



YEAR 5 : Poetry: Haiku/Senryu, Renga and Free verse

Type of Poetry	Features
Haikus	Please see Year 2 guidance.
Senryus	<ul style="list-style-type: none">- The structure of a senryu is identical to that of a haiku.- It is three lines in length.- The line structure is as follows:<ul style="list-style-type: none">- Line 1: 5 syllables;- Line 2: 7 syllables;- Line 3: 5 syllables. (17 in total).- Each line starts with a capital letter.- The last line ends with a full stop; no other punctuation is necessary.- Where senryus differ from haikus is in their subject. Senryus are typically about humans rather than concepts such as nature of love.

Type of Poetry	Features
Renga (‘linked poem’) E.g. The final leaf falls (5) The tree branches are so bare (7) Autumn has arrived (5) Remember Summer’s warm kiss (7) So gentle, it will be missed. (7)	<ul style="list-style-type: none">- Renga poems are written by more than one poet. Poet A would write three lines following the structure below. Poet B would then write the last two lines of the verse following the given structure. This is repeated within a pair or small group until the poem is complete. - The line structure is as follows:<ul style="list-style-type: none">- Line 1: 5 syllables;- Line 2: 7 syllables;- Line 3: 5 syllables;- Line 4: 7 syllables;- Line 5: 7 syllables.- There is no set rhyme scheme.- The themes within a verse need to be consistent.- Each line starts with a capital letter and the last line of each verse ends with a full stop.

Ensuring Challenge for All

- Vary the theme to ensure that this style is appropriate for Year 5.
- Ask children to follow an ABA rhyme scheme.



National Poetry Day

Ensuring Challenge for All

- Ask children to approach a range of themes with different opinions, i.e. a verse from the perspective of someone who dislikes autumn, followed by a verse by someone who likes autumn.
- Ask children to mirror the structure with a syllable pattern of their choosing, e.g. 6, 8, 6, 8, 8.

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 5.

VOCABULARY (Subject Specific)

Haiku	A poem of three lines with five syllables in the first line, seven in the second, and five in the third
Senryu	Three lined poem with 17 or fewer syllables in total
metaphor	Describes or compares something that isn't literally true
syllables	A single vowel sound that is pronounced together
verse	Refers to part of a poem
Renga	A Japanese poem with the first three lines by one person and the second two by another.

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

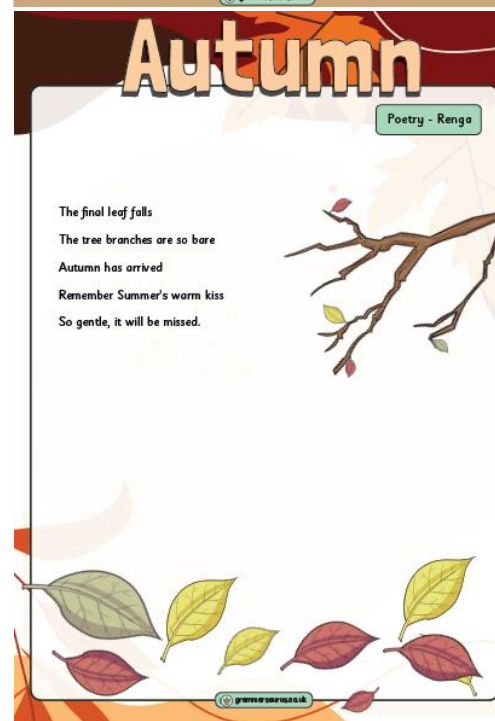
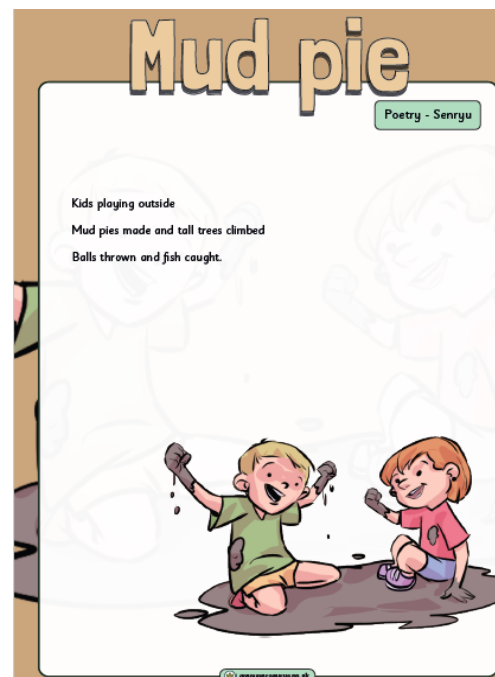
Spelling

- Words ending in -tion and -sion

Week 1: Spelling Shed Unit 20 (4)

Week 2: Spelling Shed Unit 20 (4)

Week 3: Spelling Shed Unit 21 (4)



Year 5 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

