which is the focal point of the poem (e.g. the Moon, Sun). These images are displayed on the IWB. During a shared session the children are asked what the images remind them of and what other objects are similar. Imaginative and outlandish ideas are encouraged and a list is created on the IWB. One of the given objects is taken and the teacher models how to turn this into a simile, creating the first line of a poem based on the original. Through supported composition the children improve the teacher's model, using more powerful verbs, unusual and strong adjectives. Following the formation of a class poem the children work independently to select their strongest ideas and create their own poems based on the model developed as a class.</td>
<td>Children's discussions and oral contributions. Children's writing at various stages of the writing process.</td>
<td>Teacher observation and discussions. Oral feedback. Marking and written feedback.</td>
</tr>
</tbody>
</table>

### Key aspects of learning

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

### Enquiry

Children will seek the answers to their own and others' questions in their reading.
**Information processing**

Children will explore and tease out the ideas, thoughts and feelings communicated through the language and forms of poetry.

**Evaluation**

Children will share their own writing outcomes, as well as those of others. They will discuss success criteria, give feedback to others and judge the effectiveness of their own work.

**Reasoning**

Children will identify, explore and generate the mental connections represented by various forms of simple imagery - for example simile - a vital aspect of thinking, reasoning and understanding.

**Empathy**

In discussing and writing about the poems and their images, children will need to imagine themselves in another person's position. They will explore techniques that facilitate this process.

**Self-awareness**

Children will discuss and reflect on their personal responses to the texts.

**Communication**

Children will develop their ability to discuss effective communication in respect of both the language and content of poetry they are reading and writing. They will sometimes work collaboratively in pairs and groups. They will communicate outcomes orally, and in writing (possibly including ICT).