

KS2 Poetry Lesson Plan

Lesson 2: Performance Poetry – Writing to Be Heard

Year Group: KS2 (Years 3–6)

Time: 60 minutes

Focus: Voice, rhythm, repetition, spoken language

Curriculum Links: English – Spoken Language, Writing (composition)

Learning Objective

To write and perform a poem using voice, rhythm and repetition to create impact.

Success Criteria

- I can write lines that sound effective when read aloud.
- I can use repetition and pauses for emphasis.
- I can perform my poem clearly and confidently.

Starter Activity (10 minutes): Echo, Repeat, Pause

Read short phrases aloud and ask pupils to echo them using different volume, speed and pauses. Experiment with whispering, shouting, stretching words and inserting pauses. Discuss which versions sounded most powerful and why.

Model Poem: Don't Blink

Don't blink.

Don't breathe.

Don't move.

The moment is waiting.

One step.

One heartbeat.

One chance.

Go.

Read the poem aloud several times, experimenting with pace and pauses. Ask pupils where the voice should slow down, where silence is needed, and which words should be emphasised.

Shared Writing (15 minutes)

Write a repeated structure on the board, for example:

Don't _____.

Don't _____.

Just _____.

Invite pupils to suggest lines to complete the structure. As ideas are offered, model how poets make choices by:

- removing unnecessary words
- shortening lines for impact
- adding pauses or line breaks

Think aloud as you model edits, explaining why fewer words can sometimes sound stronger when performed.

Independent Task (20 minutes)

Pupils write a short performance poem designed to be read aloud. Encourage 6–12 short lines, repetition and deliberate pauses. More confident writers can add performance directions such as (pause), (whisper) or (loud).

Plenary / Performance (10 minutes)

Pupils perform poems in pairs or small groups. The audience gives feedback focused on voice, pauses and clarity rather than correctness.

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