

English planning and resources

Planning and Resources

School -

Year group (s) – 6

Teacher –

Text – Dark Sky Park

Term – Summer 1

Overview – original

Su1	POR 1 responding to a poem – tell me – art – contrasting with another	POR 2 response to a poem and analysis of poetic devices SPAG assonance / alliteration	POR 3 response to poem – analysis of secret strings – comparison with another poem – performance	POR 4 Note taking – poem analysis repetition / assonance / alliteration / simile / metaphor SPAG	POR 5 response to poem – tell me Black Smokers	Dark Sky Park by Philip Gross, illustrated by Jesse Hodgson	Environmental / nature poems
Su2	POR 6 – brainstorming and planning from stimulus – poets thoughts and processes	POR 6 – mapping out poem and trying out language	POR 6 consolidating ideas to form own poem	POR 6 producing own poem – IT / images / letters colours and sizes for impact	Edit, review and improve – perform poem and record – evaluate own and other performances		
Su3	POR 9 language focus Snow leopard poem Share transcript of TV advert for saving donkeys Look at text features – layout of script – brackets for directions – description of images being used	Look at language features in transcript – how is it persuasive SPAG – emotive words / personal pronouns – images to shock and provoke empathy	Watch TV advert of model transcript – discuss impact – look at choice of voice over and expression with pace of words – camera angles – close ups – panning shots – long shots Use tablets / i pads to practice camera skills and IT skills of adding words / titles / images onto video – using a video editor	Look at a variety of ad campaigns for different animals – evaluate each ones effectiveness to get people to donate to support them – look for key phrases or features that make each effective – share the corresponding poster advert that reinforces message from TV ad	SPAG research snow leopard plight – fact checking – notes so style of writing and handwriting appropriate – consistency of punctuation for bullet points		Persuasive writing – donate to save snow leopards TV advert
Su4	In groups use research to write own transcript – think about emotive language – use of layout of transcript – camera angles – voice over	Complete transcript as a group – practise different elements – record some parts	Select images / record more of transcript – begin to bring together TV advert	Complete TV advert on video editor software and save – if time create a poster advert to back up and reinforce message of need for these animals	Watch TV adverts from each group and evaluate own and others complete work		
Su5	Model texts – biographies of Joseph Coelho and Grace Nichols (recap previous units and poets) Find common language and text features	SPAG – use model text to show colons to show independent clauses Practise in text type style with notes for Valerie Bloom	SPAG – use model text to show semi colons to separate clauses – Practise in text type style with notes for Valerie Bloom – discuss when to use colon and when to use semi colon and why	Shared writing – model using notes from previous lesson to plan and construct biography for Valerie Bloom – use model texts to support	Complete shared writing of biography for Valerie Bloom		Biography of poet
Su6	Research poet Philip Gross SPAG notes – precisising – bullet points –	Planning - sequence information gathered – make	Write biography from plan	Complete biography from plan	Edit, review and improve – publish alongside favourite poem from unit –		

Writing outcomes and SPAG focus

Writing outcomes

- * Environmental poem
- * Persuasive writing – TV advert
- * Biography

SPAG focus

- * Poetic devices – assonance / alliteration / figurative language
- * Persuasive techniques – emotive language / bias / emphasis
- * Bullet point punctuation – consistency
- * Précising
- * Colon and semi colons – separating clauses

Genre objectives and NC objectives

<u>Imagery / Narrative / Non-sense / Free verse / Classic /</u> <u>Performance</u> <u>Poetry Expectations Year 6</u>	
Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes	
Explain the impact of figurative and expressive language, including metaphor	
Comment on poems' structures and how these influence meaning	
Vary pitch, pace volume, rhythm and expression in relation to the poem's meaning and form	
Use actions, sound effects, musical patterns, images and dramatic interpretation, varying presentations by using ICT	
Use language imaginatively to create surreal, surprising, amusing and inventive poetry	
Use simple metaphors and personification to create poems based on real or imagined experience	
Select pattern or form to match meaning and own voice	
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)	

Genre objectives

<u>Persuasion Expectations Y6</u>	<u>National Curriculum Writing Expectations Y6</u>
Use personal and direct words	Spell the words I have been taught including the NC lists.
Use informal language	Use a thesaurus to find alternative words with the same meaning.
Use emotive conjunctions	Use a range of cohesive devices.
Present opinions as facts	Draft my work developing initial ideas and researching where necessary.
Use slogans	Select and use the correct grammar to enhance meaning.
Use imperative verbs	Ensure that the correct tense is used.
Use emotive language to deceive	Ensure correct subject and verb agreement.
Use positive phrases	Use font / handwriting for effect.
Paragraph 1 - Personal problem as a question and introduction Paragraph 2 - Positive reason one Paragraph 3 - Positive reason two Paragraph 4 - Positive reason three Paragraph 5 - Concluding slogan	Punctuate direct and indirect speech.
	Use passive verbs.
	Use the perfect form of verbs.
	Use expanded noun phrases.
	Use modal verbs or adverbs.
	Use relative clauses.
	Use commas, brackets and dashes as appropriate for different types of parenthesis.
	Use semi-colons to mark independent clauses (co-ordination).
	Use colons to mark dependent clauses (sub-ordination).
	Use ellipses.

Have I...



used a question or interesting opening statement to hook the reader?	
summarised the main events of the person's life in the first paragraph?	
written in the past tense?	
used third person pronouns?	
written about key events in the person's life?	
written about key influences in the person's life?	
used the passive voice?	

linked sentences and paragraphs using:

• ellipsis?	
• repetition?	
• adverbials?	

summarised the person's life by mentioning:

• their main achievements?	
• personality?	
• how he or she will be remembered?	



Please read the POR unit plan in full

* Link below

<https://clpe.org.uk/system/files/Dark%20Sky%20Park.pdf>

Links to other texts and resources

Links to other texts and resources:

Philip Gross's website: <https://www.philipgross.co.uk/>

🔗 Philip Gross reads Snow Leopard on SoundCloud: <https://soundcloud.com/philip-gross-6/snow-leopard>

🔗 BBC Nature pages on Hydrothermal Vents: http://www.bbc.co.uk/nature/habitats/Hydrothermal_vent#intro

🔗 BBC Nature Pages on Deep Ocean:

http://www.bbc.co.uk/nature/habitats/Deep_sea#intro

🔗 WWF Pages on the Snow Leopard:

<https://www.wwf.org.uk/wildlife/snow-leopards>

🔗 BBC Earth: What is a Tardigrade?

https://www.youtube.com/watch?v=dork_85Q8ul

🔗 Poet interviews on CLPE's Poetryline website:

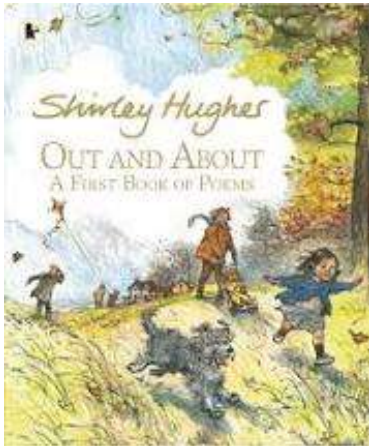
<https://clpe.org.uk/poetryline/poet-interviews>

🔗 Poet Performances on CLPE's Poetryline website:

<https://clpe.org.uk/poetryline/poets>

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?
- * Remind them about the different poetry anthologies already looked at...



