

English planning and resources

Planning and Resources

School -

Year group (s) – 4

Teacher –

Text – Werewolf club rules

Term – Spring 2

Overview – original

	shared	unicorn					
Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)							
Sp7	POR 1 tell me	POR 2 perform	POR 3 comp	POR 4 planning poem and shared writing model	POR 5 write and perform own poem	Werewolf Club Rules by Joseph Coelho, illustrated by John O'Leary	Poetry – school focus
Sp8	POR 6 visualisation – SPAG – dictionary focus work	POR 7 shared writing – innovate poem	POR 8 characterisation	POR 9 emotive language SPAG focus	POR 10 write own poem and perform		Poetry – emotions focus
Sp9	POR 11 vocab focus and performance	POR 12 – SPAG focus figurative language	POR 13 art visualisation and comparison	Using images from nature create own free verse poems using figurative language (hot task)	POR 19 +20 reflect		Poetry – nature focus
Sp10	Model text biography Joseph Coelho Box up	Tadpole focus spag tenses – if person is alive present – dead past – convert different sections of different biographies - recap present perfect verb forms	Tadpole – SPAG focus chronology and cohesive devices	Comp – read a variety of poet biographies and complete tell me boxes	Shared writing – model researching a poet – making notes – ordering ideas – deciding what is interesting and useful		Biography of poet
Sp11	Shared write – innovate biograph for JC to one researched in previous lesson	Research favourite poet – reflect on poets and poems from previous years	Write biography (hot task)	Complete biography (hot task)	Review, improve, perform		
Sp12	Listen to Duelling Duo poem and then read model text of critique – box up	Tadpole critique - SPAG focus – homophones linked to poem Duelling Duo	Listen to The Watchers poem – shared writing – innovate model critique for this poem	Listen to If all the world were paper – write critique (hot task)	Review, improve, perform		Review / critique of poetry?
Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)							
Sp1	POR 1 role on the	POR 2 – responses	POR 3 – reflections	POR 4-5 responses	POR 7 SPAG Fast	The Boy at the	News report

Writing outcomes and SPAG focus

Writing outcomes

- * Poetry – nature focus
- * Biography
- * Critique

SPAG focus

- * Dictionary work
- * Figurative language
- * Present perfect form
- * Cohesive devices
- * Homophones

Genre objectives and NC objectives

Year group: 4	
Autumn Term	<p>I can use the first two or three letters of a word to check a spelling in a dictionary</p> <p>I can use the diagonal and horizontal strokes that are needed to join letters</p> <p>I understand which letters should be left unjoined</p> <p>My handwriting is legible and consistent</p> <p>I can orally rehearse a sentence or sequence of sentences</p> <p>I make an appropriate choice of pronoun and noun within and across sentences</p> <p>I can use fronted adverbials.</p> <p>I use paragraphs in narrative securely.</p>
Spring Term	<p>I can spell words with prefixes and suffixes and can add them to root words</p> <p>My handwriting is legible and consistent; down strokes of letter are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters don't touch</p> <p>I can compose sentences using a range of sentence structures</p> <p>I can write a narrative with a clear structure, setting and plot</p> <p>I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition</p> <p>I can use fronted adverbials</p> <p>I can write in paragraphs</p> <p>I use commas after fronted adverbials</p> <p>I have cohesive sentences.</p>
Summer Term	<p>I can recognise and spell homophones</p> <p>I can spell the commonly mis-spelt words from the Y3/4 word list</p> <p>I can improve my writing by changing grammar and vocabulary to improve consistency</p> <p>I can use direct speech in my writing and punctuate it correctly</p> <p>I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases</p> <p>I can use inverted commas and other punctuation to indicate direct speech</p> <p>I can use apostrophes to mark plural possession</p> <p>I have cohesive paragraphs.</p>

Genre objectives

<u>Limerick / Haiku / Cinquain / Poet study / Classic / Performance</u> <u>Poetry Expectations Year 4</u>	
Describe poem's impact and explain own interpretation by referring to the poem	
Comment on the use of similes and expressive language to create images, sound effects and atmosphere	
Discuss the poem's form and suggest the effect on the reader	
Vary volume, pace and use appropriate expression when performing	
Use actions, sound effects, musical patterns and images to enhance a poem's meaning	
Use language playfully to exaggerate or pretend	
Use similes to build images and identify clichés in own writing	
Write free verse or use a repeating pattern	
Experiment with simple forms	
Reading poetry	(subject matter and theme / language use / style / pattern)
Performing poetry	(use of voice / presentation)
Creating poetry	(original playfulness with language and ideas / detailed recreation of closely observed experience / using different patterns)

Please read the POR unit plan in full

* Link below

[Werewolf Club Rules TS.pdf \(clpe.org.uk\)](#)

Links to other texts and resources

Links to other texts and resources:

- * Joseph Coelho has a poet page including videos of him performing poetry from this collection on CLPE's poetryline website at:
<https://www.clpe.org.uk/poetryline/poets/coelho-joseph>
- * ⓘ Joseph Coelho's website: <https://joseph-coelho.com/>
- *

Before starting the unit...

Talk to the children about poetry. What do they already know about poetry? What favourite poems do they have? What poets do they know? Allocate a display table or board in the classroom as a poetry corner. Display examples of children's favourite poems or collections to share and discuss, planning in regular browsing and independent reading time when the children can access the books. Display a copy of the focus text *Werewolf Club Rules* and photographs of poet Joseph Coelho, so that children can see what the poet looks like.

Hook ideas

- * A – ask to share favourite poems
- * B – listen to <https://vimeo.com/129660270> a little bit of ... with children joining in
- * C – recap poems from previous classes such as Out and About (Y1) / Fantastic book of first poems (Y2) / Hot like fire (Y3)

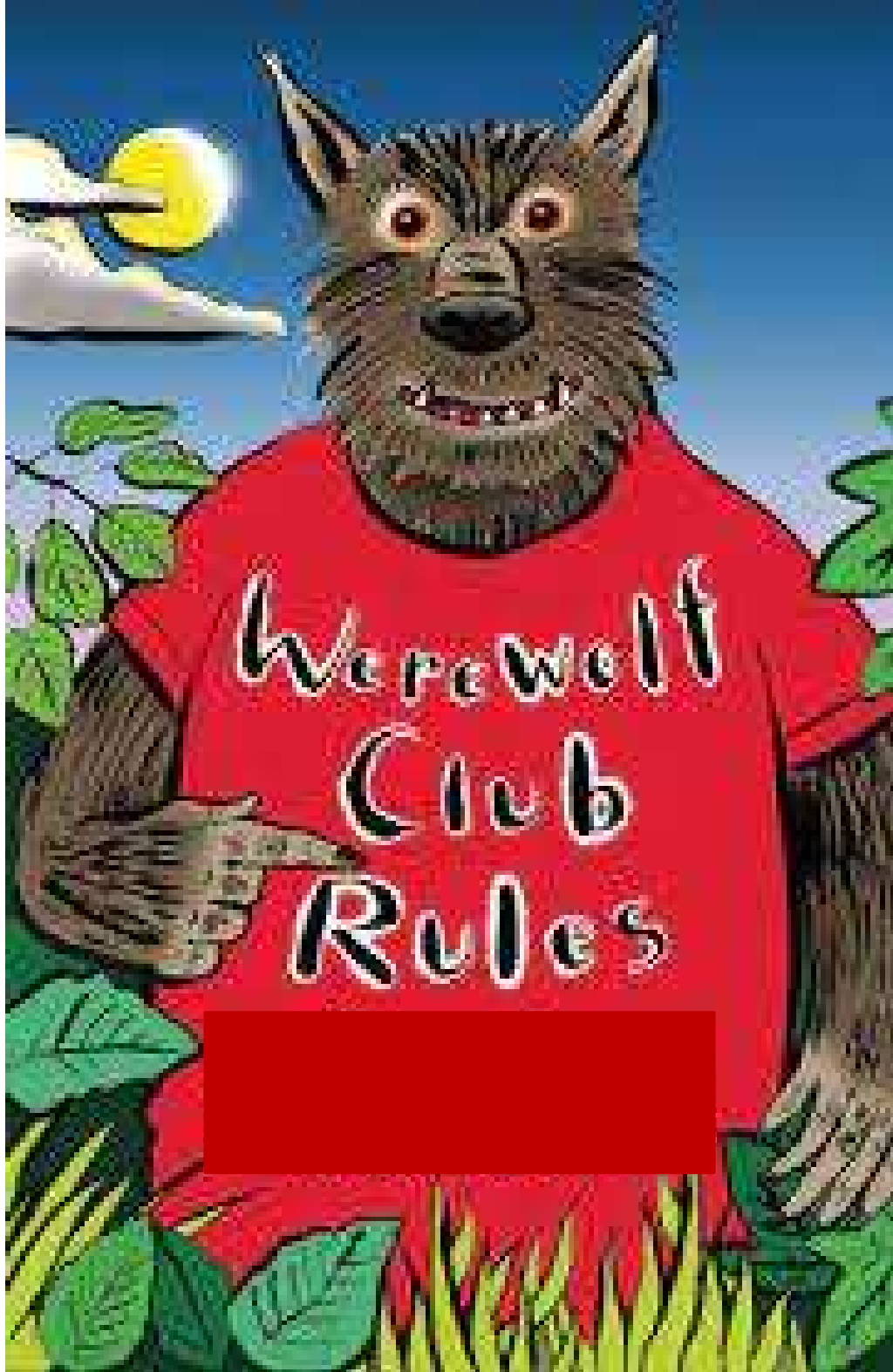
Week 1 Monday

- * Learning Outcome / Objective
- * I can make predictions.
- * I can justify my personal responses.
- * I can work collaboratively, listening to ideas of others and building upon their thoughts.



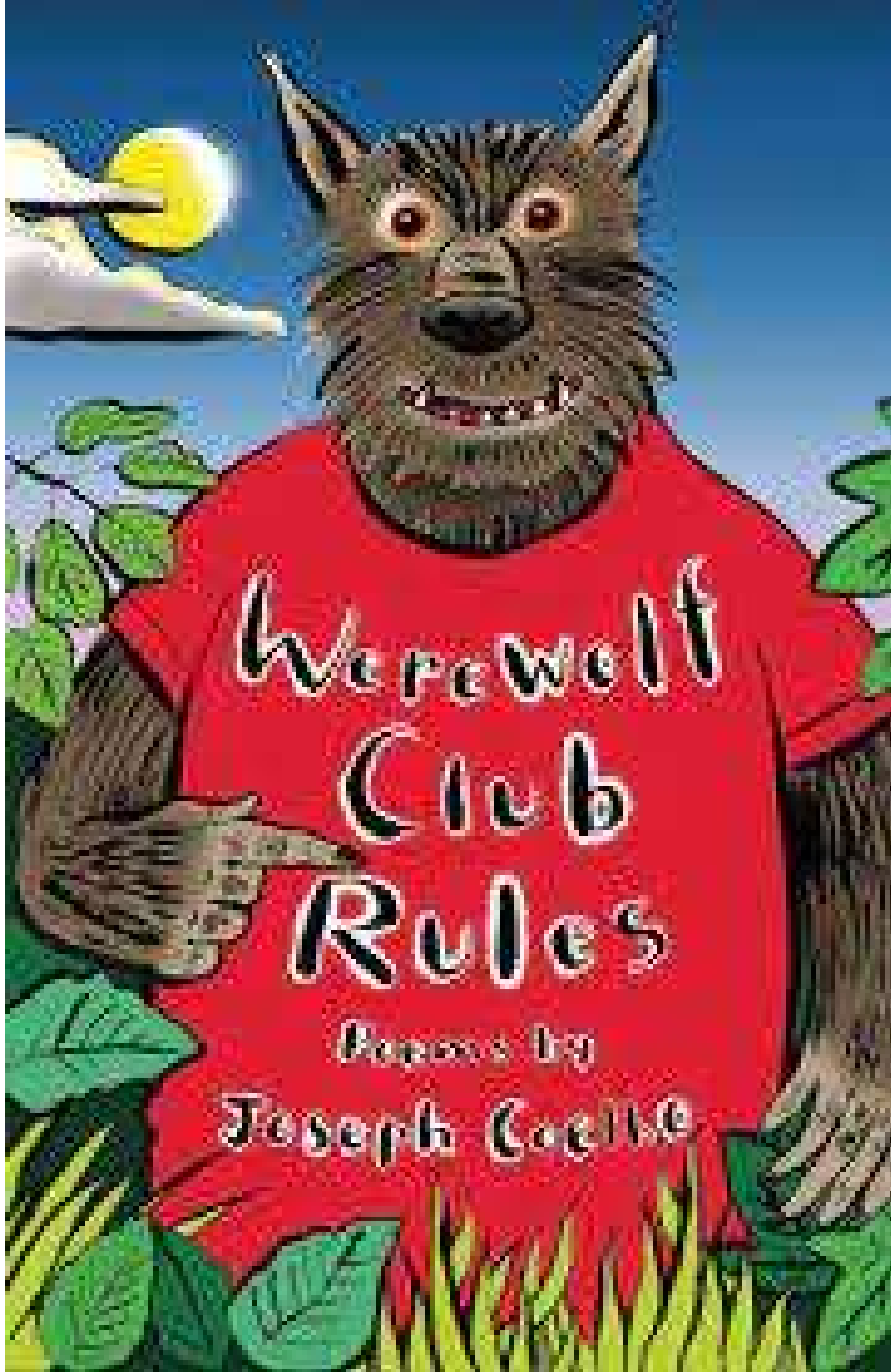
Hook

In groups, discuss what our next book could be about?



Hook

Does this change your mind or confirm your predictions?



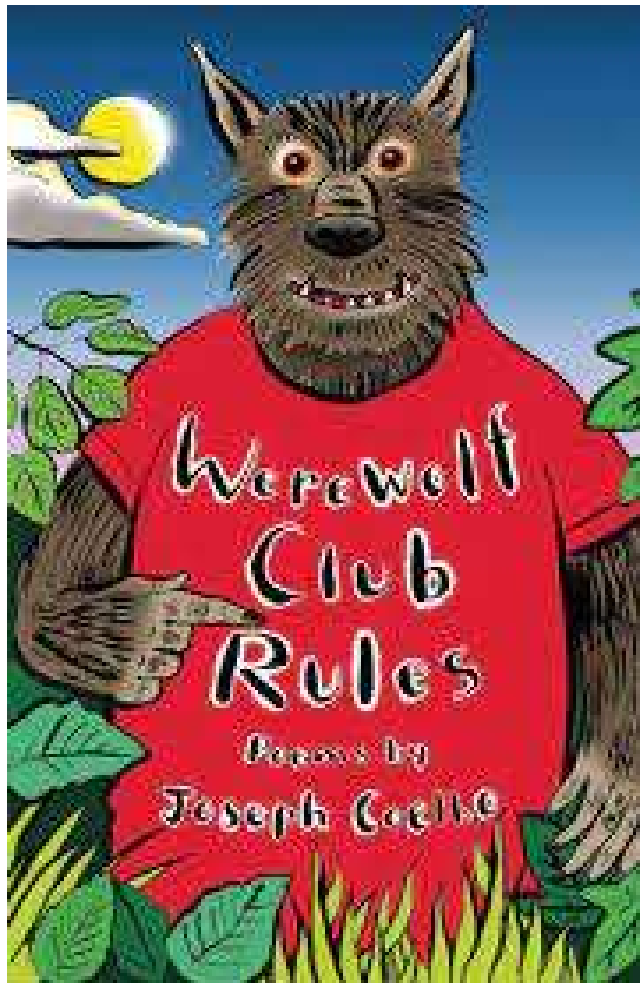
Hook

Poems by...

