

KS2 Poetry Lesson Plan

Lesson 5: Reflecting & Assessing Poetry (Without Killing Creativity)

Year Group: KS2 (Years 3–6)

Time: 60 minutes

Focus: Reflection, assessment, metacognition

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

Learning Objective

To reflect on and assess a poem by thinking like a poet and explaining creative choices.

Success Criteria

- I can talk about the choices I made as a poet.
- I can identify a line or word I am proud of.
- I can explain how my poem changed through editing.

Starter Activity (10 minutes): What Was the Hardest Choice?

Ask pupils to discuss the hardest decision they made while writing their poem (for example choosing words, deciding line breaks, or ending the poem). Emphasise that poets make decisions, not mistakes.

Shared Reflection (15 minutes)

Display a poem written earlier in the unit — for example, the shared imagery poem created in Lesson 1 or a class performance poem from Lesson 2. Choose ONE reflection question and model how to answer it as a teacher, thinking aloud.

Example reflection prompt:

A word or phrase I'm proud of is...

Teacher model: "I chose the word 'crunches' because it helps the reader hear the playground. I could have used 'walks', but this word is more precise and vivid."

Independent Task (20 minutes)

Pupils complete the KS2 Poetry Reflection Sheet (Child-Friendly), responding to prompts about their own poem. Remind pupils there are no right or wrong answers — the focus is on explaining choices.

Teacher Assessment

While pupils reflect, use the KS2 Poetry Assessment Checklist (Teacher Version) to guide feedback conversations. Focus on strengths, improvements and impact when read aloud.

Plenary (10 minutes)

Invite pupils to read aloud one line they are proud of. Celebrate confidence, clarity and thoughtful word choices. Avoid grades or scores — keep assessment supportive.

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