



Out and about - poetry unit

ENGLISH KNOWLEDGE ORGANISER



ESSENTIAL VOCABULARY/Spoken language/questions

Free verse poem	they will have lines of any length (from a single word to much longer) and do not have a rhyme scheme or specific rhythm.
Adjective	A word that describes a thing or place
rewrite	Writers rarely 'get it right' in their first go. One of the favourite tools of many writers is to move their sentences around and reorder them.

Spoken Language

Teacher will model phrasing and intonation to help understanding, e.g.

I like mud. /

The slippery, / sloppy, / squelchy kind, /

The slap-it-into-pies kind. /

Stir it up / in puddles, /

Slither / and slide. /

I do / like / mud.

Children will re-read the poems in pairs

To help them construct a poem, first we will generate ideas of what object/topic they might choose to write about (focus on favourite things)

Go over what the poem includes

[1] Tells the reader what the poem is about.

[2/3] Describes what the object is like/can do linked to the senses.

[4/5] Gives more examples of what you can do with the object.

[6] Repeats the first line with more feeling.

Final Outcome

a free verse poem for children in Nursery/ Reception

Non negotiables for this piece of work

- ☐ There are spaces between words so that the reader can follow the writing
- ☐ Include full stops and capital letters so we know where 1 idea finishes and another begins
- ☐ Use adjectives to help the reader create a picture in their mind

Stages of writing through this unit of work

- ☐ Listen to and discuss Shirley Hughes poems
- ☐ Use senses to plan for a poem
- ☐ Add adjectives into their poem
- ☐ Create a vocabulary bank of adjectives used
- ☐ Recite their poem to an audience

Spellings

- ☐ Use phoneme frames to sound out each word fully, concentrating on choosing the correct digraph

