

Spelling and Grammar	Reading Poetry texts, 'Spinner' and 'Giants'.
Spelling Read Write Inc. Spelling: Unit 9: words with ei and ie spellings. Grammar Key Skills Revise verbs and use them effectively in own writing. Revise tenses.	<p>Activity 1 Read the poem, 'Spinner', by Gwen Dunn. Read it through more than once and keep referring to it when you answer the questions below.</p> <p>Questions about the text</p> <p>What creature is this poem about? (1 mark) Look at verse 1. What sorts of places does the <i>Spinner</i> look for? (2 marks) Look at verse 2. What two changes take place that give the <i>Spinner's</i> secrets away? (2 marks)</p> <p>Activity 2 Re-read the poem, 'Spinner'. Questions about the text The last line of the poem is: <i>Is shown</i>. What would you see if you were there? (2 marks) Find and copy five words to do with <i>darkness</i> in the first verse of the poem. (2 marks)</p> <p>Activity 3 Re-read the poem, 'Spinner'. Questions about the text <i>...beautiful with diamond lace.</i> (verse 3) What does the word diamond tell you about the webs? (2 marks) What are the main contrasts the poet makes in the first and third parts of the poem? (3 marks)</p> <p>Activity 4 Read the poem, 'Giants' by Lydia Pender. Questions about the text <i>Gentle, and small, and frail.</i> Which part of the snail do these words describe? Circle the part of the snail in the picture (or write it down). What does the 'giant' do to frighten the snail? What does the 'giant' do to frighten the frog? <i>Gentle, and small, and frail.</i> How do these words make the reader feel about the snail?</p> <p>Activity 5 Re-read the poem, 'Giants' by Lydia Pender. Questions about the text Explain two things that the words <i>emerald scrap</i> suggest about the frog. (2 marks) <i>Just for the joy</i> <i>Of watching you jump, scramble, tumble, fall ...</i> Find and copy two more words from the poem that show that the frog was frightened. (1 mark) <i>Into your pitiful shell, so brittle and thin ...</i> In this line, the word brittle is closest in meaning to... shiny, soft, delicate or rough. Tick one. (1 mark)</p>

Writing Read different poems and perform one of your choice. Write a poem in the style of a published poet.

Activity 1

Key Skills Revise verbs and use them effectively.

Think of exciting verbs to complete these sentences:

1. Our cat with the mouse for a while, then he suddenly on it.
2. Archie onto the dance floor and flat on his face.
3. "Someone has the missing diamond!" Joe.
4. William was so hungry that he a whole chocolate cake by himself.

LO: Read and discuss a range of poems.

Today we celebrate the life and work of Robert Burns so we thought it would be appropriate to read one of his most famous poems: 'To a Mouse'. What is the story behind the poem? It is believed that Burns wrote the poem after he accidentally destroyed the nest of a tiny field mouse. He apologises to the mouse for the accident and for the way humans behave towards nature. He goes on to reflect mournfully on the role of fate in the life of every creature, including himself.

You can listen to the poem here:

<https://www.youtube.com/watch?v=cy8lehO7nqg>

Activity: read the poem in the original Scots dialect. Can you work out the meaning of any of the words? Now read the translated version. Which version do you prefer and why? Create a list of translated words, e.g. wee – small. You might be able to use some of these words later in the week in your own poetry writing.

Activity 2

Key Skills Revise verbs and use them effectively.

In these sentences replace the dull and boring verbs with ones that are more exciting and evocative (evocative means *conjures up a picture*).

1. Amy ran towards the finish line and burst through the tape.
2. Juliet said, "Romeo, Romeo, wherefore art thou Romeo?"
3. Ben went under the patio to look for the lost puppy.
4. Broccoli is something I really don't like.
5. The librarian put the books on the shelf in alphabetical order.

LO: Read and analyse a narrative poem. <https://www.youtube.com/watch?v=oaw-savyK0s>

What is a narrative poem? It is a poem that tells a story. Today we are looking at a well-known poem by Marriott Edgar, called 'The Lion and Albert'. Listen to the poem as it is read by Stanley Holloway and read along with him. Can you perform it with the voices? Answer these questions: Where is the poem taking place? Who is involved? What has happened? When did this happen? How did it happen/end?

