

YEAR 1 WHIZZ! BANG! FIZZ!

IN LITERACY AUTUMN 2



Prior Learning

I can leave spaces between words.

I can compose a sentence orally before writing it.

I will sequence sentences to form short narratives.

Milestones

I will identify a poetry text.

I will write a poem title.

I will spot rhyme in poems.

I will write a poem to describe an event and include feelings and sounds heard.

I will include words to describe the colours, sounds and movement of fireworks e.g. whizz, spiral.

Key Vocabulary

Adjective – a describing word eg. Crunchy, icy, maroon

Poetry – Writing that is based on the interplay of words and rhythm

Title - Words written at the top of a text as a title

Repeated Refrain – Lines that are repeated throughout a poem

Verse - Short lines of poetry that have a regular rhythm

Rhyme – The use of pairs or groups of words that use the same sound

A bold blue whale,
set out to sail,
across the deep, green sea.

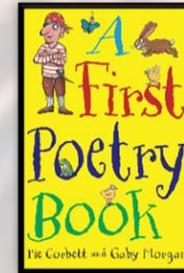
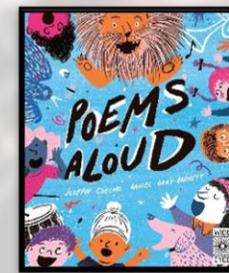
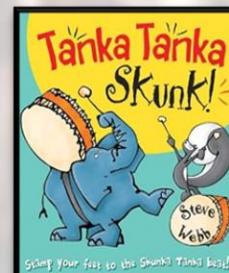
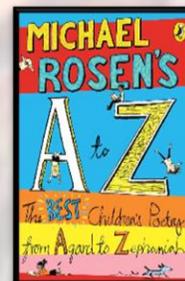
He swished his tail.
He did not fail.
He's strong and brave like me.

Rhyme

Twinkle, twinkle, little star
How I wonder what you are
Up above the world so high
Like a diamond in the sky
Twinkle, twinkle little star
How I wonder what you are.

Repeated Refrain

Books to read to interest you further.



Repeated Refrain



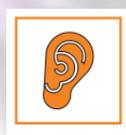
People Gather



Captivating



Movement



Sound



Feeling



Our 'Shapes' we are using this term to structure our poem. Can your child name the shape?