Again, confirms or
changes your predictions?

Poet Joseph Coelho

* <http://joseph-coelho.com/>





Tell me what impressions you get of Joseph and why.

I grew up in the last village in London, in Roehampton during the 1980's and grew up in a tower block with my mum and little sister. I don't recall wanting to be a writer when I was little – to be honest I don't think it ever occurred to me that I could be a writer. Writers were special people who existed elsewhere in other far off places – they didn't exist in Roehampton. But I do remember sitting with a copy of Fungus The Bogey Man by Raymond Briggs and copying the pictures and writing out my own story with large loopy letters so I guess the love of writing was there despite not being able to really read or write properly until I was seven years of age.

My earliest memory of writing a poem is from when I was in secondary school in year eight. There was a poetry competition. I wrote a poem about the life of a performing bear, chained and made to dance. I no longer have the poem but I do know that it had the best title I've ever dreamt up, it was titled "Unbearable" alas the judges were not that impressed and I did not win but still I wrote. I wrote poems about how I was feeling, poems about life at school, angry poems, sad poems, funny poems and sometimes I'd nervously share those poems in my drama class.

Think about the type of poems you believe Joseph might write. Why do you think that?

* Here he is performing his poem 'A little bit of...'

<https://vimeo.com/129660270>

What do you predict this poem to be about?

How do you think he will perform it?

Do you think it will be humorous or sad?

Can you make any connections between Joseph and other poets you have studied?

A little bit of food...

* Tell me...

What did you like?

What did you dislike?

What patterns did you see or hear?

What puzzles you?

I am a writer

I am the clash and collide of the stars
because I create worlds.

I am the awareness of the trees
because I hear the wind.

I am the sweat of a rainbow
because I refract all colours.

I am the blood in a pen
because I ink arteries.

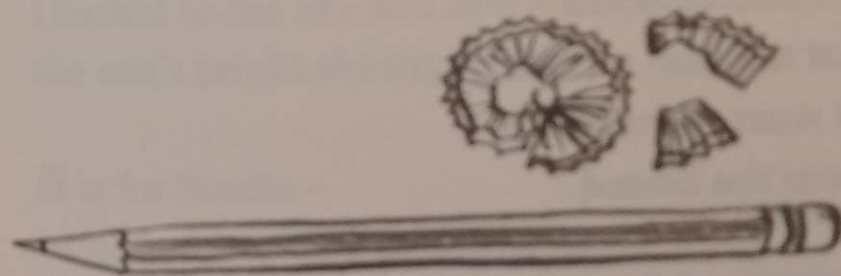
I am the blade in a sharpener
because I make nibs vanish.

I am the edge of a rubber,
rounded, worn and softened by mistakes.

I am the conversation of notes,
discussing melodies.

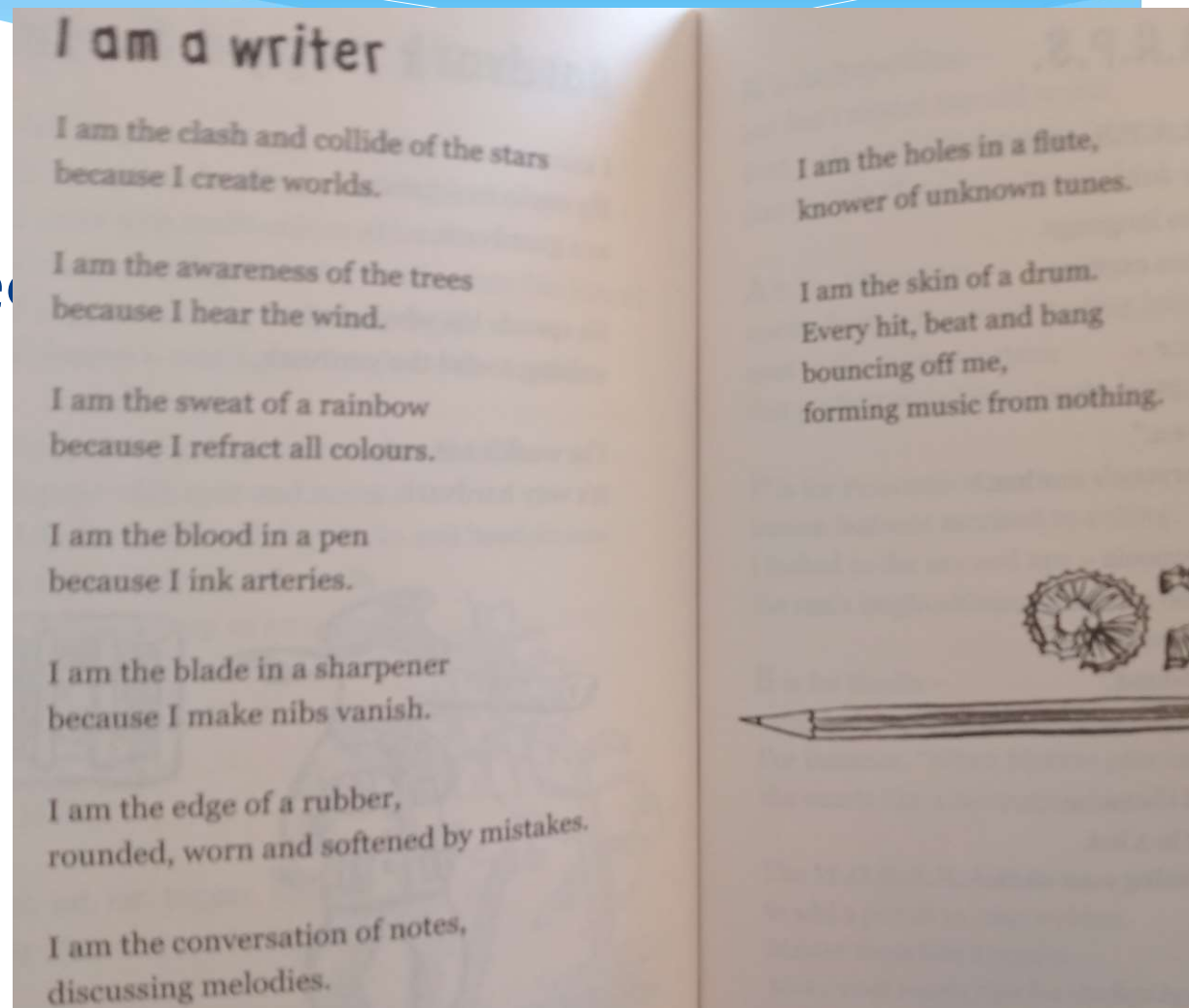
I am the holes in a flute,
knower of unknown tunes.

I am the skin of a drum.
Every hit, beat and bang
bouncing off me,
forming music from nothing.



Tell me...

- * What did you like?
- * What did you dislike?
- * What patterns did you see?
- * What puzzles you?



Divide into groups with a copy of the poem...

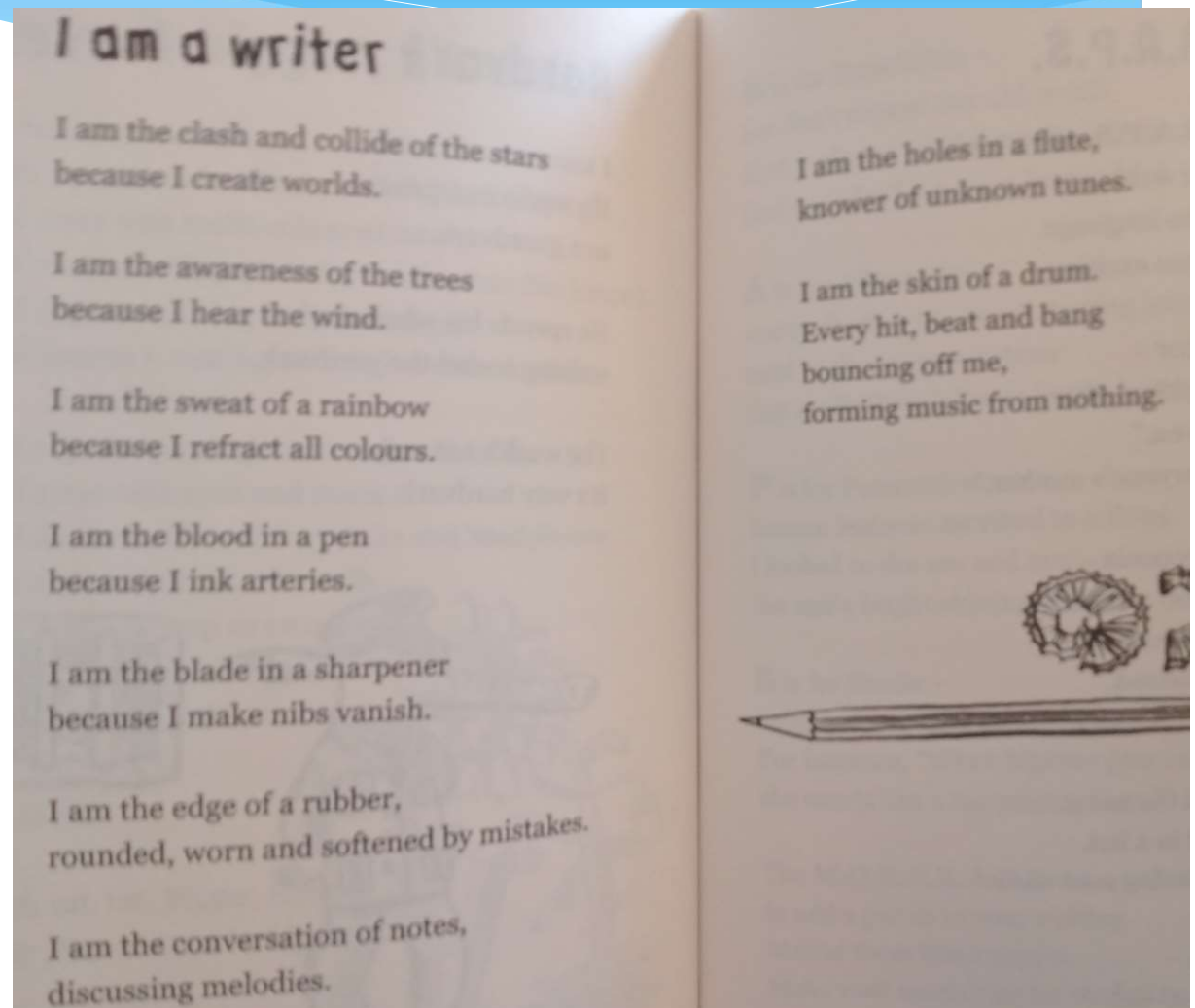
Read it through and talk about the words and phrases that you find interesting.

Think about how you could perform this poem for others to listen to.

Will you split the poem into parts?

Will there be parts that you will perform together?

How will you use timbre, tempo and dynamics to create effects?



Performance time...



Poetry...

- * Why do we write poetry?
- * What is poetry for?

Week 1 Tuesday

- * Learning Outcome / Objective
- * I can recognise poetry as an expression of emotions.
- * I can use inference to understand characters within poems.

I am a writer

I am the clash and collide of the stars
because I create worlds.

I am the awareness of the trees
because I hear the wind.

I am the sweat of a rainbow
because I refract all colours.

I am the blood in a pen
because I ink arteries.

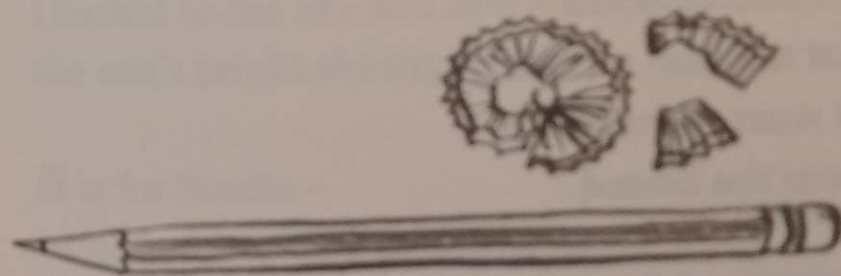
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Purpose of poetry...

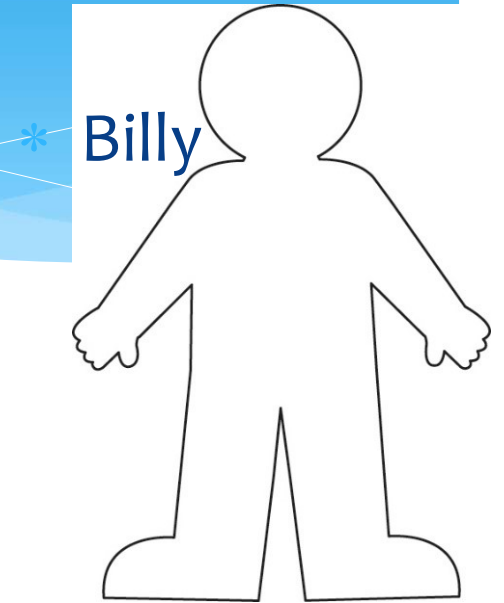
poetry allows us to reflect a range of feelings and expressions, not always good or humorous ones.

Gingerbread man

- * Our next poem is called 'Gingerbread man'.
- * Discuss your predictions for this poem.
- * We will reveal this poem one line at a time.
- * For each line, add to the Role on the Wall for Billy and the person speaking in the poem.

Gingerbread Man

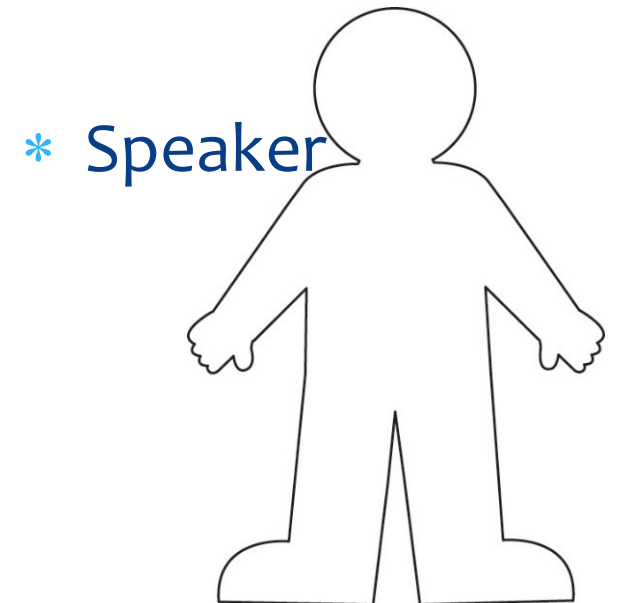
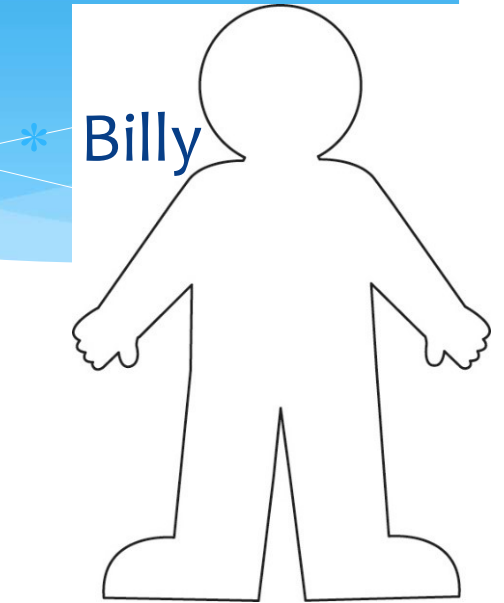
Billy chased me round the playground
with hands full of fists.