- * Display a copy of the focus text *Dark Sky Park* and photographs of poet Philip Gross, so that children can see what the poet looks like.

Hook idea?

- * Select pictures from nature that are obscure (like the tardigrades) that could stimulate ideas and conversation



Week 1 Monday

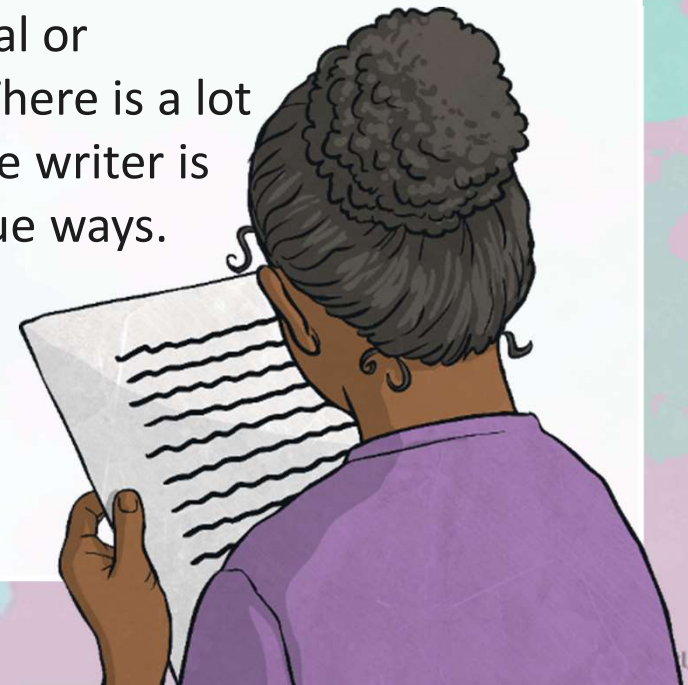
- * Learning Outcome / Objective
- * I can give personal responses and justifications.
- * I can express a reaction to a poem through art.
- * I can express the intent of a poem through performance.

Poetry

Poetry is a form of literature and a very wide genre of writing. It is a form of imaginative writing that can be written by anybody. People choose to write poetry based on many different things. Expressing thoughts and feelings about something in a creative way is what poetry is all about.

The main aim of poetry is to involve and stimulate the thoughts of the reader. Poetry can connect with a reader on an emotional level too.

Poetry has many different forms, and can be written in many different ways. They can be short or long, fun or sad, real or imagined, structured or unstructured, rhyming or not. There is a lot of freedom when writing poetry and because of this, the writer is able to express their thoughts and feelings in very unique ways.



Poetry – how many of these can you tell a partner about?

There are many different types of poem including:

acrostic

sonnet

epic

blank verse

simile

colour

tetractys

pantoum

diamante

ballad

haiku

echo verse

limerick

renga

kenning

riddle

shape

cinquain

ode

free verse

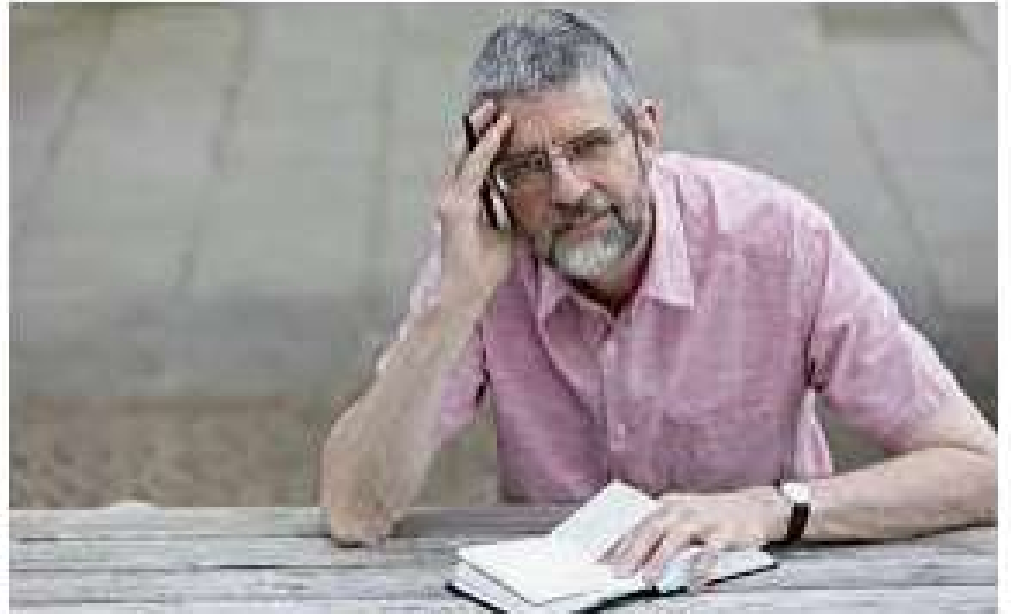
tyburn

senryu

lyric

tanka

Philip Gross - Poet



Dark Sky Park

Poems
from the Edge
of Nature

by
Philip
Gross

Illustrations
by Jesse
Hudson

Dark Sky Park

PHILIP GROSS

some dreaming
- dreaming and not knowing
and where not and
and dreaming and
dreaming
just and not

Some dreaming and not knowing
and where not and
and dreaming and
and dreaming and not knowing
and where not and
and dreaming and not knowing
and where not and
and dreaming and not knowing
and where not and

Some dreaming and not knowing
and where not and
and dreaming and not knowing
and where not and
and dreaming and not knowing
and where not and

Some dreaming and not knowing
and where not and
and dreaming and not knowing
and where not and
and dreaming and not knowing
and where not and



www.oxfordjournals.org

About the Poet and the Illustrator



Philip Gross

is a multi-award-winning poet, writing for both children and adults. His 2009 collection *The Water Table* won the T.S. Eliot Prize, and his children's collection, *Off Road to Everywhere*, was awarded the Centre for Literacy in Primary Education Poetry Prize (the CLiPPA) in 2011. He is a keen collaborator with artists and musicians of all kinds. He has led writing workshops for more than thirty years – from 2004 to 2017 as Professor of Creative Writing at the University of South Wales – and has visited schools across the UK, working with teachers and young people. He lives in Penarth.



