|  |  |
| --- | --- |
| **English: Poetry Recital** | |
| **Name:** | **Date:** |
| **Year 4 Achievement Standard:** *Receptive modes (listening, reading and viewing)* By the end of Year 4, students understand that texts have different text structures depending on purpose and context. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in different texts. They fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words. They express preferences for particular types of texts, and respond to others’ viewpoints. They listen for and share key points in discussions. *Productive modes (speaking, writing and creating)* Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, re-reading and editing their work to improve meaning.  **Task Description:**  Students choose a poem to recite. They must choose a poem that includes examples of some word play we have been learning about this term (spoonerisms, neologisms or puns). Students will then explain why they chose the poem and how the poem uses elements of word play and to what effect (e.g. the Runny Babbit poems we have been reading at school contain spoonerisms and these add humour to the poem). | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Evidence:** | **Result:** | | | | |
| ***Well Below*** | ***Below*** | ***Expected*** | ***Above*** | ***Well Above*** |
| Student gives a clear introduction to their oral presentation |  |  |  |  |  |
| Student delivers a well-planned and well-rehearsed presentation incorporating learned content |  |  |  |  |  |
| Student uses a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently |  |  |  |  |  |
| Student uses familiar and new vocabulary in their presentation (e.g. spoonerism, neologism, pun, etc.) |  |  |  |  |  |
| Student expresses an opinion about their poem |  |  |  |  |  |
| Student discusses how the poet uses word play for effect in their chosen poem |  |  |  |  |  |
| Student concludes presentation appropriately |  |  |  |  |  |
| Student respectfully listens to other presentations |  |  |  |  |  |