Gingerbread Man

Billy chased me round the playground
with hands full of fists.

Billy yelled at me across the football
pitch with a mouth full of stings.

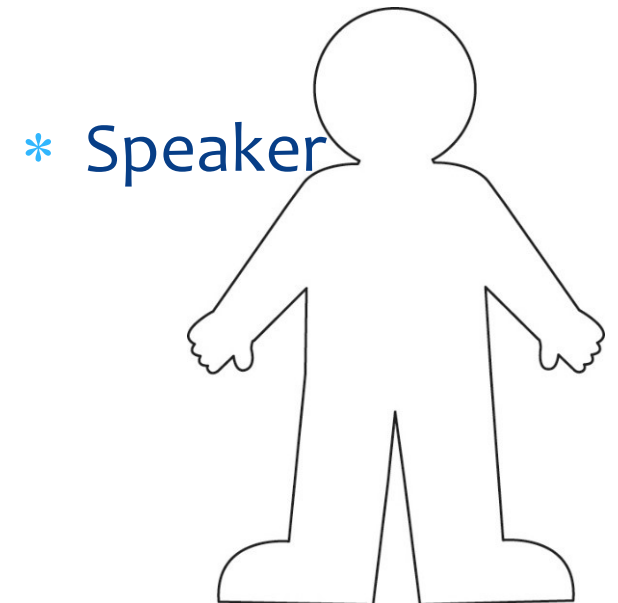
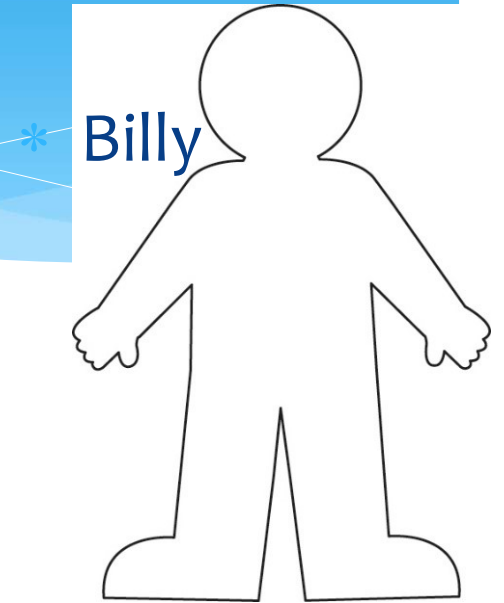


Gingerbread Man

Billy chased me round the playground
with hands full of fists.

Billy yelled at me across the football
pitch with a mouth full of stings.

Billy spat, jibed and cawed



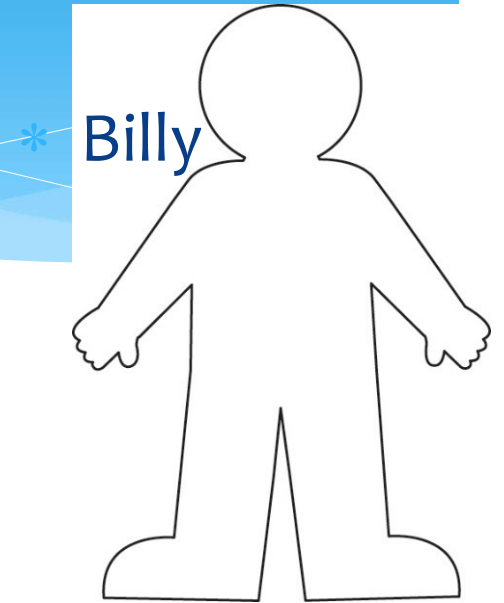
Gingerbread Man

Billy chased me round the playground
with hands full of fists.

Billy yelled at me across the football
pitch with a mouth full of stings.

Billy spat, jibed and cawed as I ran away
singing...

“You can’t catch me, I’m the
gingerbread man.”



Gingerbread Man

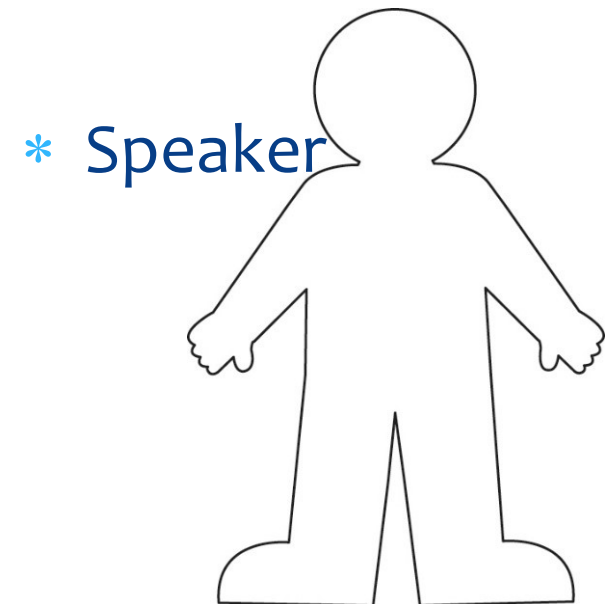
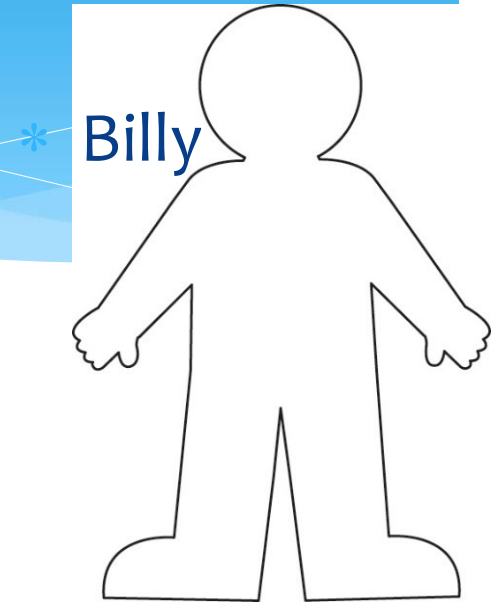
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Billy yelled at me across the football pitch with a mouth full of stings.

Billy spat, jibed and cawed as I ran away singing...

“You can’t catch me, I’m the gingerbread man.”

Billy had red hair.



Gingerbread Man

Billy chased me round the playground with hands full of fists.

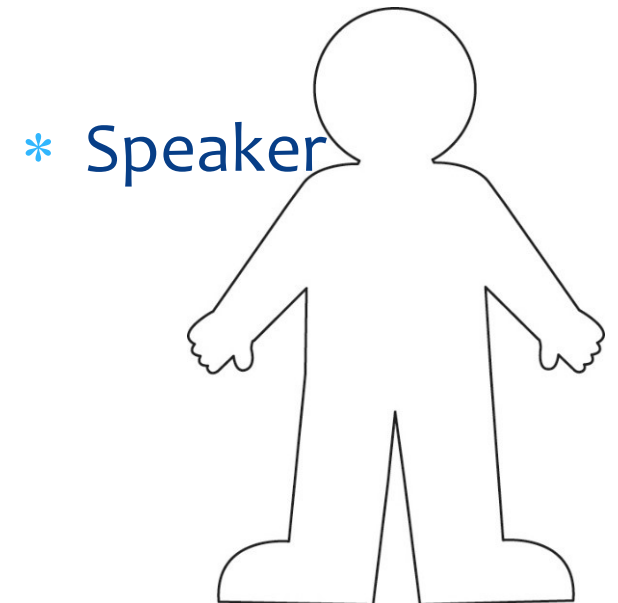
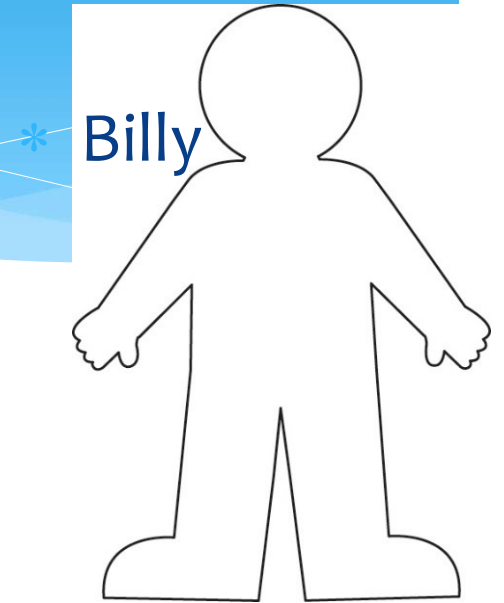
Billy yelled at me across the football pitch with a mouth full of stings.

Billy spat, jibed and cawed as I ran away singing...

“You can’t catch me, I’m the gingerbread man.”

Billy had red hair.

I was cruel and called him names.



Gingerbread Man

Billy chased me round the playground with hands full of fists.

Billy yelled at me across the football pitch with a mouth full of stings.

Billy spat, jibed and cawed as I ran away singing...

“You can’t catch me, I’m the gingerbread man.”

Billy had red hair.

I was cruel and called him names.

Tell me...

- * Likes
- * Dislikes
- * Patterns
- * Puzzles

Poetry is a means of expression, and allows a release of feelings, good or bad.

How do you think the poet feels, reflecting back on this childhood experience now?

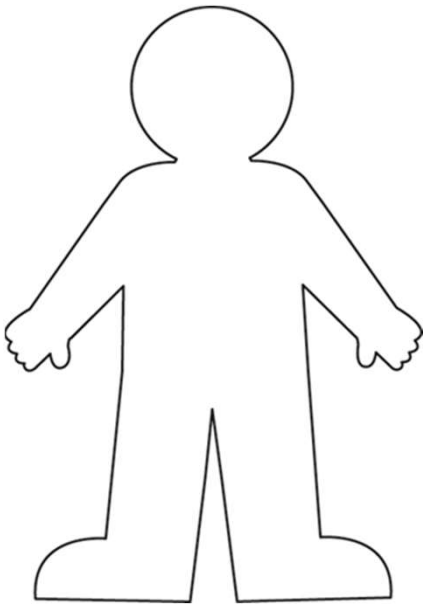
Look at the words and phrases that show how the two children in the poem are feeling.

What do you think the word 'jibed' means?

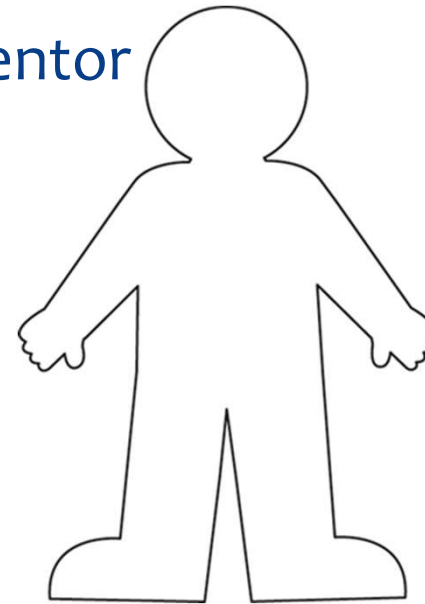
Act out the poem in pairs, to show how both children in the poem are behaving and feeling.

Gingerbread Man – add the thoughts and feelings of these characters.

Billy



Tormentor



Joseph's view and performance.

* [Joseph Coelho - Gingerbread man - Bing video](#)

Week 1 Wednesday

- * Learning Outcome / Objective
- * I can give responses to poems with justifications.
- * I can use a mind map to sort ideas.

I am a writer

I am the clash and collide of the stars
because I create worlds.

I am the awareness of the trees
because I hear the wind.

I am the sweat of a rainbow
because I refract all colours.

I am the blood in a pen
because I ink arteries.

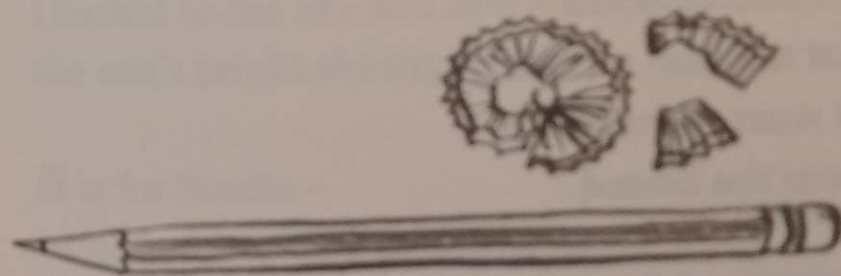
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I am the conversation of notes,
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I am the holes in a flute,
knower of unknown tunes.

I am the skin of a drum.
Every hit, beat and bang
bouncing off me,
forming music from nothing.



Golden time

Golden time –
jewelled minutes
and silvered seconds?

Golden time –
a diamond clock
with ruby numbers?



Golden time –
a free hour
doing what I please?

Golden time –
hands clasped on mouth
catching laughter with a new friend.

Golden time –
the inhale of breath
as the idea chimes.

Golden time –
a room of beaming faces,
every heart in sync.

Golden time Tell me...

- * Likes?
- * Dislikes?
- * Patterns?
- * Puzzles?

School tomorrow – excuses for Mum

School tomorrow – excuses for Mum

Back at school tomorrow.

Not tomorrow!

One more day off please.

I'm sick.

I'm not ready.

I haven't done my homework.

We don't do much the first week back.

Miss won't mind if I miss one day.

My uniform is dirty.

I can't remember where the school is.

I want to stay home with you.

We should spend more quality time together.

I need a few more days to grow up.

I won't know anyone – they'll all be older.

The school fell down during the summer.

The school has flooded.

The school ran away.

The school is still on holiday.

I can't go to school tomorrow...

My foot hurts.

My leg hurts.

My arm hurts.

My face hurts.

My belly hurts.

I have the runs.

I have heat stroke.

I have the plague!

I'll stay home and clean and cook.

I'll pay the bills,

sort out the tax,

handle the builders,

get the shopping.

I won't see my friends.

I'll miss that topic about the Romans.

I won't find out my results.

I won't get to laugh in assembly,

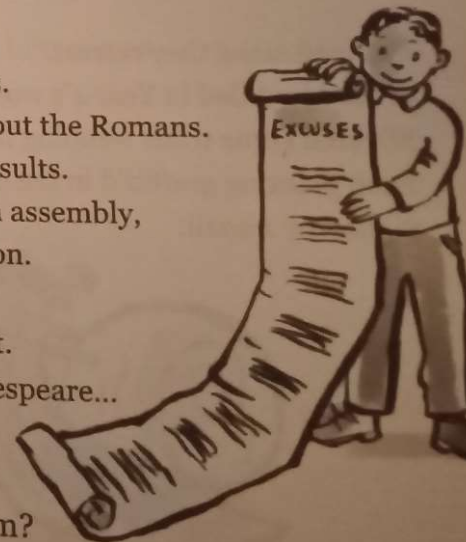
or joke with Mr Lindon.