Jesse Hodgson

graduated in Illustration at UWE Bristol in 2012. Her first picture book *Pongo* was Highly Commended for the 2012 Macmillan Children's Book Prize and was published by Flying Eye Books in 2013. *Tiger Walk*, with Dianne Holmeyer, is published by Otter-Barry Books in 2018. Jesse created the illustrations for these poems with brush and ink. Her loose ink work style is also featured in the title sequence for the short film, *Taniel*, for Rebel Republic, which is premiered in 2018. Jesse lives in Bristol and draws from her studio on Spike Island.

TRUE OR FALSE? Answers from p.14

True: the angler fish, the whale, grass, whale, the speckled bird that lives with hippos, the naked bird (no). The great worm or serpent Charabax comes from Egyptian or Greek mythology. The rest are made up (honestly), though why are there quite so many kittens on the internet?

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Night Walker (p.6-7)

- * What did you see in your minds as the poem was read?
- * How did you feel?
- * What did you like?
- * Dislike?
- * What questions do they have?

Night Walker



There is a place (believe me,
she said) where if, if
you go beyond
the street lights, to the lane's end,
then (and don't look back)
walk on...

(One flash could nix your night-sight,
the spark of a car on the hill
a mile away
or a patio light's twitchy sensor
shocking empty gardens
with fake day.)

Just walk, she told me once. You'll see
what owl-eyes, fox-eyes, know:
there is a place
behind the darkness. It's like coming home,
she said, believe me. I hope
it was true.

Look up. The height of it! More stars
than anyone has seen. And one
small speck called you
among the millions. And you're spinning
upwards (she said, the last time
we saw her) through

the brilliant dark, the depth, of space.

Many animals have better night vision than we have. It takes about five minutes in the dark for our eyes to adapt and pick up faint light.

Illustrate...

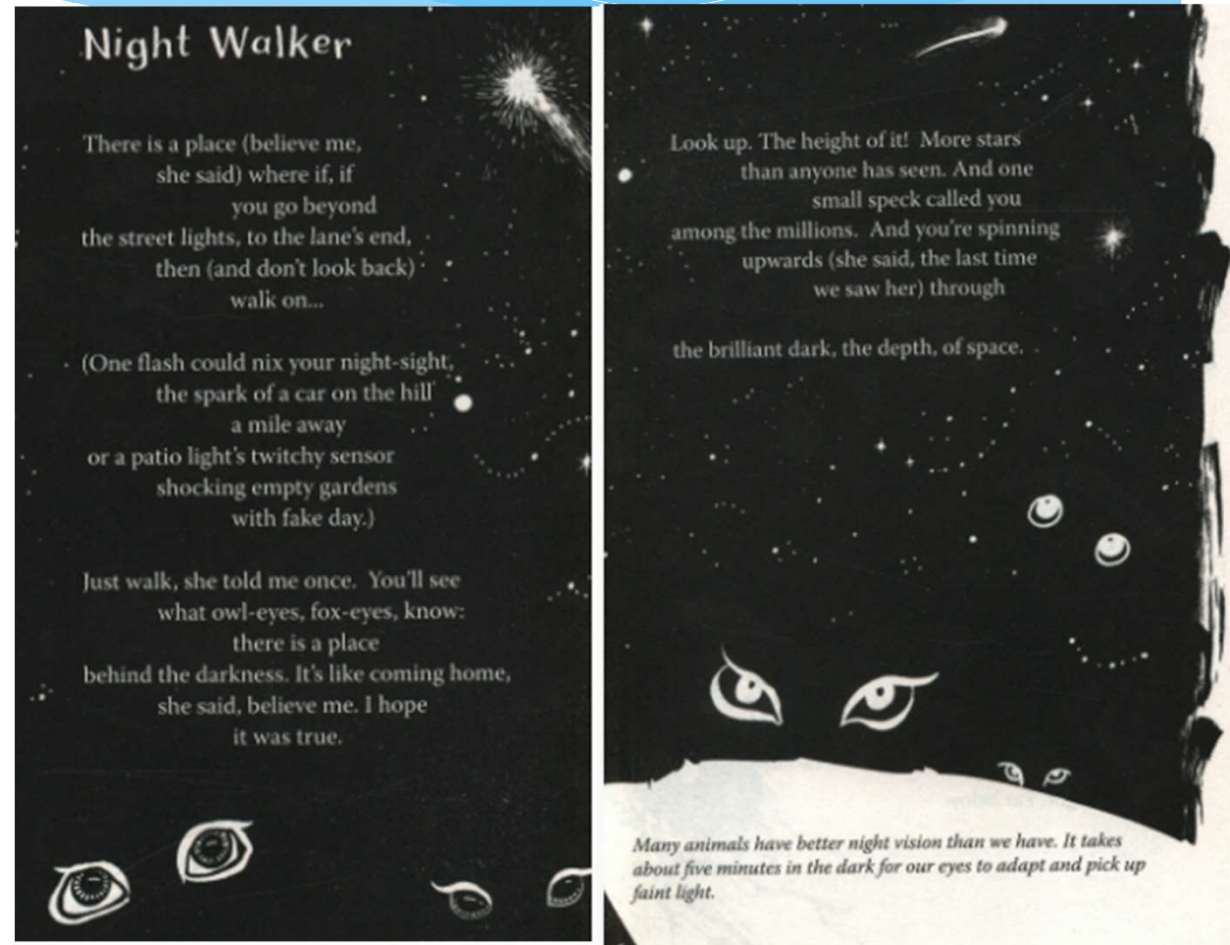
- * Think about the colours and pictures you see in your mind as the poem is read.
- * Use the drawing materials of pastels to draw as I read again.
- * Be concrete and think of what is said e.g. street lights, the lane, a car, owl or fox eyes, stars or space, or more abstract with shapes and colours that you feel the poem represents.

Gallery walk time...

- * Look closely and think about the different representations being offered in response to the poem.
- * What similarities and differences are there?
- * What are the recurring, images, themes and colours?
- * Why do you think this is?

