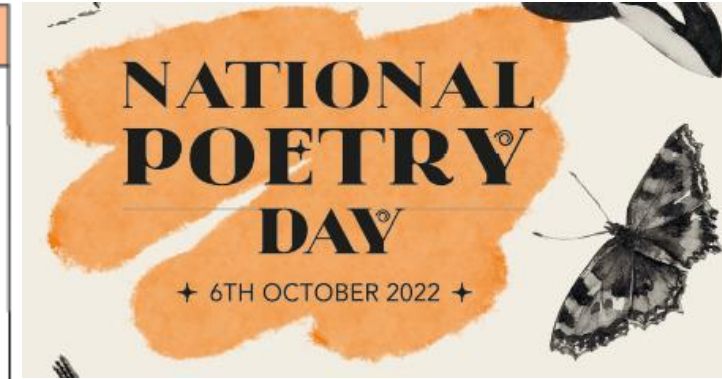


# YEAR 4 : Poetry: Kenning Poems, Tetractys and Free Verse

Type of Poetry	Features	Ensuring Challenge for All
<b>Kenning Poems</b> E.g. My Sister Dummy-sucker Teddy-thrower Anything-chewer Kiss-giver Slave-employer Dolly-hugger Calm-destroyer Milk-drinker Nappy-leaker Peace-breaker Scream-shrieker Unlike any other My sister.	<ul style="list-style-type: none"> <li>- A 'kenning' is a two word phrase which describes an object, often using a metaphor to do so.</li> <li>- Kenning poems are a type of riddle which use kennings to describe something or someone.</li> <li>- Each line consists of one kenning. There is no set number of lines in each verse.</li> <li>- The kennings should be ordered within the poem with consideration of the impact on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>- Ask children to make precise word choices.</li> <li>- Encourage children to use language devices, such as metaphors and alliteration.</li> </ul>



Type of Poetry	Features	Ensuring Challenge for All
<b>Tetractys</b> E.g. I (1) Am four (2) And I go (3) To big school where (4) I learn to read and write and spell my name. (10)	<ul style="list-style-type: none"> <li>- The poem is five lines in length.</li> <li>- The line structure is as follows:               <ul style="list-style-type: none"> <li>- Line 1: 1 syllable;</li> <li>- Line 2: 2 syllables;</li> <li>- Line 3: 3 syllables;</li> <li>- Line 4: 4 syllables;</li> <li>- Line 5: 10 syllables.</li> </ul> </li> <li>- There is no set rhyme scheme.</li> <li>- Each line starts with a capital letter and only the last line ends with a full stop.</li> </ul>	<ul style="list-style-type: none"> <li>- Ask children to write a double tetractys which follows the following line structure:               <ul style="list-style-type: none"> <li>- Line 1: 1 syllable;</li> <li>- Line 2: 2 syllables;</li> <li>- Line 3: 3 syllables;</li> <li>- Line 4: 4 syllables;</li> <li>- Line 5: 10 syllables;</li> <li>- Line 6: 10 syllables;</li> <li>- Line 7: 4 syllables;</li> <li>- Line 8: 3 syllables;</li> <li>- Line 9: 2 syllables;</li> <li>- Line 10: 1 syllable.</li> </ul> </li> </ul>

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 4.

## VOCABULARY (Subject Specific)

Kenning	A describing poem using two word clues
riddle	A puzzle that needs the answer solving
metaphor	Describes or compares something that isn't literally true
syllables	A single vowel sound that is pronounced together
rhyme	Sam or similar sounds between words
Tetractys	A syllable counting poem with five lines

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

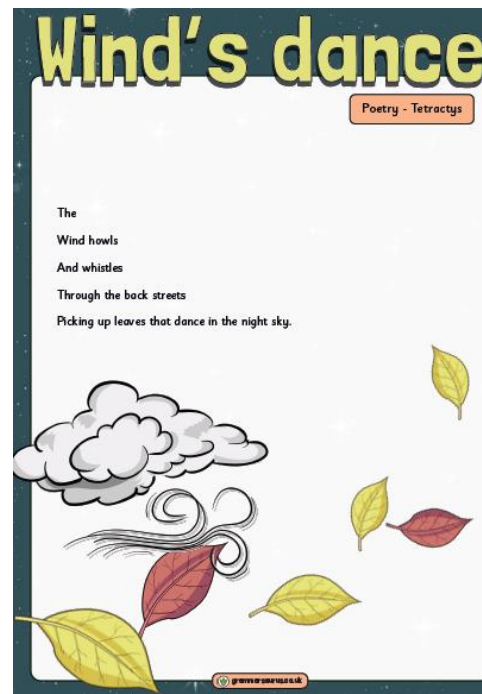
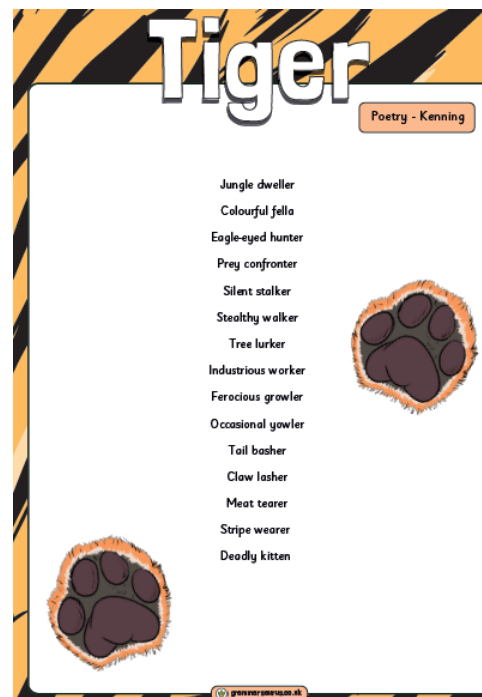
## Spelling

- tion words and prefixes il-, im-, ir-

Week 1: Spelling Shed Unit 20

Week 2: Spelling Shed Unit 3

Week 3: Spelling Shed Unit 3



## Year 4 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

