MOTHER TONGUE OTHER TONGUE

The following document shows an outline of how to plan your sessions on MTOT for either the Mother Tongue or Other Tongue writing aspect. It may be useful to provide students with a poetry book that is their own to draft, redraft and finalise ideas.

These lessons are a general outline, allowing for teacher freedom for what poetry themes they would like their class to explore.

These lesson sequences can be used in whole or a blank version can be used to scaffold how *you* intend to teach the lesson. This sequence of learning can be applied beyond the key stages highlighted below.

Note that lessons do not have to follow five steps, you can skip or remain on steps as long as individual groups need.

*This document if for the* ***creation of a poem*** *– responding to a poem will be a separate lesson plan.*

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| **National Curriculum Objectives** |
| **Upper KS2:** maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range poetry.  **KS3:** write accurately, fluently, effectively and at length for pleasure and information through writing for a wide range of purposes and audiences, including stories, scripts, **poetry** and other imaginative writing: **improvising, rehearsing and performing** play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. |
| **MTOT Objectives:**  To be able to create own, unique poem in child’s mother tongue or learnt other tongue. |

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| **Lesson 1 – Introducing Poetry**  LO: Familiarise with the basic elements and characteristics of poetry.  SC: Students will be able to name a range of poetry styles through exploration and justify why they like it and how they might incorporate that within their own writing. | | | |
| **Teacher Input** | | **Student Output** | |
| **Starter**: Alliteration Game. Children to go around in a circle offering an alliterative example of a given theme e.g. animals – awesome aardvark, daring dingo, careful caterpillar etc. Skip a child and return to them at the end if needed. Game ends when the alphabet is done. For the purpose of this project incorporate mixing languages into the game.  **Main**: Start the lesson by discussing what poetry is and why it is important. Reflect on the importance cultural identity and languages.  Introduce key poetic devices such as rhyme, rhythm, metaphor, and simile (use toolkit to support).  Carousel Activity -  Provide examples of different types of poems (e.g., sonnets, haikus, free verse) at different stations with flip chart paper (FCP). Students to rotate through them identifying features and own inference/interpretation. Chn to discuss each poems unique features. Discuss with children how language choices may influence poetry style.  Engage students in a class discussion about their initial thoughts and feelings about poetry.  **Plenary**: Repeat the same activity as starter but change the theme. Keep it as a friendly competition, those less confident given the option to jump in regardless of where they are in the group order. | | Students to be given time to think about and reflect on their home language and culture they’ve experienced.  Students to recall features of poetry they are already familiar with, how to identify it and the impact it has in the poem.  Chn will have FCP filled with reflections that will aid discussion about the purpose, power and influences poems may have. | |
| **Resources:** | **Key Words:** | | **Additional Adult Guidance:** |
| Flip Chart Paper (FCP) or shared writing space.  Pens  Range of poems  <https://www.mmu.ac.uk/media/mmuacuk/content/documents/artshums/mtot/MTOT-2022-Anthology.pdf> (pages 5-8 are a good starting point). | (See poems used to support vocabulary understanding) | | An additional adult may be used to support at different poetry tables to help chn in their interpretation/ understanding of vocabulary. |
| **Lesson Review and Feedback:** | | | |
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| **Lesson 2 – Deconstructing A Poem**  LO: how to analyse and deconstruct poems effectively.  SC: Students will be able to respond to a poem and deconstruct elements of the poem and comment on artistic choice such as movement within the poem, the language used, the emotion conveyed, the imagery etc. | | | |
| **Teacher Input** | | **Student Output** | |
| **Starter**: Word association game. Provide students with a starting word and students are to freely associate words. Go around in a circle, record ideas (around 20 words). Try make a nonsense poem using the 20 words.  **Main**: Explain the process of deconstructing a poem, which involves examining its structure, themes, and language.  Provide students with a sample poem and guide them through a step-by-step analysis.  Discuss the importance of identifying the poem's tone, mood, and central message.  Encourage students to ask questions and make connections between the poem and their own experiences. (Anthology of previous MTOT entries have been listed in the resources – have children reflect on a poem made by students who have already entered).  When looking at a poem written in a language other than English it will be necessary to have key vocabulary and translations available to support students.  **Plenary**: Draw and Explain - give students a few minutes to draw a picture that represents the main idea or key concept from the lesson. Afterward, ask them to explain their drawing to a partner or in a small group, discussing the connections to the lesson content. | | Give students 20 generated words and 5 minute timer, they have to use as many (all) words to create a short nonsense poem.  Chn to record their thoughts about the poem and discuss thoughts, feelings and ideas associated with the poem.  Choose a theme related to the targeted poem e.g., memory, identity etc. Children to record their ideas related to the theme as a brain dump exercise. (During brain dump exercise children can write down any and all ideas down on a piece of paper, allowing ideas to flow. Brain dump activities are messy – keep on a separate piece of paper if worried about how it will look in books). | |