Activity: imagine you are Mr or Mrs Ramsbottom. Write a postcard from Blackpool to one of your relatives, recounting the unfortunate incident. Can you write in character and use some of the words from the poem?

Activity 3

Key Skills Revise verbs and use them effectively.

All verbs have different **tenses**. We use them to refer to the **past**, the **present** or the **future**. For example, we **studied** grammar yesterday; we **are studying** grammar now; we **will study** grammar tomorrow.

Task

Here are some muddled tenses. Can you spot them and replace the verbs with the correct tense?

1. Yesterday I have the chance to eat haggis. It was delicious!
2. On warm days we like to sit and ate ice-cream in Happy Mount Park.
3. We're going to the shopping centre where we buy new trainers.
4. I learn English for two years now.

LO: Read, analyse and perform a narrative poem.

Re-read 'The Lion and Albert'. Focus on the 8th verse and thought track the characters. What might Wallace, the lion, be thinking at this point? How about Albert? Write your ideas in a thought bubble for each character. Do you have a favourite verse? Highlight it and think about how you would perform this verse.

Activity: firstly, watch the news on Newsround to find out the style and tone of a news report. Write a radio news report about the incident at Blackpool Zoo. This will be written as a script. Your second activity is to learn one or two of the verses by heart and perform it. Remember, you can send in your recordings to year6homework@sandylands.lancs.sch.uk

Activity 4

Key Skills Revise verbs and use them effectively.

There are two kinds of English verbs: **regular** and **irregular**. Most verbs are **regular**, and we make them by adding **-ed**. For example, **play, played, played**. But quite a few are irregular. For example, **go, went, gone**.

Task – Complete the table

Present tense

play

arrived

go

buy

run

eat

laugh

think

drink

Past tense

played

arrived

went

bought

.....

ate

.....

thought

.....

Perfect tense

(have) played

(have)

(have) gone

(have)

(have) run

(have) eaten

(have)

(have)

(have)

LO: Select language for effect in our own poetry writing.

Read ‘The Magic Box’ by Kit Wright. What do you like about the poem? What do you notice about each verse or stanza? This is similar in structure to the poem we looked at in the first week of Year 6. Do you remember? Today you will be writing your own version of the poem. Here are some ideas:

- What about sounds, smells and textures?
- What sort of foods would go in?
- What colours and weather?
- What sort of dreams would go in and what sort of feelings?
- Are there things from the natural world like rivers and mountains?
- Perhaps it has a window in it or a door leading to somewhere else?

Can you come up with some of your own? They can be your favourite things, things you are scared of or special dreams and memories you want to keep safe. Remember, you want your reader to know that this box is special and magical; use your writing to show this. Here is an example of a verse:

I will put in the box

**The whisper of a butterfly's wing,
A drop of moonlight from a starry night,
The feather of a fiery phoenix.**

Activity: write your own poem, 'The Magic Box', with at least three verses, choosing powerful language to have an effect on the reader.

Activity 5

Key Skills Revise verbs and use them effectively in our writing.

Here are 10 sentences. Use the verb in brackets to complete the sentence.

1. Jack to watch Arsenal at every home game. (go)
2. Last weekend, Jack to watch Chelsea instead. (go)
3. Tara most of her clothes at Primark. (buy)
4. Next weekend, Tara them from Marks & Spencer. (buy)
5. Last summer we four weeks in Italy. (spend)
6. Next summer, we four weeks in Scotland. (spend)
7. I my homework already. Have you? (finish)
8. I my homework before I watch the match. (finish)
9. Year 5 on a trip next Tuesday. (go)
10. Year 6 on that trip last Wednesday. (go)

LO: Read and discuss a nonsense poem and write our own nonsense poem.

Today we are looking at a nonsense poem by Spike Milligan, 'On the Ning Nang Nong'. Nonsense language is used in this poem about a make believe world made up mostly of noises. Can you make sense of the poem? Can you see where the poet has used onomatopoeia (words that suggest the sound they describe)? Is there a rhyme scheme in this poem? Does it matter that it is nonsense? Where does the reader find the pleasure in reading this type of poem?

Activity: read and perform the poem. Perhaps you could make up actions to go with the words. Now write your own nonsense poem. Do not be afraid to play around with words. Remember, it doesn't have to make sense but it needs to have a similar rhyming pattern.