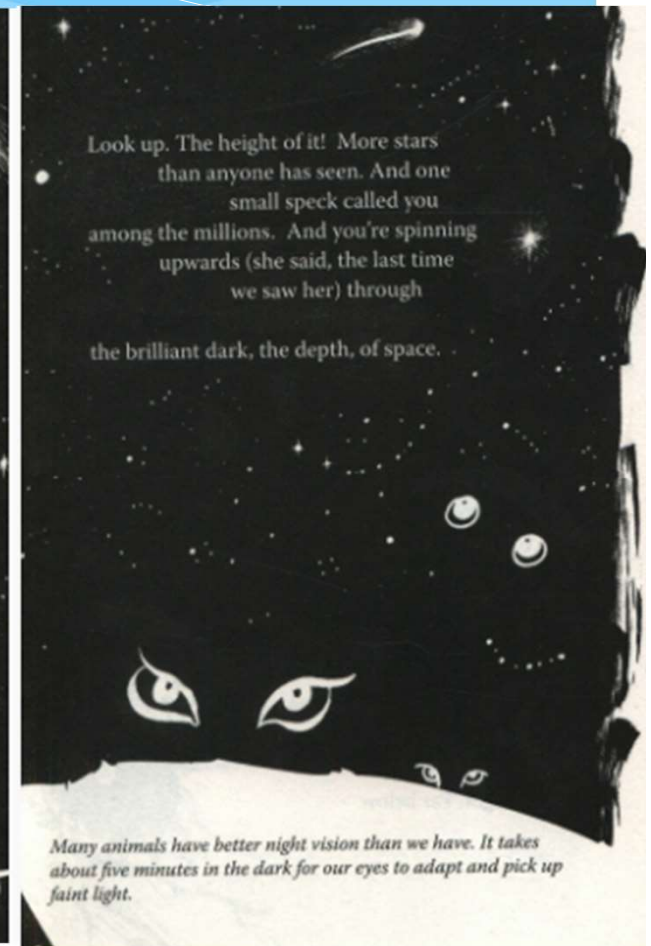
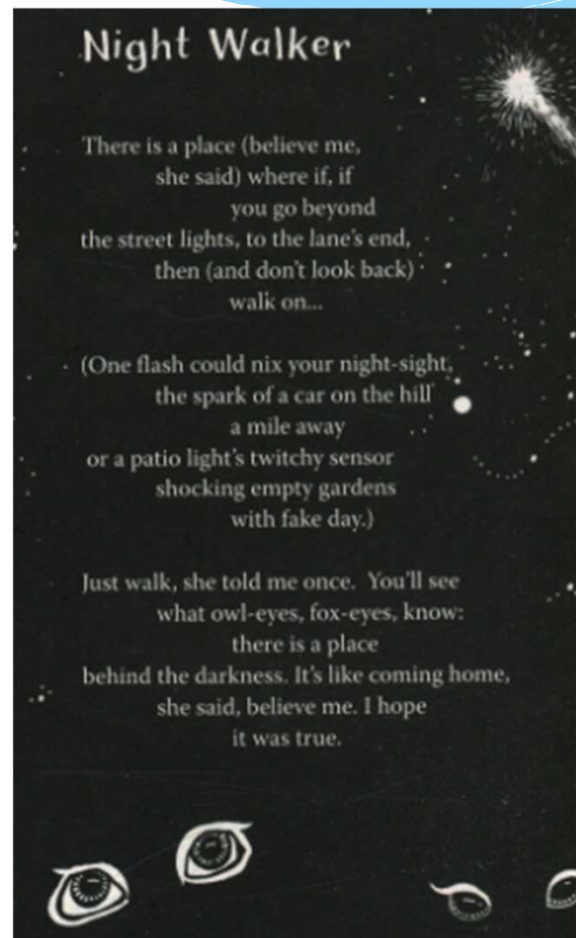
Enjambment...

- * the running-over of a sentence or phrase from one poetic line to the next, without terminal punctuation.
- * Listen how to not pause between the lines where this occurs.
- * Look at the recurring use of brackets; why do you think the poet has chosen to use these?



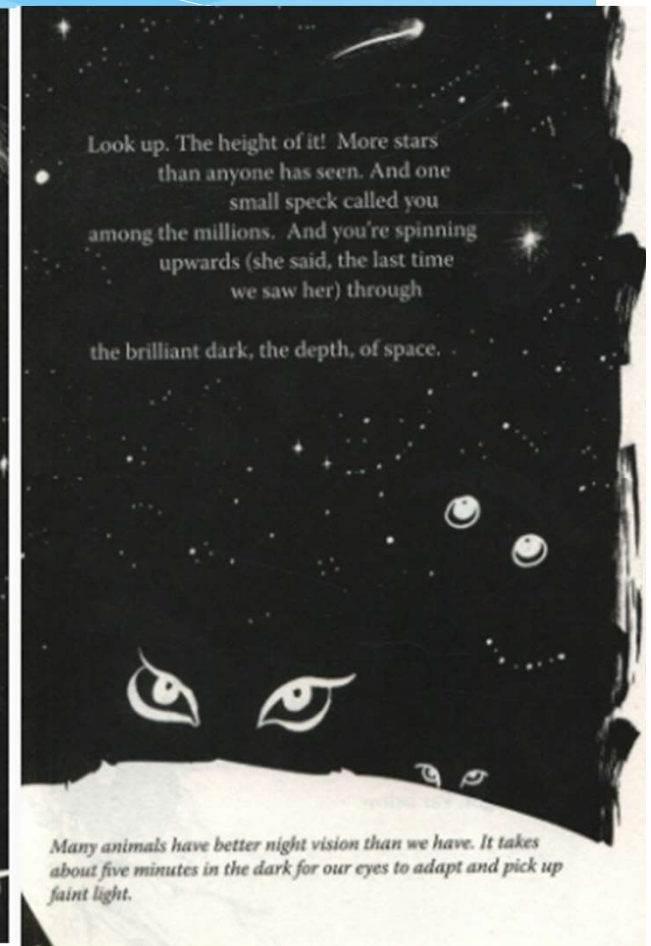
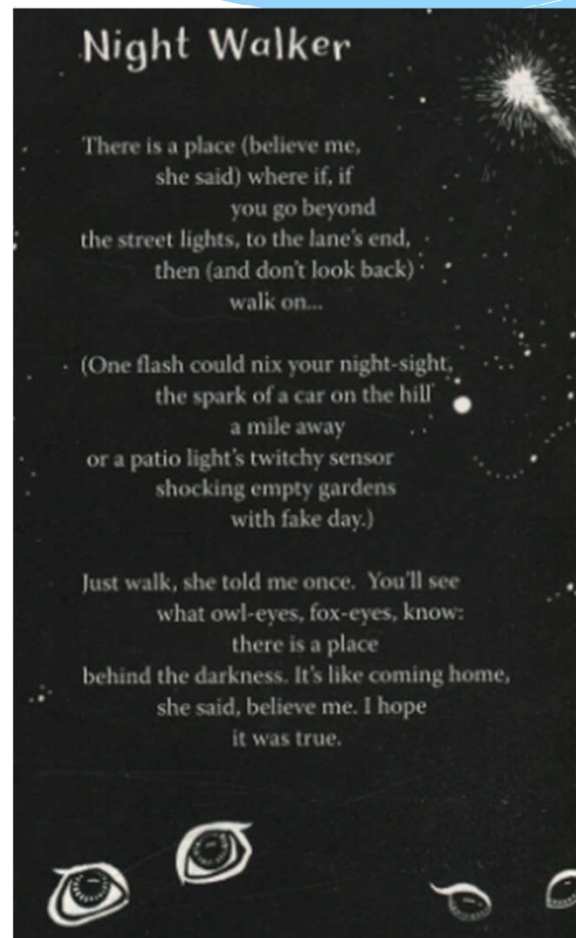
Brackets...