I won't play football.

I won't make a circuit.

Or get to quote Shakespeare...

Where's my uniform?



Tell me...

- * Likes?
- * Dislikes?
- * Patterns?
- * Puzzles?

Last day of school

Last day of school

Come back taller
Come back with a recipe
Come back stronger
Come back with a story

Come back with something found
Come back with a new word
Come back and astound
Come back with the song of a bird

Come back with a friend
Come back telling a joke
Come back with a new trend
Come back with a thing fixed that was broke

Come back with a beaten fear
Come back knowing a star
Come back with a sphere
Come back with stuff in a jar

Come back with a leaf
Come back pondering a query
Come back with a new belief
Come back spelling out a theory

Come back with a new taste
Come back smelling a pine cone
Come back with something traced
Come back proud at how you have grown.



Tell me...

- * Likes?
- * Dislikes?
- * Patterns?
- * Puzzles?

Theme...

Think of these poems we have shared...

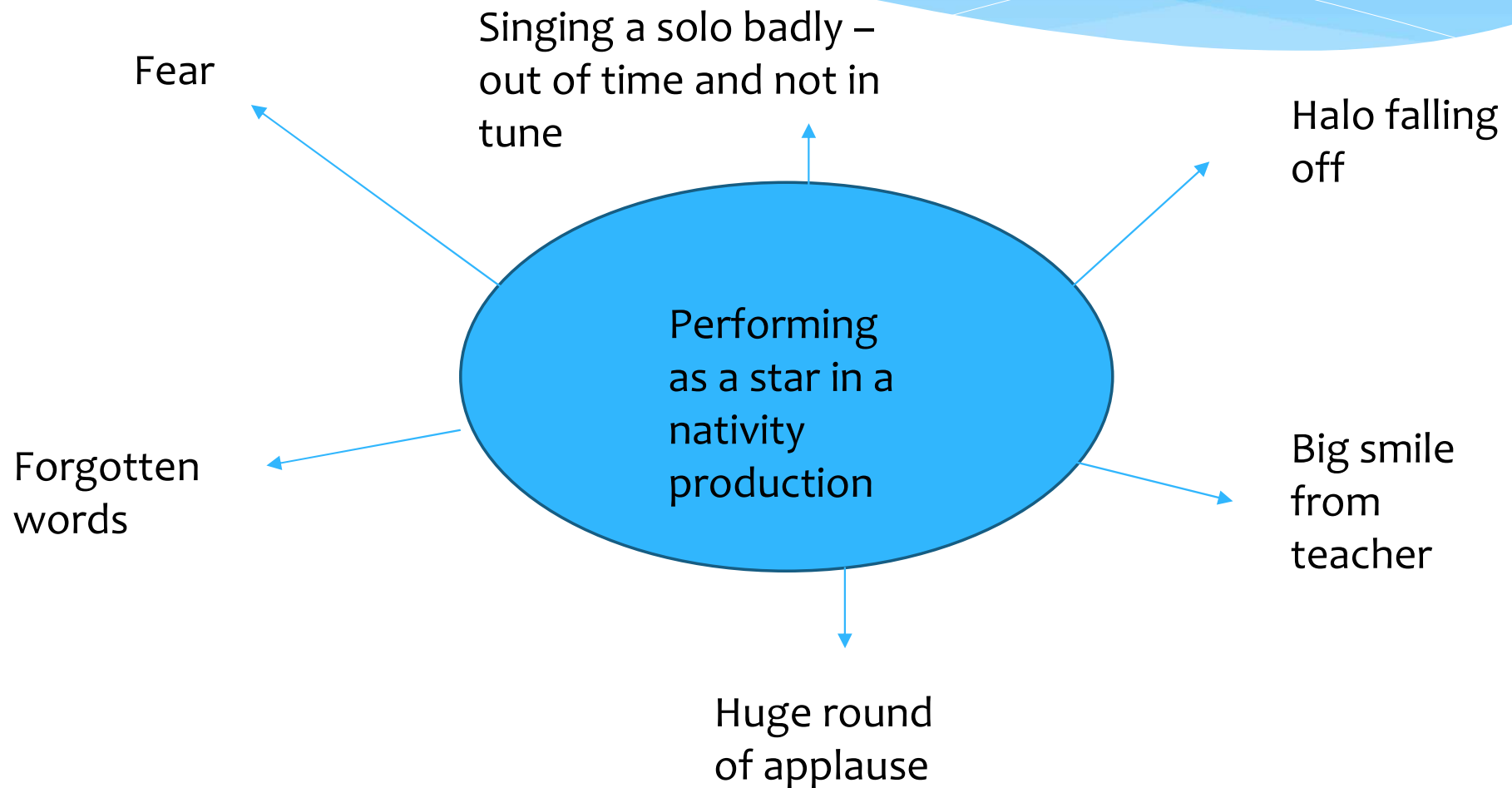
- * I am a writer
- * Miss Flotsom
- * Golden time
- * School tomorrow – excuses for mum
- * Last day of school

What theme can you see emerging in these poems?

School

- * Joseph has taken memorable moments from school to write a selection of poems.
- * Discuss something about school that is memorable to you with your partner.
- * Draw your memorable moment from school and write words and phrases around it.
- * This is the start of a plan for your own school themed poem.

Example shared plan you could create with class...



Week 1 Thursday

- * Learning Outcome / Objective
- * I can support with shared ideas.
- * I can edit and improve vocabulary and phrasing.

I am a writer

I am the clash and collide of the stars
because I create worlds.

I am the awareness of the trees
because I hear the wind.

I am the sweat of a rainbow
because I refract all colours.

I am the blood in a pen
because I ink arteries.

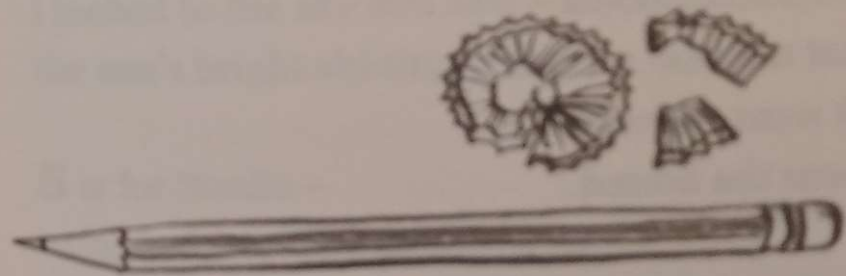
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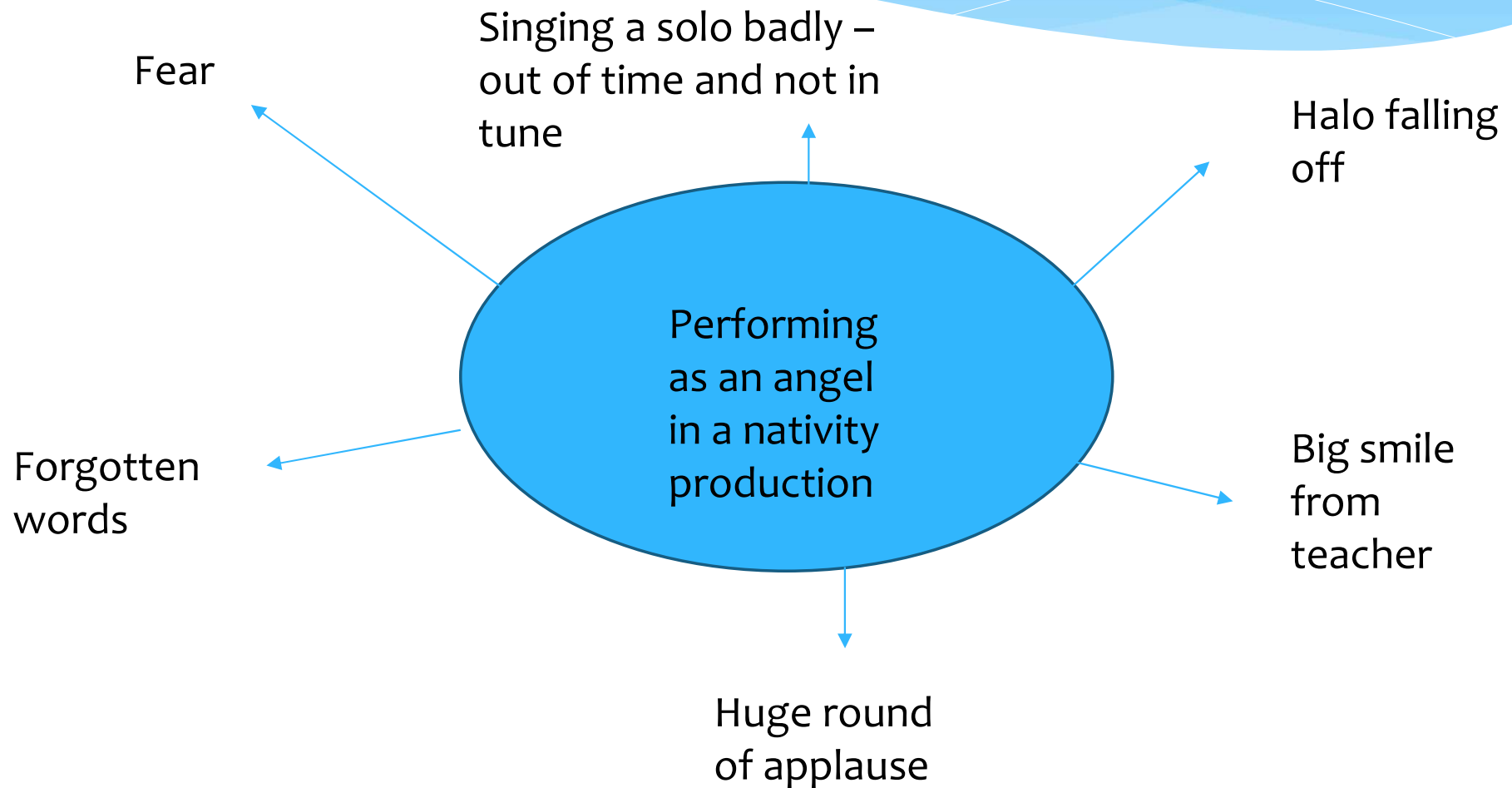
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discussing melodies.

I am the holes in a flute,
knower of unknown tunes.

I am the skin of a drum.
Every hit, beat and bang
bouncing off me,
forming music from nothing.



Example shared plan you could create with class...



Shared

Understudy

The start of the performance was near,
Green vomit, full of ugly bits, covered the classroom carpet,
'Kelly you need to be the angel, Lucy has been sick,
I know you know every line, I know you know every song,
You have to wear the costume and just get out there.'

My halo slipped.
My voice cracked.
Words disappeared from my mind.

But with a huge smile from my teacher and a wave from my mum,
I glowed as an angel and bowed to the riotous round of applause.

Give copy of shared writing to children to edit and improve in groups and then perform.

- * Feedback on performance – create own success criteria as a class (see next days slides for ideas)
- * How much did the poems change?
- * What effect did the changes make?

Week 1 Friday

- * Learning Outcome / Objective
- * I can write my own poem based on emotions.
- * I can perform my poem using poetic techniques.

I am a writer

I am the clash and collide of the stars
because I create worlds.

I am the awareness of the trees
because I hear the wind.

I am the sweat of a rainbow
because I refract all colours.

I am the blood in a pen
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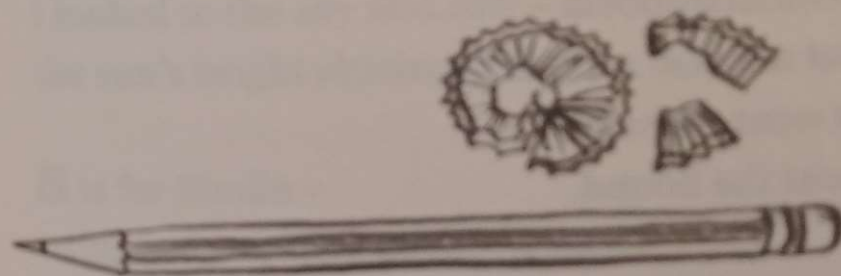
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Look back at your plans

- * Add ideas and then write your own school themed poem in the style of Joseph Coelho.
- * Read them aloud.
- * Create a class book of poetry with sections
 - * School
 - * Emotions
 - * Nature

Poetic techniques

- * Pace (fast or slow)
- * Volume (loud or quiet)
- * Repetition or pause
- * Sound effects (body / instruments)

Evaluation

- * Did the poem make you feel an emotion?
- * Why one?
- * How?
- * Which poetic performance techniques were used?
- * Which one was most successful?

Week 2 Monday

- * Learning Outcome / Objective
- * I can understand new language.
- * I can define vocabulary.
- * I can use a dictionary.

Our next poem is called...

* Miss Flotsam

Do you know what the word 'flotsam' means?

What do you predict this poem to be about?

How do you think the poet is going to make you feel?

What do you think might be the poet's motivation?

Miss Flotsam

Miss Flotsam was my reception teacher.
She had travelled the world.
Brown hair turned golden
under distant suns,
clothes carrying colours
from countless corners of continents.

When my mother's face spilled
a gush of adolescent tears
at the school gates,
Miss Flotsam soaked up the drops
in Peruvian alpaca,
caught splashes
in Himalayan singing bowls,
let sobs fall on Indonesian Gamelans.

Miss Flotsam had flown
through air pockets in jumbo jets,
sailed the seven seas
in opposite directions,
cycled through cyclones
with dengue fever,
soothed mothers
when their hearts heaved.

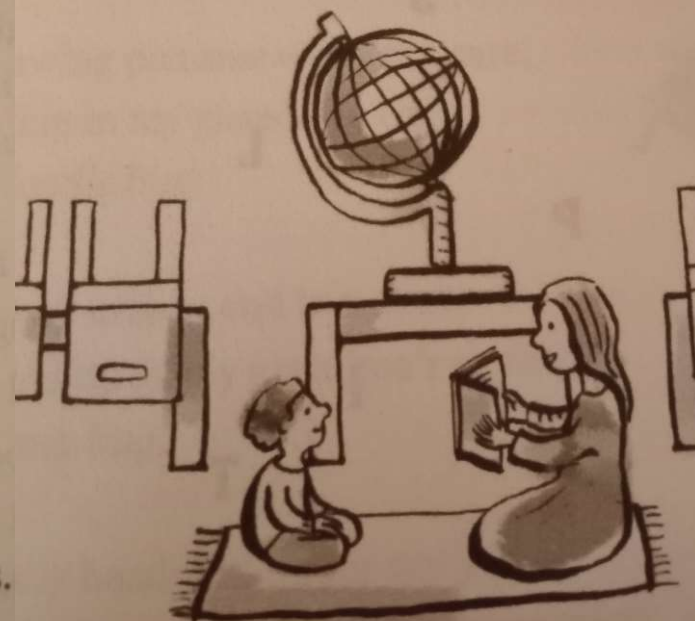
When the bully punched me
for being too brown,
Miss Flotsam glared at him
with an eye that could turn fists
into begging bowls.

