




YEAR 3 : Poetry: Clerihews, Limericks and Free Verse

Type of Poetry	Features	Ensuring Challenge for All
Clerihews E.g. Mr Smith wears a wig, But for his head it's rather big. In windy weather he was careless. Now Mr Smith's head is hairless.	<ul style="list-style-type: none">- A clerihew is four lines in length, and includes rhyming couplets (AABB).- The subject of the poem is typically a character who is named on one of the lines.- The mood of this type of poem is comic.	<ul style="list-style-type: none">- Ask children to vary the rhyme scheme to either ABCB or ABAB.
Limericks E.g. There was an old man with a beard, Who said, 'It is just as I feared, Two owls and a hen A lark and a wren Have all built their nests in my beard!	<ul style="list-style-type: none">- The poem is five lines in length and follows the rhyme scheme AABBA.- The line structure is as follows:<ul style="list-style-type: none">- Line 1: 7-10 syllables;- Line 2: 7-10 syllables;- Line 3: 5-7 syllables;- Line 4: 5-7 syllables;- Line 5: 7-10 syllables.- The first line usually begins with 'There was a...' and ends with the name of a person or place.- The last line should be rather unusual or far-fetched.- Each line starts with a capital letter. Lines often end with a comma.- The mood of this type of poem is comic, and it can even be nonsense.	<ul style="list-style-type: none">- Provide scaffolding with gapped words for lower attainers.- Ask children to write in nonsense style, considering how their nonsense words could be similar to real words to suggest meaning.- Ask children to devise a limerick around a given theme. <div>National Poetry Day</div>
Free Verse	<i>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 3.</i>	

VOCABULARY (Subject Specific)

clerihew	A short comic verse
Rhyming couplets	Two lines that rhyme at the end
mood	The feeling the poem creates
syllables	A single vowel sound that is pronounced together
rhyme	Sam or similar sounds between words
limerick	A humorous five-lined poem
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

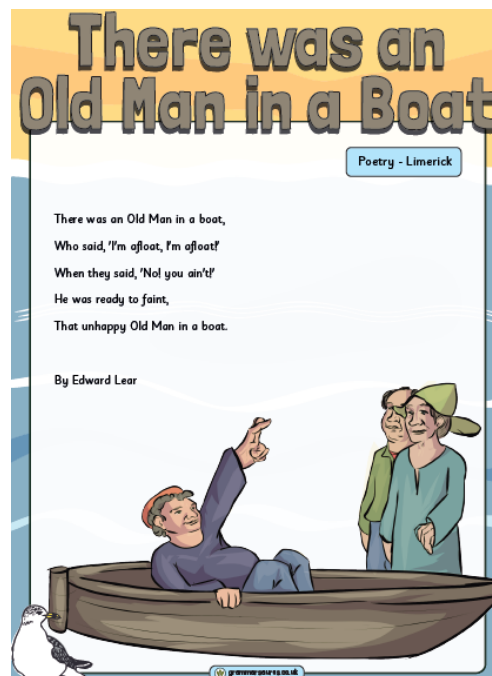
Spelling

- Double consonant and words with the prefix re-

Week 1: Spelling Shed Unit 10

Week 2: Spelling Shed Unit 7

Week 3: Spelling Shed Unit 7



Year 3 National Curriculum Statements

Pupils should be taught to:

- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures [English appendix 2](#)
- organising paragraphs around a theme

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