- * Look at the recurring use of brackets; why do you think the poet has chosen to use these?



Responses...

- * *What does this poem mean to you?*
- * *What feelings and thoughts does it leave you with after hearing it re-read and completing the drawing exercise?*
- * *What language in the poem captured your thoughts or shaped your visualisations?*



Performance time...

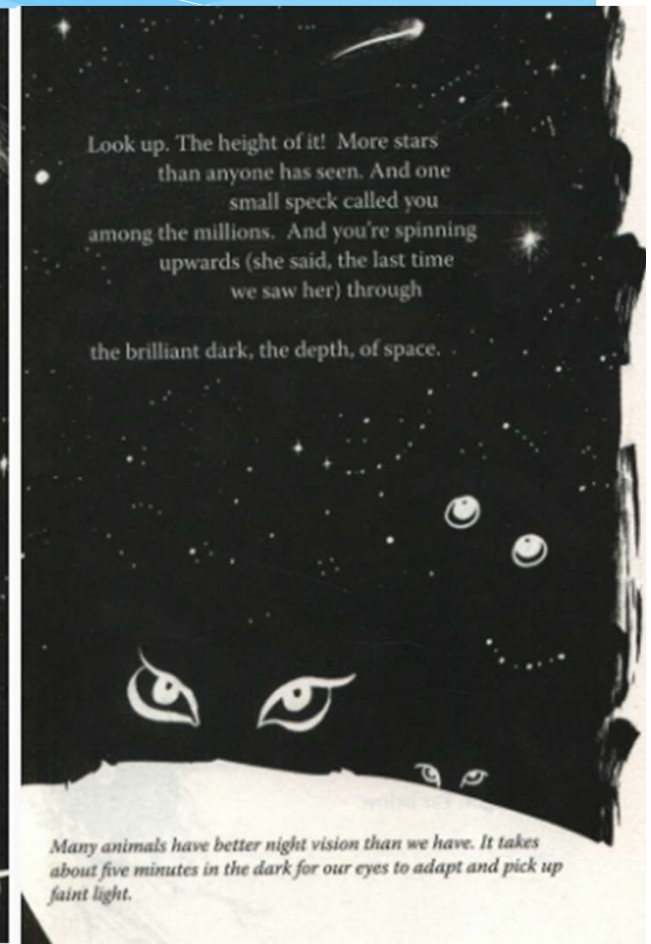
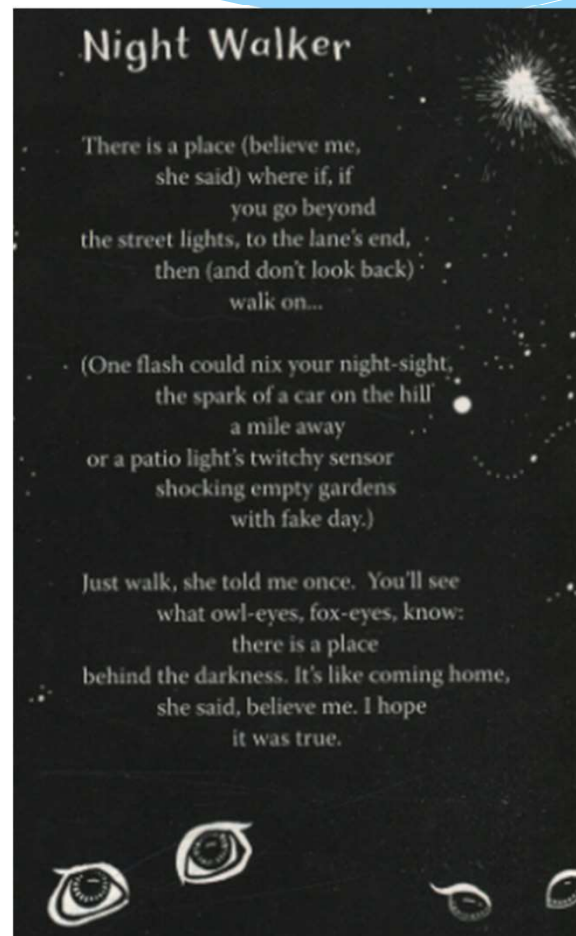
What could you do in your performances to further illustrate the mood and feeling created in the poem?

You could use:

- * repetition or echoing of certain words or lines,
- * a single voice, or be in unison,
- * pauses for effect
- * facial expression and body language.

Evaluation of performances....

- * What did each interpretation add to your understanding of the poem?



Why is poetry important?

- * Ruth Awolola: Why is poetry important? - <https://vimeo.com/267822386>
- * Sarah Crossan: Why is poetry important? - <https://vimeo.com/166527713>
- * Joseph Coelho: Why is poetry important? - <https://vimeo.com/130339637>
- * Karl Nova: Why is poetry important? - <https://vimeo.com/267153937>

Week 1 Tuesday

- * Learning Outcome / Objective
- * I can give personal responses with justifications.
- * I can recognise poetic devices.

from the Extreme Sports
Olympics:

Lava~Boarding

It's a long climb to the crater's lip.

Peek over, gape and gag
at the smeech of sulphur, the drop

to black scree, funnelled inwards
to the pit

that breathes... bloop, a yellowish
burp of steam, fire-lit
from under by a pulsing glow.