When my mother was late,
the chairs upturned on the desks,
Miss Flotsam read to me
stories of imperfect families
and unexpected heroes.

When I dozed in class
Miss Flotsam let me sleep
through maths,
through lunch,
through the tuk-tuk traffic,
through the home-time bell.

When I was naughty
Miss Flotsam told me off,
asked of the disasters
destroying my home
and placed sandbags around my lies.

Miss Flotsam had climbed peaks
circled by vultures,
waded rivers with unseen bottoms,
bought ugly fruits
in dusty languages
in foreign markets,
spoke to parents
in dialects they could understand,
sang to pupils
in rhythms they could bear.



Tell me...

- * What did you like?
- * What did you dislike?
- * What patterns did you see?
- * What puzzles you?

Miss Flotsam

Miss Flotsam was my reception teacher.
She had travelled the world.
Brown hair turned golden
under distant suns,
clothes carrying colours
from countless corners of continents.

When my mother's face spilled
a gush of adolescent tears
at the school gates,
Miss Flotsam soaked up the drops
in Peruvian alpaca,
caught splashes
in Himalayan singing bowls,
let sobs fall on Indonesian Gamelans.

Miss Flotsam had flown
through air pockets in jumbo jets,
sailed the seven seas
in opposite directions,
cycled through cyclones
with dengue fever,
soothed mothers
when their hearts heaved.

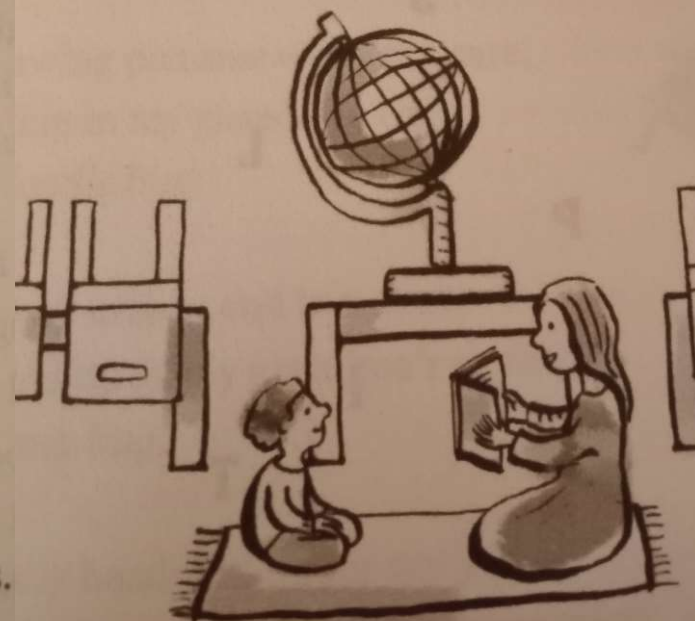
When the bully punched me
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with an eye that could turn fists
into begging bowls.

When my mother was late,
the chairs upturned on the desks,
Miss Flotsam read to me
stories of imperfect families
and unexpected heroes.

When I dozed in class
Miss Flotsam let me sleep
through maths,
through lunch,
through the tuk-tuk traffic,
through the home-time bell.

When I was naughty
Miss Flotsam told me off,
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and placed sandbags around my lies.

Miss Flotsam had climbed peaks
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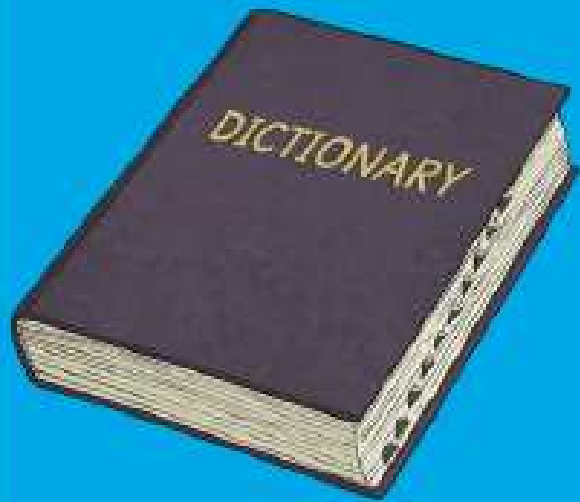


Unfamiliar words?

- * Use a dictionary to help comprehend the meaning.

Quick Comparison

What is a dictionary?



What is a thesaurus?

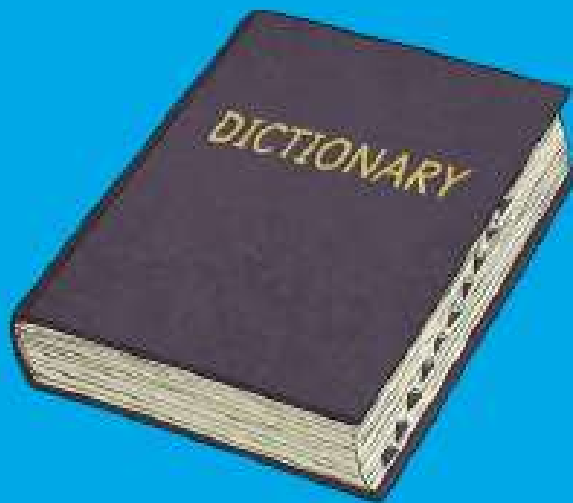


What is the difference between them?



Quick Comparison

A **dictionary** is a book which lists words and tells you what they mean.



A **thesaurus** is a book which lists words and gives alternative words which mean the same thing.



If you want to know what a word means, you would check a **dictionary**.

If you want to find a synonym for a word you already know the meaning of, you would check a **thesaurus**.

Alphabetical Order

All of the words inside a dictionary are in **alphabetical order**. This makes it a lot quicker to find the words you need.

Some dictionaries have marks along the edge of the pages. These marks show you where each new letter begins. Does your dictionary have these?

How quickly can you find the definitions of these words?

sad

lonely

excited



Using a Dictionary

Dictionaries are really useful when you're trying to find the meaning of a word you're unsure about. However, words may sometimes have more than one meaning. You will need to think carefully in order to choose the correct definition.

For example, Jenny has found this sentence in her book:

Hamish was asked to **produce** his best piece of work.

Jenny is unsure what the word **produce** means. She looks it up in the dictionary and finds two definitions:



Using a Dictionary

Hamish was asked to **produce** his best piece of work.

Produce

1. **verb** To make something using creative skills.
2. **noun** A collection of natural products.

Which definition do you think is correct in this case?



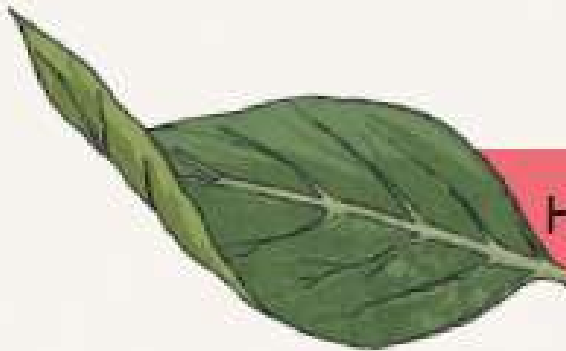
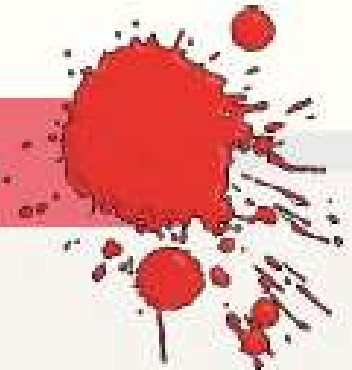
Using a Dictionary

produce

1. **verb** To make something using creative skills.
2. **noun** A collection of natural products.

Jenny tries both of the definitions in her sentence:

Hamish was asked to **make something using creative skills.**



Hamish was asked to **collection of natural products.**

Using a Dictionary

Hamish was asked to make something using creative skills.



Hamish was asked to collection of natural products.

Jenny decides that the first definition is correct. In her sentence, the word produce meant to make something using creative skills.

What else could Jenny have done to check which definition was correct in this case?

Using a Dictionary

produce

1. **verb** To make something using creative skills.
2. **noun** A collection of natural products.

In Jenny's dictionary, the definitions also tell you the **word class** that the word belongs to. In this case, the word **produce** has a different meaning depending on whether it was used as a **noun** or a **verb**.

When Jenny looked at her sentence again, she realised that the word **produce** was being used as a **verb**. Therefore, the first definition must be correct.

Hamish was asked to **produce** his best piece of work for a class display.

Now, it's your turn to decide on the correct definition.

Selecting Definitions

Which of these definitions is correct in the context of this sentence?

With a flurry of signatures, the **contract** was finally signed.

contract

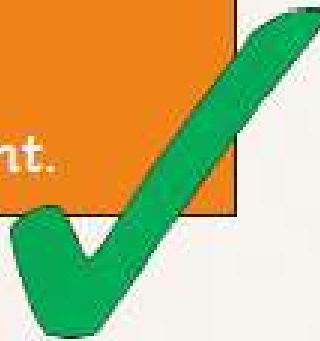
verb

To catch or develop a disease or infection.

contract

noun

A legal document.



Selecting Definitions

Which of these definitions is correct in the context of this sentence?

I watched Ms Kelly **wind** the wire around the reel.

wind

verb

To pass something
around a thing.

wind

noun

The natural movement
of air, especially from
a particular direction.



Selecting Definitions

Which of these definitions is correct in the context of this sentence?

The seeds were planted in one long row.

row

verb

To move a boat
using oars.

row

noun

A straight line.

row

noun

An argument.



Think about the words you underlined.

- * Use a dictionary to find some of the definitions.

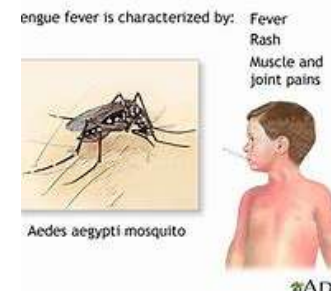
Flotsam meaning...

people or things that have been rejected or discarded as worthless.

How is this choice of name for Joseph's teacher significant?



New language...



- * Peruvian alpaca – animal like a goat or sheep
- * Indonesian Gamelans – orchestra
- * Adolescent – young adults
- * Himalayan singing bowls – bell like instrument
- * Dengue fever – disease causing rashes
- * Cyclones – powerful, twisting winds
- * Dozed – sleeping lightly
- * Tuk-Tuk traffic – motorbike taxi
- * Vultures – bird of prey
- * Dialects – language from a specific place

Week 2 Tuesday

- * Learning Outcome / Objective
- * I can offer ideas and suggestions.
- * I compare and contrast poem themes and characters.

Miss Flotsam

Miss Flotsam was my reception teacher.
She had travelled the world.
Brown hair turned golden
under distant suns,
clothes carrying colours
from countless corners of continents.

When my mother's face spilled
a gush of adolescent tears
at the school gates,
Miss Flotsam soaked up the drops
in Peruvian alpaca,
caught splashes
in Himalayan singing bowls,
let sobs fall on Indonesian Gamelans.

Miss Flotsam had flown
through air pockets in jumbo jets,
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in opposite directions,
cycled through cyclones
with dengue fever,
soothed mothers
when their hearts heaved.

When the bully punched me
for being too brown,
Miss Flotsam glared at him
with an eye that could turn fists
into begging bowls.

When my mother was late,
the chairs upturned on the desks,
Miss Flotsam read to me
stories of imperfect families
and unexpected heroes.

When I dozed in class
Miss Flotsam let me sleep
through maths,
through lunch,
through the tuk-tuk traffic,
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When I was naughty
Miss Flotsam told me off,
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in foreign markets,
spoke to parents
in dialects they could understand,
sang to pupils
in rhythms they could bear.



Draw and describe Miss Flotsam from this poem.

- * Select words and phrases that support your drawing and your view of Miss Flotsam.

Share with a partner what you thought of Miss Flotsom and why.

- * Now let's find out about two other teachers that inspired poems by Joseph Coelho
- * Sir and Miss Coe
- * Can you predict, just from their names, the type of characters they might be and how they might be portrayed in the poems?

Make it bigger, Eileen!

In Art I drew a park
with a pond, and railings, and children playing...
and trees with multi-coloured leaves
and mothers with pushchairs wearing hats that jumped
and joggers running with three legs
and skaters – skating on thin ice with elephants
on their backs
and pigeons playing cards on bread tables
and grass with eyes and noses
and flowers with walking sticks and headphones
and clouds that rained smells
and a sun as deep as an ocean
and stones that bled
and a rainbow with stairs.

Sir said...

“Tut, tut, tut. Bigger, Eileen,
your picture must be bigger.”

So I drew a duck.



Tell me...

- * Likes?
- * Dislikes?
- * Patterns?
- * Puzzles?

An A* from Miss Coo

*"The sun is as long as spaghetti" I said
"No" said Miss Coo "That can't be right, do it again
and do it right"*

*"Water is as twinkerly as the stars" I said
"No" said Miss Coo "That can't be right, do it again
and do it right"*

*"Clouds are fire in the night sky" I said
"No" said Miss Coo "That can't be right, do it again
and do it right"*

I wrote a poem for Miss Coo's class...

*"The sun is round,
water is wet,
the clouds are fluffy."*

A*

Tell me...

- * Likes?
- * Dislikes?
- * Patterns?
- * Puzzles?

Let's compare and contrast these three distinct teachers.

	Miss Flotsom	Sir	Miss Coo
What does Joseph think of them?			
How do you know?			
Would you like them to be your teacher?			
Explain why.			

Which poem did you prefer and why?

* I preferred _____ because _____.

Week 2 Wednesday

- * Learning Outcome / Objective
- * I can recognise how poets create an emotional response.
- * I can mind map my ideas.

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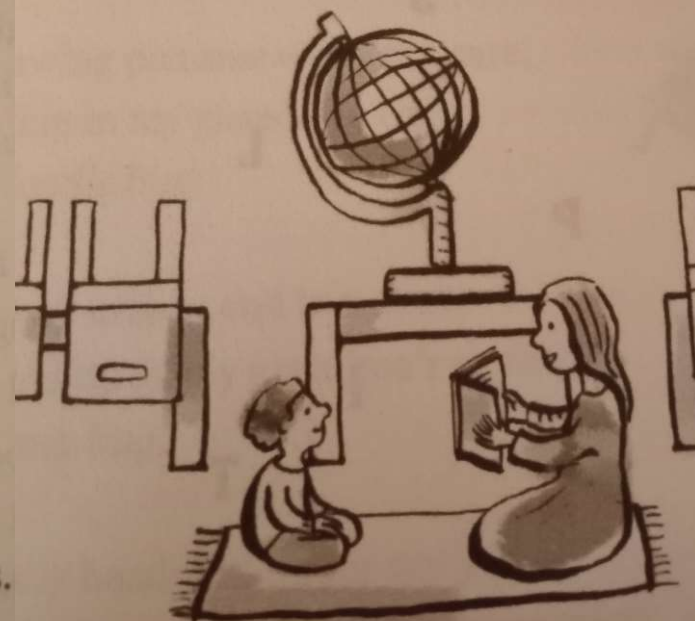
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I wrote a poem for Miss Coo's class...

"The sun is round,
water is wet,
the clouds are fluffy."

