

**Smithy Street School Renewed Framework Literacy Planning**  
**Year 5 Literacy Unit of Work: Poetry- Comparison of 2 poems on the theme of "loss"**

**Overview of unit**

Comparison of two poems Kajila Didi by Jatindra Mohon Bagchi and What has happened to Lulu? By Charles Causley

Analysis of the first poem will be achieved with the support of parents and grandparents engaging with the poem in Bengali.

To conclude children will use imagery from poems read and from their own experiences to write a poem based on "Loss"

**Extension Work - including cross-curricular links:**

MFL- Bengali vocabulary

Geography- geographical/cultural references in poetry

PSHE - experience of temporary/ permanent loss - emotions

Drama - engaging with text

**Literacy objectives**

**3. Group discussion and interaction**

- Plan and manage a group task over time using different levels of planning
- Understand different ways to take the lead and support others in groups
- Understand the process of decision making

#### **4. Drama**

- Reflect on how working in role helps to explore complex issues
- Use and recognise the impact of theatrical effects in drama

#### **7. Understanding and interpreting texts**

- Make notes on and use evidence from across a text to explain events or ideas
- Explore how writers use language for dramatic effects
- *Analyse and compare poetic styles*
- *Respond to shades of meaning*

#### **8. Engaging with and responding to texts**

- Compare how a common theme is presented in poetry, prose and other media
- *Identify what is distinctive about the style or content of poems*
- *Justify personal tastes*

#### **9. Creating and shaping texts**

- convey feelings, reflections or moods in a poem through the careful choice of words and phrases.

#### **12. Presentation**

- Use a range of ICT programs to present texts, making informed choices about which electronic tools to use for different purposes

## Year 5

### Building on previous learning check that children can

- Use drama strategies to aid understanding of texts.
- Explain how writers use figurative and expressive language to create images and atmosphere.
- Refer to the text in order to support a hypothesis.
- Prepare poems for performance.

## Key aspects of learning

### **Enquiry**

Children will investigate a narrative poem, seeking the answers to their own and others' questions. They will engage in drama and discussion and then plan and present an abridged version orally and visually.

### **Information processing**

Children will identify relevant information from a range of sources and use this to understand the poems.

### **Evaluation**

Children will present information orally, through drama and in writing. They will discuss success criteria, give feedback to others and judge the effectiveness of their own work.

### **Self-awareness**

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

### **Communication**

Children will develop their skills to reflect critically on what they have seen and read. They will develop their ability to present a poem orally and reflect critically on their own and others' work.

<b>Resources:</b> <b>Poems <u>Kajila Didi</u> by Jatindra Mohon Bagchi and <u>What has happened to Lulu?</u> By Charles Causley</b> <b>Photos of Bangladeshi village life</b>	

	<b>Learning intentions</b>	<b>Success criteria</b>	<b>Shared learning and teaching</b>	<b>Independent learning</b>	<b>Guided learning</b>	<b>Plenary(including key assessment)</b>
<b>Phase 1: Reading and discussing <u>Kajila Didi</u></b>						
<b>1.</b>	<b>To read and understand images in poetry</b>  <b>To use additional resources (photos, transliteration of poem ) to support understanding of cultural references</b>	I can read the poem and talk about what it is about.  I can identify images in the poem and discuss their meaning. ( similes/ metaphors)  I can use drama	Introduce the unit of work Explain that children will be involving their parents and grandparents in the process of understanding the poem. Explain that the children will be working in Bengali as well as English during this unit.  Read the poem together as a class Read it English and read it in Bengali- use the transliteration or original if children can read.  Ask children to talk in Talk Partners.	Look at the photos in groups to help set the scene.  Ask children to find images which help to set the scene/ setting. Children can annotate their own copy of the poem.  Ask children to find images or behaviour of the		Ask individual children to read the poem aloud in English or Bengali.  Children should read with expression showing understanding of the questioning style of the poet.