Now you see it, in its black crust
like a heavy overcoat,

the liquid fire – live lava fidgeting
about to rise. You're ready
for it, waiting – you have all the kit.

You could wait all day, all night. But
now, this is it,

yes, the beautiful disaster you've come
halfway round the world
to meet. It coughs, spews, and you run

to where the fissure opens – the first
sizzling tongue

of the eruption. Dry thorn bushes
leap into sparks at its touch
and you're fumbling: your asbestos

suit, your fireman's helmet with black
tinted glass,

the foot-thick lava-board. Now – wait
for it... you jump
with spaceman slowness. You're upright
in an updraught that's trying to wrestle
you right off your feet

and riding it, cresting it, like the dire
god the ancients spoke of
who held all the earth's anger inside

till he came riding down the mountain
on his chariot of fire.

*There are real extreme sports such as white-water rafting and
bungee jumping, but we can always imagine more. Please don't
try this at home.*

Tell me...

- * What did you see in your minds as the poem was read?
- * How did you feel?
- * What did you like?
- * Dislike?
- * What questions do you have?
- * What connections can you make with the poem explored in the previous session?

from the Extreme Sports
Olympics:

Lava~Boarding

It's a long climb to the crater's lip.

Peek over, gape and gag
at the smeech of sulphur, the drop

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the liquid fire – live lava fidgeting
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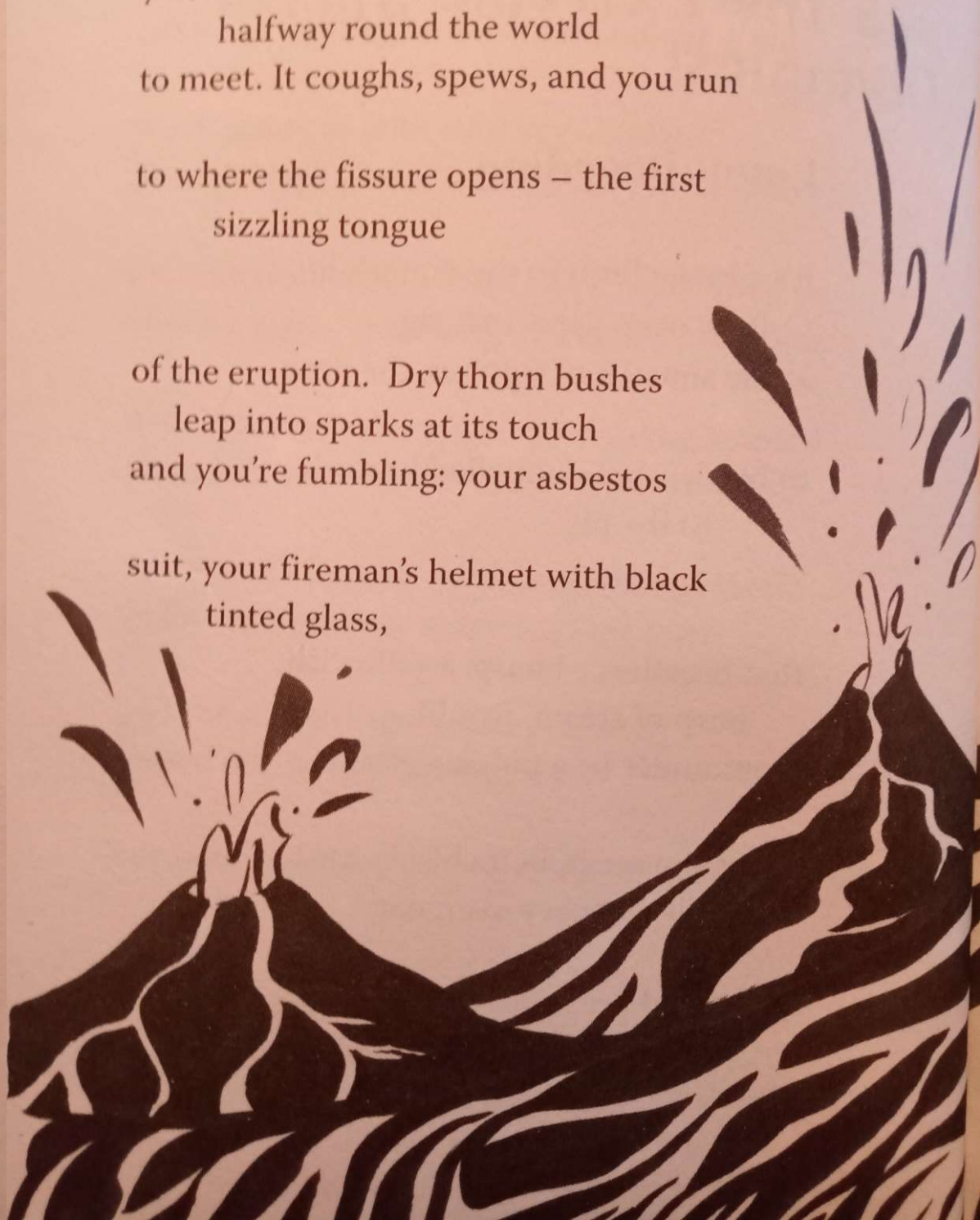
You could wait all day, all night. But
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yes, the beautiful disaster you've come
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tinted glass,



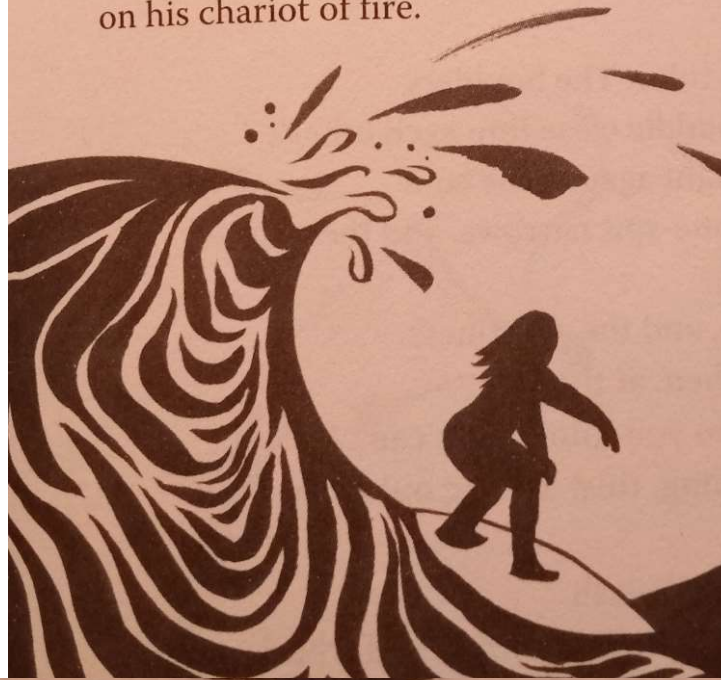
How has the illustrator managed to capture the action, movement, awe and wonder encompassed in the words with only black and white?

the foot-thick lava-board. Now – wait
for it... you jump
with spaceman slowness. You're upright

in an updraught that's trying to wrestle
you right off your feet

and riding it, cresting it, like the dire
god the ancients spoke of
who held all the earth's anger inside

till he came riding down the mountain
on his chariot of fire.