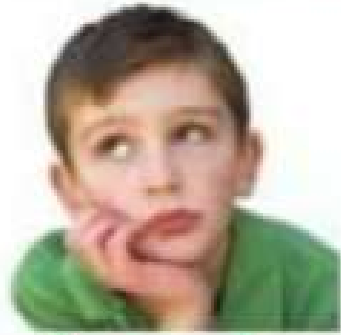
A*



How Do You Feel Today?



jealous



bored



proud



happy



excited



surprised



shy



tired



sad

Emotions

- * Pick an emotion and explain to your partner what had happened to make you feel that way.

Let's look at a few more poems by Joseph that are based on an emotion.

- * Listen and see if you can explain the emotion behind each one.
- * Dada's stories
- * Cards dealt

Dada's stories

Dada had stories from Calcutta
wrapped up in his big belly.
When he belched they would unravel.

Like the lady who gathered the water
in a pot by a river's melting thaw.
The villagers found her head rolling,
swiped off by a foul tiger's paw.

Dada had stories from Tibet
wound in the red flecks of his hair.
When he brushed it they'd fall out.

Like the pets hidden in his bedclothes
as he slept in the school at night,
found dead when he woke in the morning.
He'd slept holding them too tight.

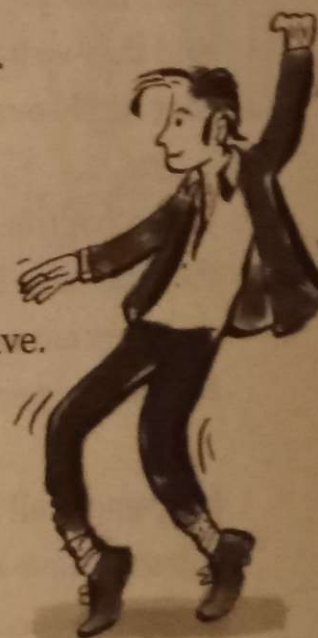
Dada had stories from Goa,
locked in the tattoos on his arms.
When he moved they would speak.

Like the ponds he swam in when young,
with waters so murky and deep.
The weeds that grew within them,
that tugged as they wrapped round his feet.

Dada had stories from London
etched in the lines of his eyes.
When he cried they'd drip down.

Like the parties where he danced to Elvis,
shaking his hips and jet black hair,
the food cooked for the family,
the winnings he hoped to ensnare.

Dada had stories within him
that he took to his grave.
Stories that I try to honour,
that I recall when I need to be brave.



Cards dealt

Dada taught me cards.
Sitting in his suit of pants and vest.
A fistful of joker-red hair strewn across his brow.
His big belly like a cannon ball.

He taught me how to shuffle cards
the way he did in American restaurants,
in bubble-filled kitchens where eyes studied
your palms.

He taught me the rules of the Rummy he played
on world-traversing ships,
cards, sea-sprayed and wind-crumpled,
slapped onto crates and pinched in sore fingers.

He taught me how to play Patience alone,
like he did in Indian cafes.
Flies landing on the chai-stained deck
as he shovelled the dirt from his long nails.

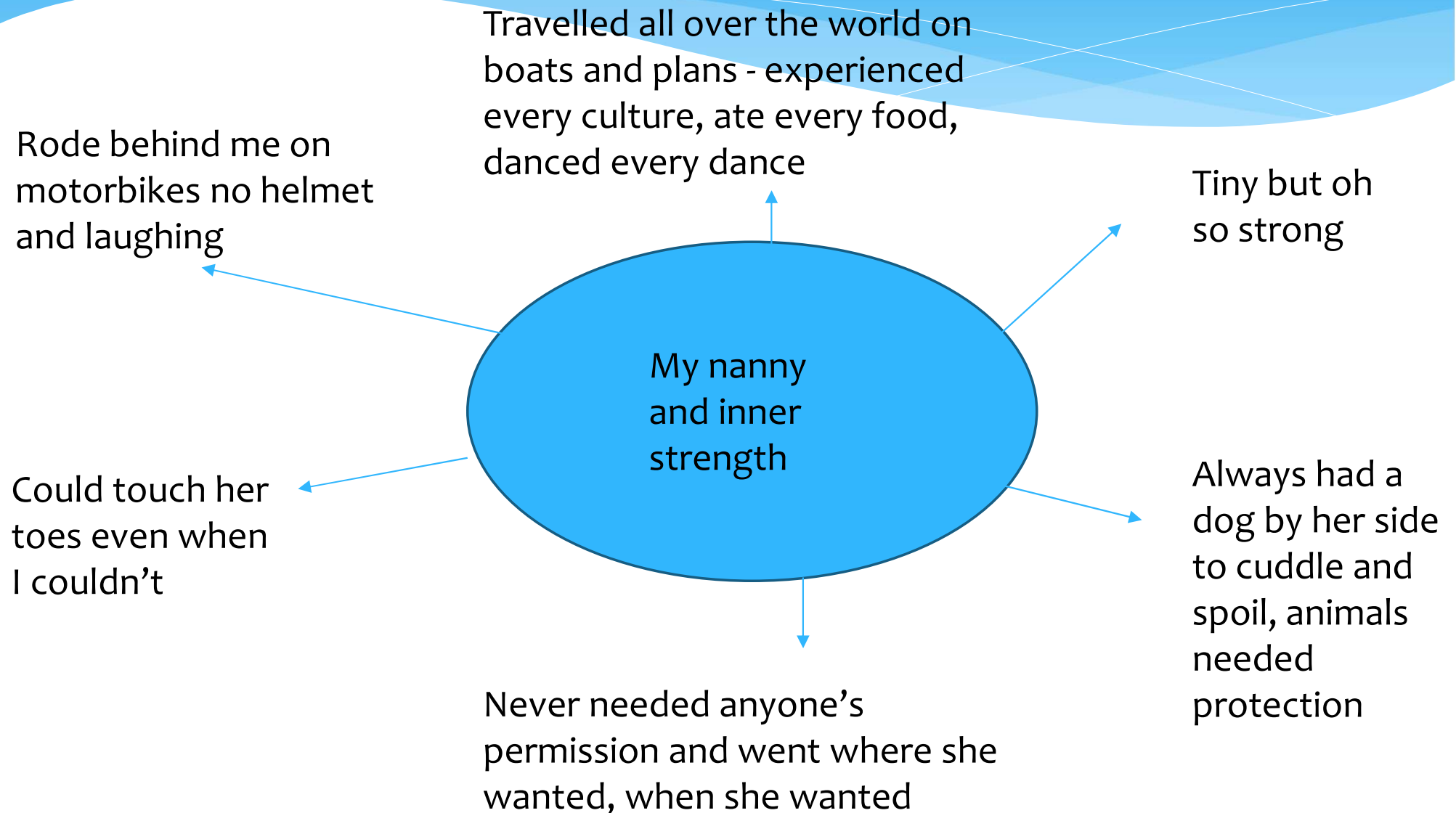
He taught me how to hold all my cards to my heart,
how to use my clubs,
spend my diamonds,
work my spades.
His huge weathered hands
dealing their skill into mine.



Think about a person who has caused an emotional response in the past.

- * Is it a good memory or bad?
- * What happened?
- * How did you feel?
- * How could you share that emotion without writing it?

Example shared plan you could create with class...



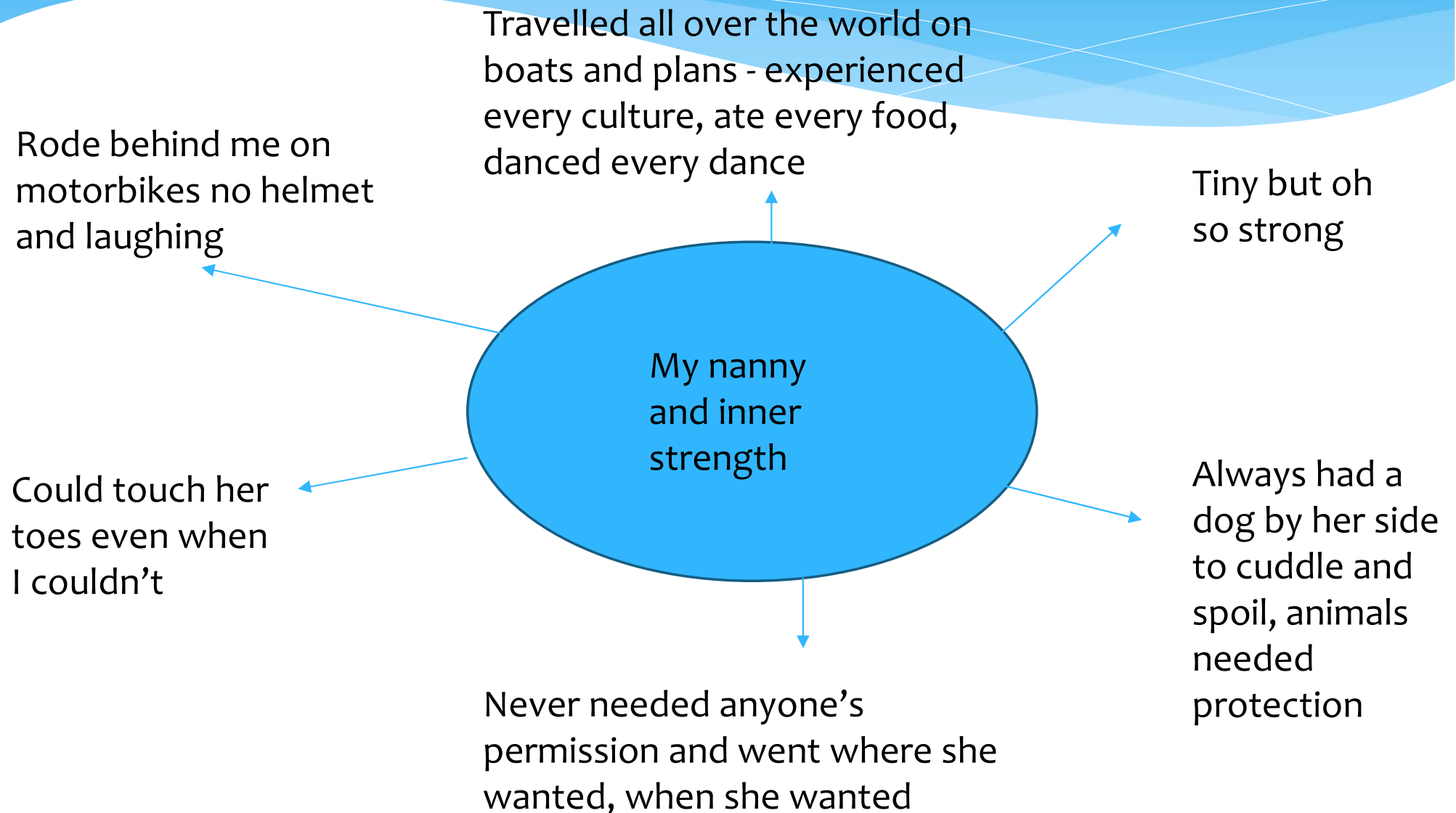
Children to plan own poems on own mind maps.

Share

Week 2 Thursday

- * Learning Outcome / Objective
- * I can innovate a poem.

Example shared plan you could create with class...



Nana's adventures

Nana had adventures to different countries,
Wrapped up in her Queen-like headscarf,
When she returned she would tell me everything.

Like the country she learned how to Tango in,
With men as young as her grandchildren,
The music was strong and quick,
And Nana would laugh as she whipped around the floor.

Nana had adventures on the back of motorcycles,
With her hair all flying around, and giggles of unguarded joy,
Getting off she would wobble and remark how was glad she never
learned to drive.

...

Children to use the model text of Dada's stories to write their own version from their plans.

- * Give time to share with a partner to give feedback and edit and improve.

Week 2 Friday

- * Learning Outcome / Objective
- * I can perform by poem.
- * I can publish my poem.

Perform

- * Perform their poems.
- * Give feedback.
- * Copy up with illustrations to go into class anthology under the emotions section.

Week 3 Monday

- * Learning Outcome / Objective
- * I can recognise homophones.
- * I can perform with confidence and expression.

Discuss these pictures with your partner.



Horse chestnut tree



Seeds - conkers



Homophones – same sound

- * Conker
A seed



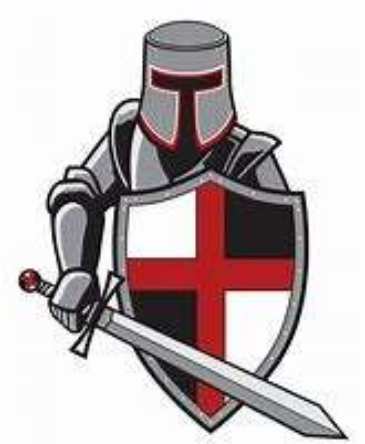
- * Conquer
Take control or overcome



- * Night
Time from sunset to sunrise



- * Knight
A type of soldier



Homo – same phone - sound

Homophones

Homophones are words that sound the same but have different meanings. They also have different spellings. These are some homophones that often confuse people:

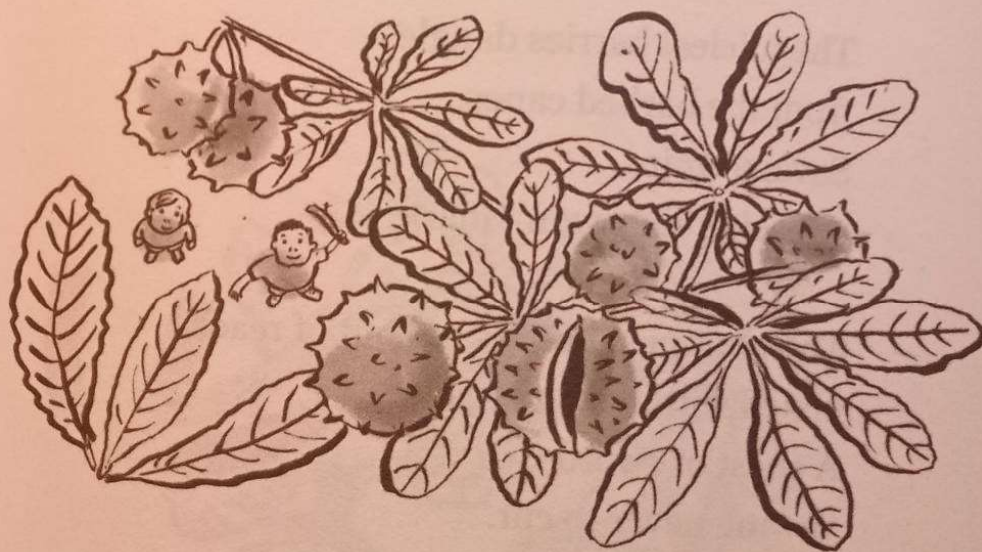
- 'here' eg "put it down here" and hear eg "Speak louder, I can't hear you"
- 'see' eg "it's so dark, I can't see anything" and 'sea' eg "let's go swim in the sea"
- 'be' eg "will you be my friend?" and 'bee' eg "the bumble bee was on the flower"

Conquer

Five children clasping mittens
could not hug the entire trunk.
Whole hands could hide in the folds of its bark,
James, the tallest boy in class,
could sit on a root,
his feet would not touch the ground.

Every classroom faced the playground,
every child could see the tree.
Leaves beckoning.
Conkers swelling.