		<p>strategies to explore the meaning of the poem</p> <p>I can read the poem with expression</p>	<p>Discuss the story of the poem, the setting, the characters and the meaning behind the apparent loss of the sister.</p>	<p>little girl.</p> <p>Ask children to find references to the mother.</p> <p>Ask children to find references to the missing sister</p> <p>In pairs choose an image to create a frieze frame – mother and daughter</p>		
2.	<p><b>To plan questions together in a group</b></p> <p><b>To plan questions which will support the understanding of the text.</b></p> <p><b>To write questions for a different audience: their grandparents</b></p>	<p>I can participate in planning questions in a group.</p> <p>I can prioritise the best questions</p> <p>I can write my questions in Bengali for my grandparents.</p>	<p>Start by rereading the poem- giving different children the chance to read. Focus on expression- showing meaning.</p> <p>Look at the poem together again and identify key images and phrases which they could write questions to grandparents to further their understanding.</p> <p>Ask children in groups to write 10 questions for their parents/ grandparents. Having discussed their questions children can begin to prioritise and think about how they will write questions in Sylheti/ Bengali.</p>	<p>Children write 10 questions independently. Children write in transliterated sylheti/Bengali</p> <p>Or in English/ Asya ( Somali/ Ibrahim-Arabic)</p> <p>Explain that children will take poems home over night and ask</p>		<p>Children share questions in Bengali- translating for each other- for those that don't understand</p>

			Children can use transliterated sylheti/Bengali.	parents to answer the questions.		
3.	<b>To read and understand a poem of a similar them</b>	<p>I can read and understand a poem</p> <p>I can understand the images used</p> <p>I can compare two poems identifying similarities and differences</p>	<p>Read <u>What has happened to Lulu</u></p> <p>Ask children to talk in Talk Partners.</p> <p>Discuss the story of the poem, the setting, the characters and the meaning behind the apparent loss of the sister.</p> <p>Ask children to find images which help to set the scene/ setting.- as with first poem..</p> <p>Ask children to find images or behaviour of the little girl.</p> <p>Ask children to find references to the mother.</p> <p>Ask children to find references to the missing sister</p> <p>Briefly discuss similarities and differences of poems</p>	<p>Ask children to read both poems again in pairs and to discuss their immediate impressions.</p> <p>Then look more closely at images used to describe the setting, characters and action, emotions</p> <p>Use a chart to record similarities and differences.</p>		<p>Discuss preferences and meaning of the two poems.</p> <p>Why is the them the same?</p> <p>What could the loss be?</p>
4.	<p><b>To review responses fro parents</b></p> <p><b>To extend understanding of images in poetry</b></p>	I can share the responses made by my grandparents in a group	<p>Ask children to feedback the experience of talking with grandparents about the poem.</p> <p>Then ask children to work in their groups to gather their information. Roles: scribe spokes person, observer</p>	Children can return to their copies of the poem or new ones and add in additional comments made through questioning		Discuss what children have learnt through sharing the poem with their family?

			Having worked in groups for 15- 20 minutes ask children to feed back most useful analysis.	grandparents.		
<b>Phase 2 Creative writing- writing their own poetry on a personal experience of loss</b>						
	<p><b>To brainstorm loss</b></p> <p><b>To write images/ similes/ metaphors</b></p> <p><b>To write a poem on the theme of loss</b></p>	<p>I can reflect on my own experiences of loss of a family member</p> <p>I can list important ideas</p> <p>I can create similes and metaphors related to loss</p> <p>I can use the images and my ideas to compose a poem on loss</p>	<p>As a whole class ask children to identify times when they have been separated from family- temporarily or permanently through moving/ death/</p> <p>Model brainstorm together. Then encourage children to create their own brainstorm</p> <p>On white boards and on the IWB write shared similes and metaphors.</p> <p>Collect their ideas on the board.</p> <p>Agree success criteria together</p>	<p>Ask children to write their own poem using the images generated and their own ideas.</p> <p>Emphasis this is free poetry and does not need to rhyme or have a particular structure.</p>	<p><u>Presentation:</u></p> <p>Choose a font and style to present their poem using ICT.</p> <p>Could they use images of Bangladesh/ Somalia/ Britain to illustrate their poem</p>	<p>Sharing of finished poems</p> <p>Reflect on success criteria</p>