*There are real extreme sports such as white-water rafting and
bungee jumping, but we can always imagine more. Please don't
try this at home.*

Illustrate...

- * Think about the colours and pictures you see in your mind as the poem is read.
- * Use the drawing materials of pastels to draw as I read again.

Gallery walk time...

- * Look closely and think about the different representations being offered in response to the poem.
- * What similarities and differences are there?
- * What are the recurring, images, themes and colours?
- * Why do you think this is?

Poetic devices...

- * Let's look at some poetic devices and see if we can see these in use throughout this unit.

Adjective Poetry

Adjectives are describing words. They are used in poetry to create many different effects and visual pictures to the reader. The adjectives can be used for a more in-depth description of a noun, or they can be used to add more excitement and attention within a line or verse.

Some examples of effective adjectives:

Roaring roads,

Noisy cars,

Beaming headlights,

Tall streetlamps,

Dark, cold night.

Using Assonance

Assonance can also be identified as a 'vowel rhyme'. It is when a pattern or similar sounds within a poetry line are repeated. Assonance is used in poetry in order to create many different effects. It creates a form of rhyme not just within a verse, but within a whole line.

Examples of assonance within poems:

I **saw** an iron **ore** next to the sh**ore**. (uses 'aw', 'or', and 'ore')

I said 'H**ey**, I want the tr**ay** for T**ay**lor the sa**il**or'. (uses 'ey', 'ay' and 'ai')

I **see** my mum when she sw**ee**ps and cle**ea**ns the str**ee**ts. (uses 'ea' and 'ee')

Couplet Poetry

A couplet is a pair of lines. These two lines typically rhyme together. They are also the same length due to same number of syllables present.

Couplets are used in poetry in order to create a rhyming flow.

Some examples of couplets within poems:

It's hard to see the butterfly,
As it flies across the night sky.

I made the biscuits one by one,
I'm waiting for the bell, they're done.

Lightning, thunder all around,
So much rains falls to the ground.

Using Onomatopoeia

Onomatopoeia is when a word imitates its natural sound, or suggests the sound a certain object makes. It is used in poetry to create a sound effect to make the description more expressive and interesting.

Some examples of onomatopoeia:

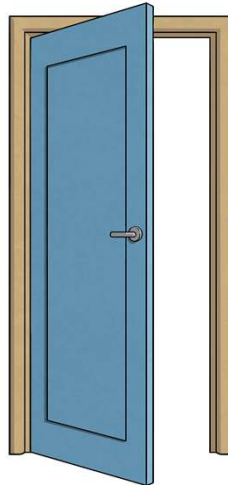
bang

crash

pop

smash

drip



buzz

tick tock

whoosh

wham

pow

Prose Poetry

Prose is a form of language used in poetry that has no formal structure and is written in paragraphs. Prose does not relate to any form of rhymes or pattern. It can contain language play, such as repetition.

An example of a prose poem:

Sometimes I daydream. Thoughts inside my head. Pictures in my mind.
Drifting off into my own world. My mind's eye. Thoughts about my future.
Thoughts about my past. Thoughts about my present.
Until I wake up.



Using Repetition

Repetition is when a certain word, sentence or phrase is written more than once in a poem.

Repetition is used in poetry to help make the poem more interesting, and to help create patterns. Depending on the word or phrase that is repeated, repetition allows for more emphasis to be placed on certain themes, ideas or objects.

Some examples of where repetition can be used in poetry:

Using a refrain in a poem. This is where a verse or phrase is repeated during different stages of a song or poem.

Using a chorus in a poem. This is where a verse or phrase is repeated following each verse within a song or poem.

In an echo poem, the last word of each line can be repeated as a response in the next line.

Using Syllables

A syllable is a unit of written or spoken words.
Syllables are broken up sounds that are used to create words.

One syllable = monosyllabic
More than one syllable = polysyllabic

Syllables are used in poetry to create rhythm.

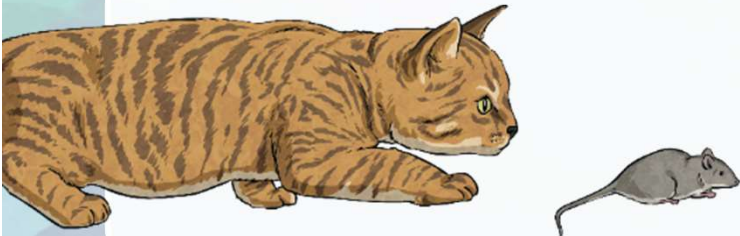
Look at the syllable pattern in this poem:

Cat, (1)

Fluffy, (2)

Catches mice, (3)

My faithful pet. (4)



Verb

Verbs are doing words. They show actions within a sentence.

Verbs are used in poetry to create a range of effects. They are used to create more interesting sentences, and to help describe what different people and objects are doing.

Some examples of verbs:

The boy **ran** along the shoreline.

The women **held** her baby tightly.

It **followed** her to school one day.



Alliteration

Alliteration is when the sound or letter at the beginning of each or most of the words in a sentence is the same.

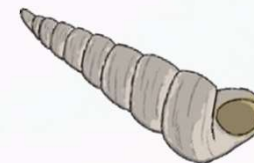
Alliteration is used in poetry to create many different effects. It can be used to create a greater and more interesting description of different themes, people and objects.

Some examples of alliteration:

Sally sells sea shells by the sea shore.

All authors allow authority after midnight.

Theresa tripped and tumbled tremendously over the tree.



Chorus

A chorus is the part of a song or poem that is repeated after verses.
A chorus is used in poetry to create more drama around and emphasis of a particular idea or theme.

Some examples of choruses:

We wish you a Merry Christmas,
We wish you a Merry Christmas,
We wish you a Merry Christmas,
And a happy New Year!

