



YEAR 6 : Poetry: Ottava Rima, Iambic Pentameter (Shakespeare) Free verse (Remembrance)

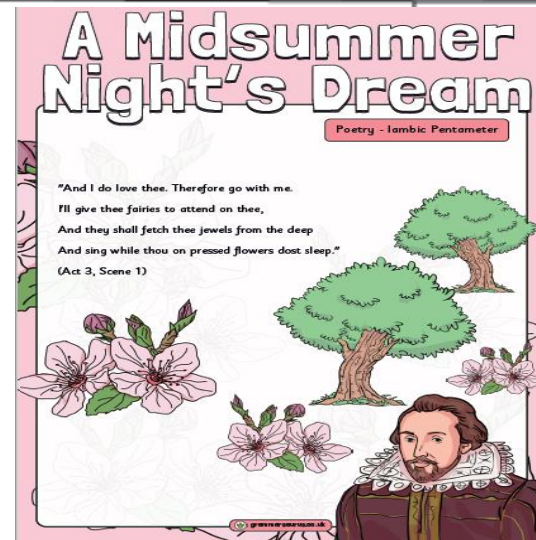
Type of Poetry	Features
Ottava Rima E.g. Quickly did the tiger begin his fast run Over hilly ground you see him fly and leap The passive prey laying grazing in the sun Suddenly its life that it wanted to keep Tiger pounces, quickly getting the job done The prey collapsing in a really big heap Tiger sleeps as night takes over from the day Will we ever see the hunter become prey?	<ul style="list-style-type: none">- It is an Italian style of poetry.- It is eight lines in length; each line consists of eleven syllables.- The rhyme scheme is ABABABCC.- Each line opens with a capital letter.- It is optional whether lines end with commas or not.- A poem may consist of several verses following the structure above.- The last line of the poem may end with a question mark or a full stop.

Type of Poetry	Features
Iambic Pentameter E.g. Two households, both alike in dignity, In fair Verona, where we lay our scene, From ancient grudge break to new mutiny, Where civil blood makes civil hands unclean. From forth the fatal loins of these two foes A pair of star-cross'd lovers take their life.	<ul style="list-style-type: none">- Unlike other taught styles, Iambic Pentameter refers to the way in which individual lines are constructed. There are no particular rules about verse length.- It is a sequence of ten alternately unstressed and stressed syllables.- Children should be encouraged to hear the effect of lines being constructed in this style.

Ensuring Challenge for All
<ul style="list-style-type: none">- Ask children to consider the precision of their vocabulary choices. They should use a thesaurus to develop this (linked to Y5 and Y6 writing curriculum objective).



**National
Poetry
Day**



Ensuring Challenge for All
<ul style="list-style-type: none">- Ask children to consider why characters such as the witches in Macbeth do not deliver their lines following this meter: what does this suggest about the presentation of character?

Free verse does not follow a set syllable pattern or rhyme scheme. It may be written on a range of themes. Refer to the KS2 key objectives and writing curriculum content for Year 6.

VOCABULARY (Subject Specific)

Ottava Rima	A form of poetry consisting of stanzas of eight lines of ten or eleven syllables, rhyming <i>abababcc</i> .
Iambic Pentameter	A line of writing that consists of ten syllables in a specific pattern of an unstressed syllable followed by a stressed syllable
syllables	A single vowel sound that is pronounced together
verse	Refers to part of a poem
stressed syllable	Pronounced louder or with more emphasis than others
Unstressed syllable	They are not emphasised.

Teacher will assess children's knowledge and understanding of vocabulary specific to the text.

Monday	Tuesday	Wednesday	Thursday	Friday
Handwriting Spelling Shed	Spelling starter English – features of poem	Spelling starter English – modelled write of poem	Spelling starter English – independent write	Spelling starter English – Perform poems

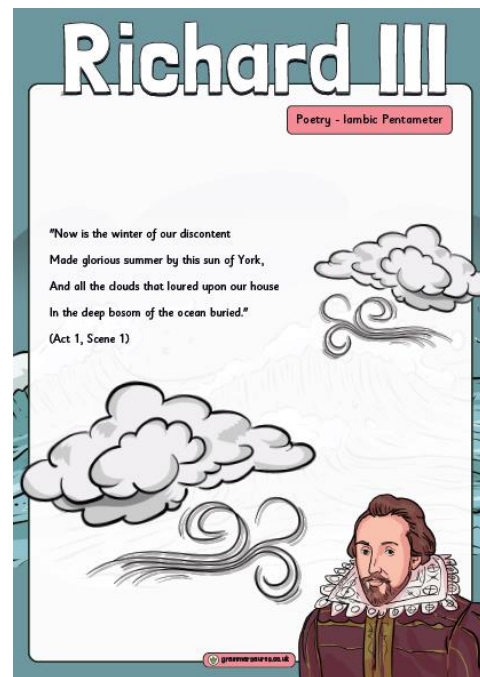
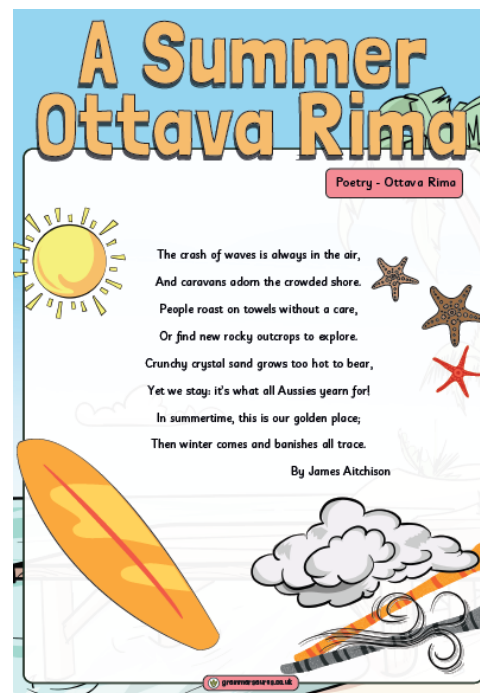
Spelling

- tial words and homophones and near homophones

Week 1: Spelling Shed Unit 23

Week 2: Spelling Shed Unit 28 (5)

Week 3: Spelling Shed Unit 28 (5)



Year 6 National Curriculum Statements

Pupils should be taught to:

- Learn a wider range of poetry by heart
- prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