As the bells rang
we'd march to the tree,
sticks in hand,
eyes fixed on the mace-like horse chestnuts.
Green spikes hungry to prick
our minds obsessed by the jewels within.



Every classroom faced the playground,
every child could see the tree,



As the bells rang, we'd march to the tree,
sticks in hand,



Mace – medieval weapon



Tell me...

Likes?

Dislikes?

Patterns?

Puzzles?

Have they ever longed for something and had to wait?

How did it feel?

Performance time.

In groups, perform the poem.

Think about expression, body language and fluency.

Watch each other perform and discuss interpretations.

Now watch Joseph perform his poem.

* <https://clpe.org.uk/videos/video/joseph-coelho-conquer>

Right



Keep on the **right** side of the road.

Write



She had to **write** a report on the project.

Farther



We decided not to go any **farther**.

Father



I love my **father**.

Meet



Maybe we'll **meet** again some time.

Meat



I gave up eating **meat** a few months ago.

Flour



Sift the **flour** and salt into a bowl.

Flower



What beautiful **flowers** !

For



There's a letter **for** you.

Four



I choose number **Four**.

Pair



The students worked in **pairs**.

Pear



This **pear** smells nice.

More homophones

Week 3 Tuesday

- * Learning Outcome / Objective
- * I can recognise figurative language.

Discuss these pictures with a partner.

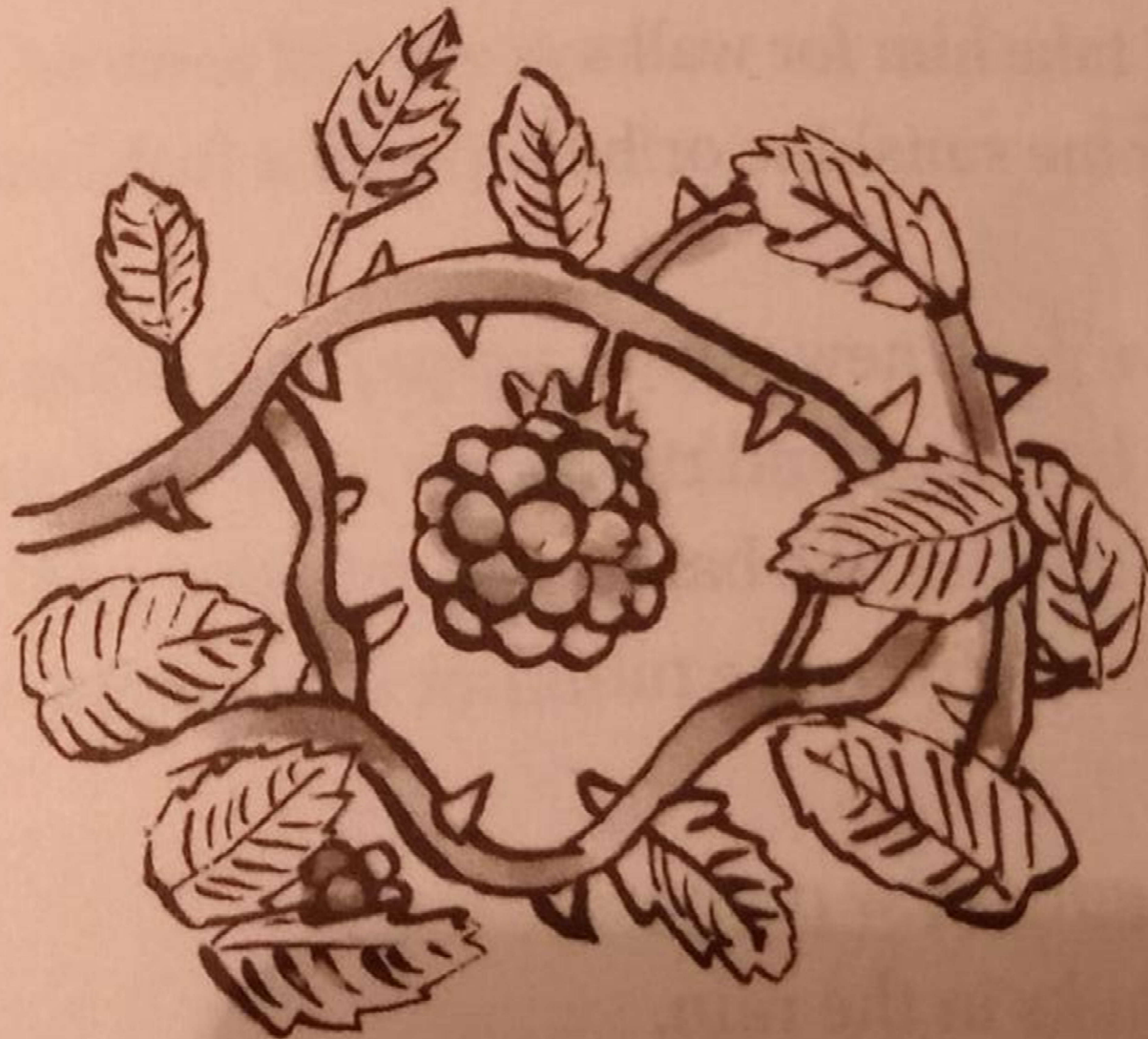




Discuss...

Brainstorm some words on posits. Think about the previous pictures as well.

Add some more words to your posits.



What does this look like?

How do the thorns make it look that way?

Halloween's crumble

The biggest berries are in the centre
of a tunnel of thorny bushes.
A shark gaping wide,
promising not to nip.

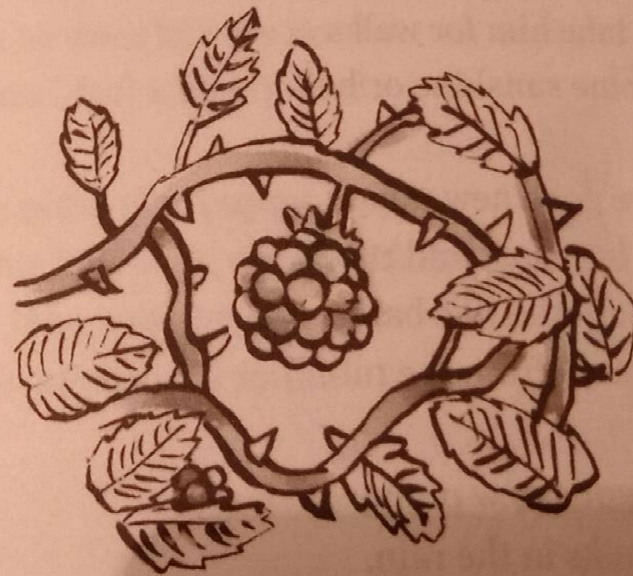
The juiciest berries dangle
from the barbed canes.
Savage whips,
swearing they won't mark.

The plumpest berries are out of reach,
boxed within sharp leaves.
A chest of swords,
vowing never to cut.

The best berries are in my tub.
Frogspawn, black beads, spider eyes,
wet and bleeding,
giving their word to please.

The sweetest berries
are in the crumble.

A rocky sandscape over a gory lake,
guaranteeing to be delicious.



Figurative language

Read the poem again.

Is there really a shark?

Are there talking whips?

Is there a box of swords?

Did he really pick frogspawn and spider eyes?

Where is this rocky landscape?

Of-course not.

So why are they
mentioned?



Figurative language

Sharks are fierce and have sharp teeth.



Whips hurt by slashing.



Swords are pointy and cut deeply.



Frogspawn is delicate and difficult to pick up without squashing.

Rocky landscapes are yellow and crumbly.



Figurative language

Thorns are sharp.



Bushes cut people who pick their berries.



Prickles on bushes pointy and cut deeply.



Berries are delicate and difficult to pick up without squashing.

Tops of crumbles look like rocky Landscapes.



Figurative language

Similes

What is a simile?

A simile describes something by **comparing it to something else**, using like or as:

- The snake moved like a ripple on a pond.
- It was as slippery as an eel.
- Jess is as graceful as a gazelle.

Figurative language

Metaphors

What is a metaphor?

A metaphor is a word or a phrase used to describe something as **if it were something else**:

- For example, "A wave of terror washed over him."
- The terror isn't actually a wave, but a wave is a good way of describing the feeling.
- "Jess is dynamite."
- She's not made of dynamite, but it's a way to explain how exciting she is.



Figurative language

Makes your writing more interesting and descriptive.

Halloween's crumble

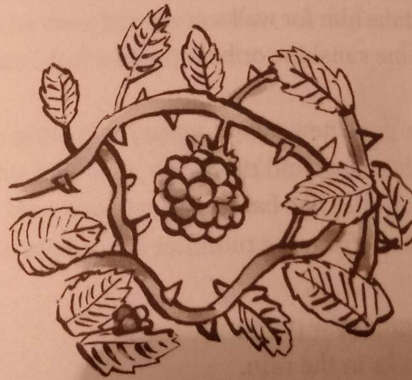
The biggest berries are in the centre
of a tunnel of thorny bushes.
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The sweetest berries
are in the crumble.
A rocky sandscape over a gory lake,
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Can you see how Joseph has used metaphors to make a simple description of picking berries to make a crumble seem so much more exciting.

Have a go...



Label each sentence as **metaphor** or **simile**.

She is as slippery as an eel.

A wave of terror washed over him.

The striker was a goal machine.

You are as clever as a fox!

simile



She is as slippery as an eel.

metaphor



A wave of terror washed over him.

metaphor



The striker was a goal machine.

Question 1 of 4

A ____ is a word or a phrase used to describe something as if it were something else.

simile

metaphor

command

Question 2 of 4

Which two words are used to make a simile?

like and as

but and or

if and when

Question 3 of 4

Which of these is a simile?

Jess is as weak as a mouse.

Is Jess a mouse?

Jess is weak.

Question 4 of 4

Which of these is a metaphor?

Jess is like a star.

A star is like Jess.

Jess is a star.

Let's check...



Answer 1



Well done! A 'metaphor' is used to describe something as if it was something else.



Answer 2



Well Done! A simile describes something by comparing it to something else, using 'like' or 'as'.



Answer 3



Well done! 'Jess is weak like a mouse.' is an example of a simile.



Answer 4



Well done! 'Jess is a star.' is a metaphor.

Week 3 Wednesday

- * Learning Outcome / Objective
- * I can visualise and interpret poetry.

The Satyr's head

The hidden garden we played in
was bordered in red brick.
Crenellations of a faded fort,
ivy-scarred and wind-aged.
A Victorian garden.

The towering walls tempted us to climb,
the bricks testing their mortar,
forming steps and hand-holds.

We climbed.
Urging frail frames against the height,
then daring to drop to the spiky grass below.
Protected by a wisp of arrogance,
an armour of childhood.

We danced in the light of the Satyr's grin,
the limestone detail of the fountain,
weathered and mean,
the endless grimace of a fiend.

The garden cloaked our tower block's stares,
its trees veiling the aerials, the satellite dishes.
Its bricks a smoke screen to the traffic's roar,
the yells of our mothers.
Its bushes covering up the smog.
The jam-sweet scent of winter berries
disguising the stench from the bins.

We danced like our fathers told us we could,
spinning in the dead leaves
that spun from our steps,
like wry circus performers.

<https://clpe.org.uk/books/book/werewolf-club-rules>

New language

- * Satyr



- * Crenellated towers



Use pastels to create the images created in the poem.

- * How do we know they were determined to get to the garden?
- * What is it like in there?
- * Do the children mind?
- * How did they feel to be in the garden?
- * What made them feel like this?
- * How does it compare to the other places where they live and play?

Compare and contrast –
yours with the illustration in the book



Week 3 Thursday

- * Learning Outcome / Objective
- * I can create my own nature poem using figurative language.

Go on a nature walk...

- * Take photos and collect things as inspiration.
- * Discuss in groups what you have seen or collected.
- * Brainstorm some words and phrases.
- * Create a free verse poem.
- * Use figurative language to add interest and description.
- * Perform and share with the class.

Week 3 Friday

- * Learning Outcome / Objective
- * I can publish my poem.

Week 4 Monday

- * Learning Outcome / Objective
- * I can speak with confidence and fluency.

Model text – biography

- * bi – someone else
- * graphy – form of writing

* biography

NOUN

an account of someone's life written by someone else.

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His education:

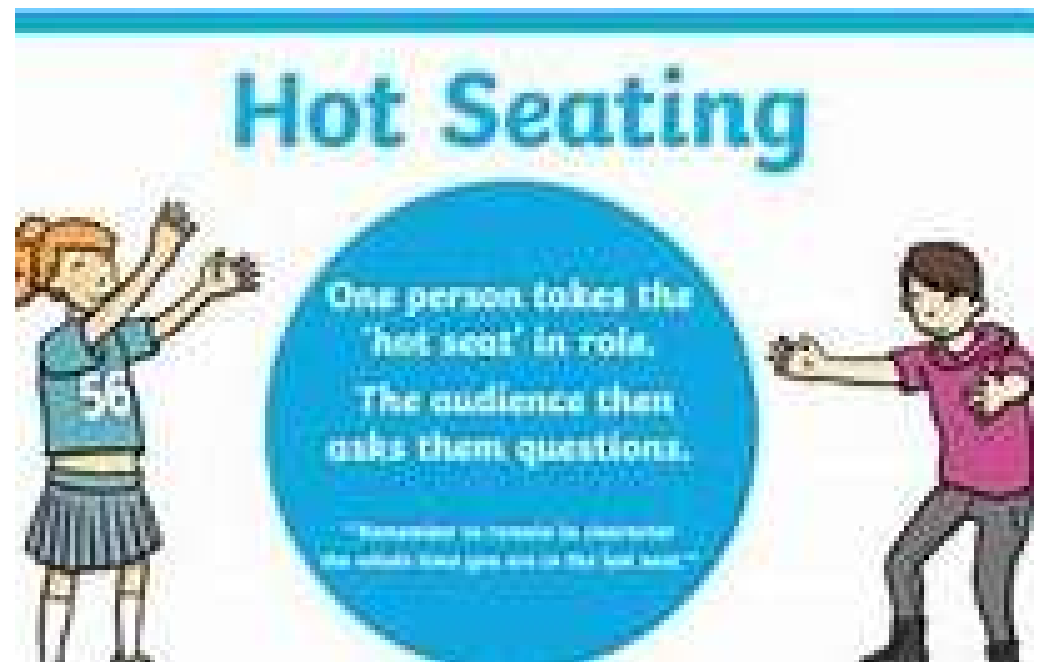
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Hot seating

- * One person can become Joseph.
- * Think of some questions you would like to ask him.



In partners, ask some questions to find out more about their life so far.

- * Write a few sentences in the style of a biography to explain your partner's life so far.



Autobiography

- * Auto – same person
- * Graphy – form of writing

autobiography

* NOUN

an account of a person's life written by that person.

Week 4 Tuesday

- * Learning Outcome / Objective
- * I can recognise features of a biography.

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Oh no, I am in a muddle...

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His education:

His success:

His childhood:

What he is famous for:

Week 4 Wednesday

- * Learning Outcome / Objective
- * I can recognise cohesive devices.
- * I can recognise chronology.

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Chronology – in time order

Work in pairs to order this biography.

In 1999, she was awarded an OBE.