| **Resources:** | **Key Words:** | | **Additional Adult Guidance:** |
| [*https://www.mmu.ac.uk/media/mmuacuk/content/documents/artshums/mtot/MTOT-2022-Anthology.pdf*](https://www.mmu.ac.uk/media/mmuacuk/content/documents/artshums/mtot/MTOT-2022-Anthology.pdf)  *Look at pages 5-8* |  | |  |
| **Lesson Review and Feedback:** | | | |
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| **Lesson 3 – Writing A Poem**  LO: How to plan and structure their own poems effectively.  SC: Children will have created multiple rough draft poems ready for editing next lesson.  Have a look at some of the workshop ideas for writing specific poems. | | | |
| **Teacher Input** | | **Student Output** | |
| **Starter**: Fill in the missing words – Give students a range of poems where words have been omitted. Children to suggest new words to fill the blanks. Discuss who word choice may influence the poem.  **Main**: Start by reviewing previous sessions brain dump, pulling out good vocabulary or ideas. Give students a theme (senses, home, identity etc) and complete a short burst writing (10 mins).  During short burst focus on a style of poetry to help scaffold children’s writing. You may choose to write a haiku, cinquains, free verse etc.  Pause and reflect. During the pause and reflect time get students to swap with a friend and discuss what they like about the poem and possible other ideas. Return to a short burst. Repeat this two – three more times.  **Plenary**: Play Taboo. Pick a theme e.g. actors or animals, and children have to describe their word to their partner without saying the taboo word. E.g., Taylor Swift is the celebrity but the banned words that the describing student will be unable to say will be “singer, country music, artist”. Give students a minute timer to try and describe their celebrity. | | Some students might complete multiple poems during short burst sessions, allow them to choose their favourite to later develop further.  When writing their poem students can either entirely write in Mother Tongue or a mixture of Mother Tongue and English. It may be necessary to provide students with additional dictionaries or thesaurus in other languages to support them. | |
| **Resources:** | **Key Words:** | | **Additional Adult Guidance:** |
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| **Lesson Review and Feedback:** | | | |
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| **Lesson 4 – Editing A Poem**  LO: To edit a poem, checking on word choice and syllabic count  SC: Editing with intent. Check for word choice, syllabic count, and flow. | | | |
| **Teacher Input** | | **Student Output** | |
| **Starter**: Banging Poetry – read through a poem (can be a known poem or a student’s own poem) and have students tap out the rhythm (it can be noisy but fun). Practise a few times getting students familiar with rhythm and beat.  \*Suggestion in resource box.  **Main**: Once children have written a poem (or multiple!) have them read through them for 10 mins and review them. Children need to consider if they are happy with the word choice and flow of poem.  Word choice includes using the most purposeful language that conveys what they are trying to express, flow includes making sure that the (if used) the syllables match the pattern used (this is hard and will require input from others).  During their review stage allow them to make any tweaks.  Once the time has passed allow students to either do a performance of their poem or to swap with a friend.  **Plenary**:  Challenge students to summarise the main idea of the lesson using only six words. This activity promotes concise and focused thinking. Students can share their six-word summaries with a partner or in a small group. The focus of the summary should be on editing techniques/things to consider when exercising. | | Checking for word choice – children should be given access to thesaurus or dictionary (multilingual).  Children may benefit from a syllable counter – see <https://www.howmanysyllables.com/> | |
| **Resources:** | **Key Words:** | | **Additional Adult Guidance:** |
| \*<https://childrens.poetryarchive.org/poem/cat-rap/> |  | |  |
| **Lesson Review and Feedback:** | | | |
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| **Lesson 5 – Performing A Poem**  LO: Poetry performance  SC: To preform a poem with prosody | | | |
| **Teacher Input** | | **Student Output** | |
| **Starter**: Boom Chika (see toolkit). Children to complete call and response activity, preforming different moves with each verse. Aim of this start is to have fun talking out loud to the whole group.  **Main**: Students should be given time to check over their poems, rehearsing them out loud. Check for intonation, tone and pauses.  When children have had sufficient time begin a reading/preforming show, going around the group listening and reacting to the poems. Clap after each performance (leading if it does not come naturally to the group).  **Plenary**: | | Students to practise their poem, either alone or in small groups (2-3). If they are struggling model how you would perform the poem.  If written in another language (you are familiar with) help them with pronunciation (if needed). | |
| **Resources:** | **Key Words:** | | **Additional Adult Guidance:** |
| <https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-understanding-poetry/zdwxbdm> |  | |  |
| **Lesson Review and Feedback:** | | | |
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