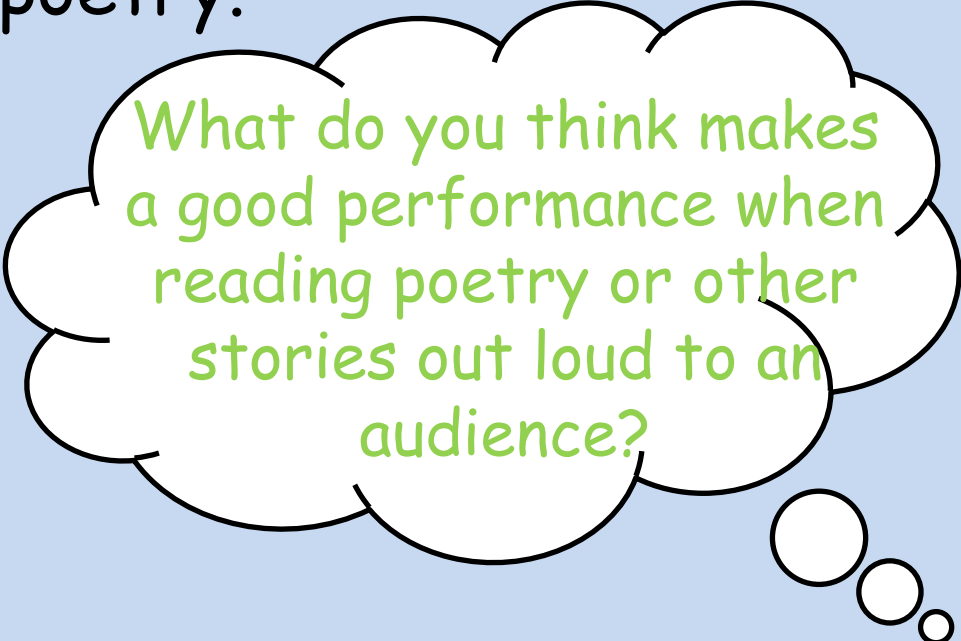


If you didn't manage to finish your booklet yesterday, take some time at the start of today's lesson to finish it off. I bet some of them look really good!

Once you have finished your booklet, we are going to finish off our SPaG work this year by looking at performing poetry.



What do you think makes a good performance when reading poetry or other stories out loud to an audience?

Watch the video below of people performing some poetry and jot down any things your notice that makes the performances good.

Consider if there is anything they could do to make their performance better.

<https://www.youtube.com/watch?v=ByAg5aoyAN4>

Now, watch this video of a famous children's author and poet (Michael Rosen) explaining what makes a good performance when reading a story or poem out loud.

Look at your list, is there anything the same?

Note down his tips.

<https://www.youtube.com/watch?v=RvV23xoZRkI>

These things are what makes a good performance. If you haven't got any of them written down add them to your list.

Success Criteria for Performing Poetry

Eye contact

Actions/hand gestures

Tone, expression and volume of your voice

Change of speed and pace

Pauses

Facial expressions

Lively, interesting and enthusiastic

Sounds

Your task now, is to take the success criteria and to spend some time practising one or some of your poems from your booklet. Make sure you remember Michael Rosen's tips.

Once you have practised, ask someone if you can perform it to them asking them to check your performance against the success criteria. Ask them what you did well and what you could improve on next time.

I would really love to see you performing the poems you have written, so if it is possible ask someone to video you and email it to me on the email address below.

Infoline@branstonjunioracademy.co.uk

Extension:

Have a look on the internet to do some research about some famous poets. See if you can find any poems for children that you like and practise performing their poems out loud using Michael Rosen's top tips!



If you have time at the end of this lesson spend some time practising your spellings using look, say, cover, write, check or ask someone else to test you on them.

<p>LOOK</p> 	<p>Look at the word. How many parts are there? What are the tricky bits? Can you find any spelling patterns?</p>
<p>SAY</p> 	<p>Say the word to yourself. Break the word into syllables. How many parts are there? What sounds can you hear?</p>
<p>COVER</p> 	<p>Cover up the word so you cannot see it. Picture the word in your mind.</p>
<p>WRITE</p> 	<p>Write down the word, remembering how it sounds and what it looks like.</p>
<p>CHECK</p> 	<p>Check to see if it is correct. Tick the letters you got correct. Write the word correctly if you made any mistakes.</p>

This is the Year 3 and 4 spelling list. Children should be able to spell these by the end of Year 4. You could do your own spelling test with some of these or maybe create a game with them to help you learn them. Your weekly spellings may include some of these.

Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

I will put a set of spellings up each week that you can learn at home. It will have the previous weeks spellings and the next weeks spellings (you only get 5 new ones each week, recapping the 5 from the previous week). Spend about 10 minutes at the beginning/end of every SPAG lesson to learn this weeks spelling using look, say, cover, write and check.

If you are able to, ask someone to test you on these spellings at home.

This weeks spellings

misuse

misplaced

misbehave

mistreated

misspell

revisit

revise

reapply

require

request

The prefix 'im'
meaning
not/opposite.

The prefix 're'
meaning to do
it again.