Shirley began her career in children's books by illustrating for other authors. Had the chance to illustrate the latest title in Dorothy Edwards' popular My Naughty Little Sister series. This collaboration proved so successful that Edwards asked Hughes to re-illustrate all the existing titles in the series.

Shirley was born 16th July 1927 in West Kirby, England. She was brought up in the Wirral and fondly remembers childhood visits to the cinema and to the Liverpool Playhouse. She trained at Liverpool School of Art and the Ruskin School of Drawing in Oxford. Her ambition was to be a set designer.

Shirley Hughes is one of the best-loved and most innovative creators of books for young children. She has written and illustrated over 50 books, sold more than eight million copies, won major awards and created some of the most enduring characters in children's literature, including Lucy and Tom.

Shirley raised a young family and gained first-hand experience of how children behave and what they like to read. This influenced the first book that Shirley wrote as well as illustrated – Lucy & Tom's Day, published in 1960.

In 1984, Shirley Hughes received the Eleanor Farjeon Award for distinguished services to children's literature.

Shirley Hughes - Children's Book Author and Illustrator

In 1977, Shirley won the Kate Greenaway medal for Dogger, another tale of an ordinary and yet monumental family incident – the loss of a much-loved toy.

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Features of a Biography



Purpose:

to give an account of someone's life.

Tense:

- written in the past tense
- Closing statements may use present/ future tense

Structure:

Opens with an **attention grabbing** introduction that summarises the main events of the person's life and makes the audience want to read on.

Key events are written in **chronological** order.

Early life, family, home and influences help the audience to understand the person.

Use relevant images and captions for interest.

Concludes with what they are doing now, or how they are/will be remembered.

Include:

- information about their personality
- specific facts about achievements, influences and significant people

Include:

- their feelings about different points and events in their life
- quotes from the person themselves, or other key people

Include:

- third person pronouns, such as:
he, she, they,
himself, herself,
it, their, them

Include:

- adverbials, such as:
accordingly
consequently
therefore
hence

Include:

- ellipses, repetition, and time conjunctions to link sentences and paragraphs, such as:
then, after that,
this, firstly,
whenever

Week 4 Thursday

- * Learning Outcome / Objective
- * I can give personal justifications.

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About Julia Donaldson

What she is famous for:

Julia Donaldson is most famous for writing the book *The Gruffalo* which was published in 1999. It has sold more than 10 million copies. It has also been made into a film.

Her childhood:

Julia Donaldson was born on 16th September 1948, in Hampstead, London, England. She was brought up in a three-storey Victorian house near Hampstead Heath. As a child, Julia Donaldson loved poetry. She read *The Book of a Thousand Poems* and the nonsense poems by Edward Lear.

Her education:

Julia enjoyed school and was good at learning languages. She has a good understanding of French, German and Italian. After school, she went to Bristol University to study French and Drama. After school, was an editor for a small book publishers, Robert Tyndall. Then, in the 1970s, Julia Donaldson trained as a teacher, and taught English at St Mary's Hall in Brighton.

Her success:

Julia has written an extensive amount of children's books. In 1993, one of her songs, *Squash and a Squeeze*, was made into a picture book. In 2011 Julia Donaldson received an MBE for her contribution to children's literature.

Tell me:

- * Likes?
- * Dislikes?
- * Patterns?
- * Puzzles?

About Valerie Bloom

Valerie Bloom is famous for being a poet. Her poetry book 'Hot Like Fire' is one of her most successfully published pieces of work.

She was born in Clarendon, Jamaica, and grew up in and around Frankfield, a sleepy little town surrounded by beautiful mountains. She is eldest girl in a family of nine children, and has always known a life of activity, community and language.

Her love of language and literature was fostered by memorising passages from the King James version of the Bible; by listening to her mother, grandmother and older brother reciting poems they had learnt at school; and by reading every bit of print she could get hold of- library books, newspapers, pamphlets...

Her first taste of what it must be to be a 'writer' came when she was at primary school and one of her poems was published in the National Newspaper. A few years later her poem *Mek Ah Ketch Har* (Let me catch her), won a bronze medal in the national festival and was included in the festival anthology for the following year. She was filmed performing her poem for live television.

After school, she trained and worked as a teacher, before coming to the UK in the late 70s. She got a degree in English with African and Caribbean Studies from the university of Kent; worked as a steel pan instructor; and did a stint as an Arts Officer before deciding to be a full-time writer.

Tell me:

- * Likes?
- * Dislikes?
- * Patterns?
- * Puzzles?

About Grace Nichols

Grace Nichols was born in Georgetown, Guyana, in 1950 and grew up in a small country village on the Guyanese coast. She moved to the city with her family when she was eight, an experience central to her first novel, *Whole of a Morning Sky* (1986), set in 1960s Guyana in the middle of the country's struggle for independence.

She worked as a teacher and journalist and, as part of a Diploma in Communications at the University of Guyana, spent time in some of the most remote areas of Guyana, a period that influenced her writings and initiated a strong interest in Guyanese folk tales, Amerindian myths and the South American civilisations of the Aztec and Inca. She has lived in the UK since 1977.

Her first poetry collection, *I is a Long-Memored Woman*, was published in 1983. The book won the Commonwealth Poetry Prize and a subsequent film adaptation of the book was awarded a gold medal at the International Film and Television Festival of New York. The book was also dramatised for radio by the BBC. Subsequent poetry collections include *The Fat Black Woman's Poems* (1984), *Lazy Thoughts of a Lazy Woman* (1989), and *Sunris* (1996).

She also writes books for children, inspired predominantly by Guyanese folklore and Amerindian legends, including *Come on into My Tropical Garden* (1988) and *Give Yourself a Hug* (1994). *Everybody Got A Gift* (2005) includes new and selected poems, and her collection, *Startling the Flying Fish* (2006), contains poems which tell the story of the Caribbean.

Her latest books are *Picasso, I Want My Face Back* (2009); *I Have Crossed an Ocean: Selected Poems* (2010); *The Insomnia Poems* (2017), and *Passport to Here and There* (2020), which received a Poetry Book Society Special Commendation.

In 2021, it was announced that Grace Nichols is the recipient of the Queen's Gold Medal for Poetry.

Grace Nichols lives in England with her partner, the poet John Agard.

Tell me:

- * Likes?
- * Dislikes?
- * Patterns?
- * Puzzles?

Week 4 Friday

- * Learning Outcome / Objective
- * I can recognise how to research effectively.
- * I can cross check information gained.

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Show google searches online

- * Show which websites to select – org.uk etc.
- * Show cross referencing and fact checking
- * Give time to research and find information
- * Copy and paste into word document
- * Print and stick in books

Week 5 Monday

- * Learning Outcome / Objective
- * I can collaborate and share ideas.
- * I can use the internet to research information.
- * I can check my research for accuracy.

Shared writing

Philip Gross

- * 2015 he published a book of poetry based on a collaborative project with the visual artist Valerie Coffin-Price, *A Fold in the River*.
- * studied English at Sussex University
- * writing in the 1980s.
- * large public poetry sculpture with sculptor Alec Peever situated in Newport, Gwent.
- * 2004 he has been Professor of Creative Writing at Glamorgan University,
- * lives in South Wales.
- * publishing numerous collections of award-winning poetry,
- * born in 1952 in North Cornwall.
- * His books for younger readers include *Marginaliens* (2003), *The Lastling* (2003) and *The Storm Garden* (2006). *Off Road To Everywhere* (2010), a Poetry Book Society Children's Poetry Bookshelf Choice and winner of the 2011 CLPE Poetry Award.
- * teaching for some years at Bath Spa University College.

Week 5 Tuesday

- * Learning Outcome / Objective
- * I can plan a biography.

Planning

Opening Why famous	Early life	Education	Career	Successes

Week 5 Wednesday

- * Learning Outcome / Objective
- * I can write a biography.
- * I can edit and improve my writing.

Success criteria

- * 3rd person
- * Past tense if no longer alive
- * Chronologically organised
- * Sub-headings
- * Facts

Week 5 Thursday

- * Learning Outcome / Objective
- * I can write a biography.
- * I can edit and improve my writing.

Week 5 Friday

- * Learning Outcome / Objective
- * I can publish a biography.

Week 6 Monday

- * Learning Outcome / Objective
- * I can recognise features of a critique.

The Duelling Duo

In the pitch of night
two knights shared a thought,
with a sword in each hand
as they slashed and fought
on the highest ramparts
of the crumbling fort.

The duo duelled
with their dual swords
hacking left then right,
their metal ringing,
each convinced they were right.

One would hit – one would miss
in the mine-dark night
with its coal-fist mist.

One blade rang on a helmet,
hand tight on a hilt-rung sword,
both proving their mettle
in this mourning morning.

Each trying to raze
the other to the ground,
ignoring the sun's rays,
they danced their iron,
refusing to pause,
ignoring the sweat
that rained from their pores,
each desperate to reign
with their armour-bash peel.

The Duelling Duo - Children's Poetry Archive

The same thought in each head
that neither could still.

Both were right,
could not be wrong.

Apparent in their blades, raised.
Transparent in their eyes, glazed.

"I am right".

The lie they thought
as they fought
in the fort.

After listening to
the poem, tell
me...

Likes?

Dislikes?

Patterns?

Puzzles?

Critique

In this poem, Duelling Duo, Joseph Coelho explores the battle between two boys through a clever use of homophones.

The structure

The poem is set out loosely in 7 verses. There is no rhyming pattern established, but there is a rhythm and pace created when read aloud.

The themes

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Week 6 Tuesday

- * Learning Outcome / Objective
- * I can recognise homophones.

Critique of Duelling Duo

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Homophones - recap

- * Sound the same but mean different things.

Find the homophone of these words used in
Duelling Duo and write their definitions.

- * Night
- * Fought
- * Duel
- * Right
- * Morning
- * Rays
- * Pause
- * Rain

Find the homophone of these words used in Duelling Duo and write their definitions.

- * Night - knight
- * Fought – fort - thought
- * Duel – dual
- * Right - right
- * Morning – mourning
- * Rays – raze
- * Pause – pores
- * Rain – reign

https://youtu.be/S_txb_C2PIU

M.O.R.E.R.A.P.S.

The **M.O.R.E.R.A.P.S.** are a trick
to help with your writing.
They add a kick to language.
Make writing more exciting.

M is for Metaphor –
saying one thing IS another.
“The sun is an oven.”
“The Earth is everyone’s mother.”

O is for Onomatopoeia –
words that are also sounds.
“Whoosh went the wind.”
“Howl went the hound.”

R is for Rhyme –
words that sound the same.
You can put a cat in a hat.
Or simply try rhyming your name.

E is for Emotion –
happy, worried and sad.
Great writing shares a feeling
from the good to the bad.

R is for Repetition –
but don’t repeat any old word!
Find a phrase with a musical rhythm
that sounds like a song from a bird.

A is for Alliteration –
words sharing the same starting letter,
used in the tongue-twister
that made Betty’s bitter batter better.

P is for Personification –
human features ascribed to a thing.
I looked to the sky and saw
the sun’s bright shining grin.

S is for Simile –
using ‘as’ and ‘like’ to compare.
For instance, “When Mother gets angry
she snarls like a rampaging bear.”

The **M.O.R.E.R.A.P.S.** are a wonderful way
to add a punch to your writing.
Master them like a juggler.
Make your words ripe for the biting.

mo0000onomatopoeia



Week 6 Wednesday

- * Learning Outcome / Objective
- * I can plan a critique.

If all the world were paper...

* <https://youtu.be/r2EPfmgbOCo>

If all the world were paper

If all the world were paper
I would fold up my gran
and take her everywhere I go.
I would laminate my baby sister in bubble wrap
and lay her to sleep in unbound fairy-tale book pages.
And should she get scared,
rip every fear,
shred every scream,
tear every tear.



If all the world were paper
I would re-bind my grandfather,
smooth out the dog-ears to all his stories,
place his younger days in a zoetrope
and flush the harrowing chapters
down an ink-gurgling well.

If all the world were paper
kind deeds would be post-it notes
that stick to the door in ever-growing trails,
so we would always remember,
friends would come with perforated lines
so you could keep their best bits with you
at all times.

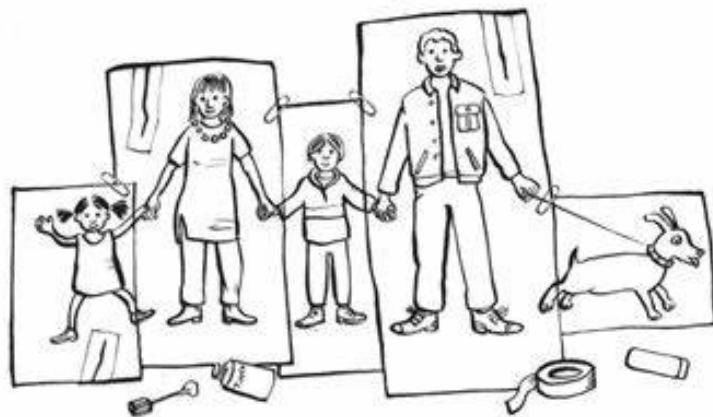


If all the world were paper
Christmas wrapping foil and birthday cards
would follow you to school.

If all the world were paper
dreams would be braille
so we could read them whilst we slept,
nightmares would be shopping lists
because shopping lists are so easy to forget.

If all the world were paper
arguments would rustle before they started
and could be put right with a little tape.

If all the world were paper
we could paperclip families together,
draw smiles on all the sad faces,
rub out the tears,
cover our homes in Tippex and start all over again.



All the world is not paper,
but whilst we can imagine it were
we can recycle the rough times
knowing we will never ever fold.

Tell me...

- * Likes?
- * Dislikes?
- * Patterns?
Puzzles?

Discussion and planning...

- * Name of poem
- * Name of poet
- * Overall impression
- * Structure – Verses ? Rhyming? Repetition?
- * Themes – What is it about? What emotions are stirred?
- * Language - figurative – metaphors – personification – similes / alliteration / homophones?

Week 6 Thursday

- * Learning Outcome / Objective
- * I can write a critique of a poem.
- * I can edit and improve my writing.

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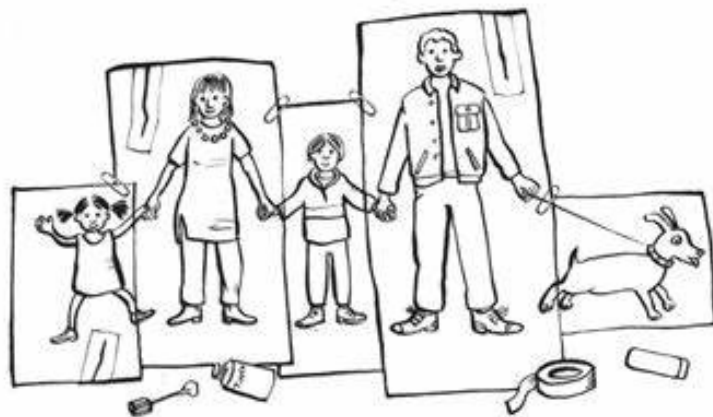


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Week 6 Friday

- * Learning Outcome / Objective
- * I can publish my review.
- * I can evaluate my learning.

Werewolf club rules

- * What have you achieved?
- * What have you enjoyed?
- * What have been your strengths?
- * What have you improved?
- * What are you going to keep working on?