Glad tidings we bring,
To you and your kin;
Glad tidings for Christmas
And a happy New Year!

We wish you a Merry Christmas,
We wish you a Merry Christmas,
We wish you a Merry Christmas,
And a happy New Year!

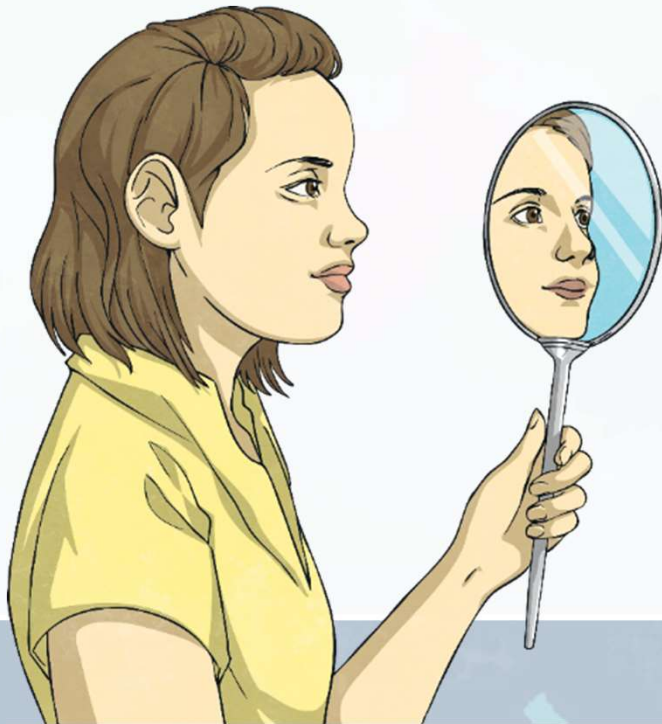


Oxymoron

Oxymoron is a figure of speech that uses different or opposing terms. The most common form of oxymoron involves just two words.

Oxymoron is used in poetry to create dramatic expression and effect.

Some examples of oxymoron:



Bitter sweet
Pretty ugly
Act natural
Seriously funny
Passive aggressive
Alone together
Deafening silence
Living dead

Rhyme

Rhyme occurs when two words sound the same when spoken out loud. These words usually have the same ending sounds, however they don't need to be spelt the same.

Rhyme is used in poetry to create something interesting to read. It is used to create a pattern within a poem.

Some examples of rhyme:



**Fright and night
Would hood
Should could
Hail and pale
Male and stale
Air and fare
Two and do
Day and sway
Pause and claws
Bears and stairs**

Simile

A simile is a figure of speech. It is when one thing is compared to another using the words 'like' or 'as'.

Similes can be as descriptive as the writer chooses.

Similes are used in poetry to give the reader a more descriptive and in-depth understanding about a particular object or person.

Some examples of simile:

As busy as a bee – This is comparing someone's level of energy to the speed of a bee.

As snug as a bug in a rug – This is comparing someone who is very cosy to how comfortable a bug would be in a rug.

Runs like a cheetah – This is comparing the speed that someone can run to the speed of a cheetah which is quite fast.

As white as a ghost – This is comparing a person's skin colour to a ghost, usually because they are frightened, sick or scared of something.

Synonym

A synonym is a word that has the same, or similar, meaning as another word. Synonyms can be found in a thesaurus.

Synonyms are used in poetry to be more graphic and to give a broader description.

Some examples of synonyms:

Beautiful – attractive, pretty, gorgeous, stunning

Funny – hysterical, humorous, amusing, entertaining

Student – pupil, scholar, schoolboy, schoolgirl

Lazy – idle, sluggish, indolent, slothful



Consonance

Consonance occurs when a consonant, or a consonant pattern is repeated two or more times in a short space of writing. Consonance is used in poetry to create a range of different rhyming effects. It also makes it more enjoyable and interesting to the reader.

Some examples of consonance:

Pitter-patter, pitter-patter. (Using the 'tt' and 'er' letter patterns).

Jeremy juggled jig-saw puzzles. (Using the letter j).

Toss the glass across the grass. (Using the 'ss' letter pattern).

Dawn goes down with a big frown unlike the clown.
(Using the 'wn' letter pattern).



Hyperbole

Hyperbole is a figure of speech which involves an exaggeration of an idea.
Hyperbole is used in poetry to provide strong effects and to provide great emphasis.

Some examples of hyperbole:

I'm so hungry that I could eat a horse.

It was so cold that I saw polar bears wearing jackets.

I had a million things to do.

**That joke is so old, the last time I heard it
I was walking next to a dinosaur.**



Metaphor

A metaphor is a figure of speech which describes a place, object or subject as something unlikely and uncommon.

Metaphors are used in poetry to create an image of judgement and comparison in the mind of the reader.

Some examples of metaphor:

Her eyes were glistening jewels.

She is the sunshine which brightens up our day.

The kids at school are all brains.

In Andrew's eyes, Rebecca is the sun.

He is my knight in shining armour.

The world is a stage.



Stanza

A stanza is a group of lines gathered together by rhythmical pattern and meter. A stanza with four or more lines can be referred to as a verse. The length and pattern of a stanza decides what type of poem it is. Stanzas are made by leaving a blank space before and after it.

Two lines = Couplet

Three lines = Tercet

Four lines = Quatrain

Five lines = Cinquain

Stanzas are used in poetry to provide structure and form.

Some examples of stanzas:



I love to dance,
I love to prance.
What my heart would do,
But be sad and blue,
If I could not dance.

First Stanza

Dancing feels nice,
But it come at a price.
Dancing tutus and shoes
My gosh you can't lose!

Second Stanza

Rhymed Verse

Poetry written in a metrical form that rhymes throughout.

An example of rhymed verse:

I hear the people **sing**,
To the glory of the **king**.
He sits up on his great big **chair**,
To watch everybody just sit and **stare**.



This poem has four lines.

Blank Verse

Poetry written in regular, metrical, but unrhymed lines.

An example of blank verse:

**Something there is that doesn't love a wall.
That sends the frozen-ground swell under it,
And spills the upper boulders in the sun;**

—Mending Walls by Robert Frost



This poem has three lines.

Free Verse

Poetry written with no fixed meter and no end rhyme. Free verse may include end rhyme, but it most commonly does not.

An example of free verse:



There once was a
cat who
sat down on the
mat
and stayed there till
morning tea
time.

This poem has seven lines.

Puns

A pun is a form of word play that uses multiple meanings of a word or phrase for effect. This may take the form of using homophones or figurative language.

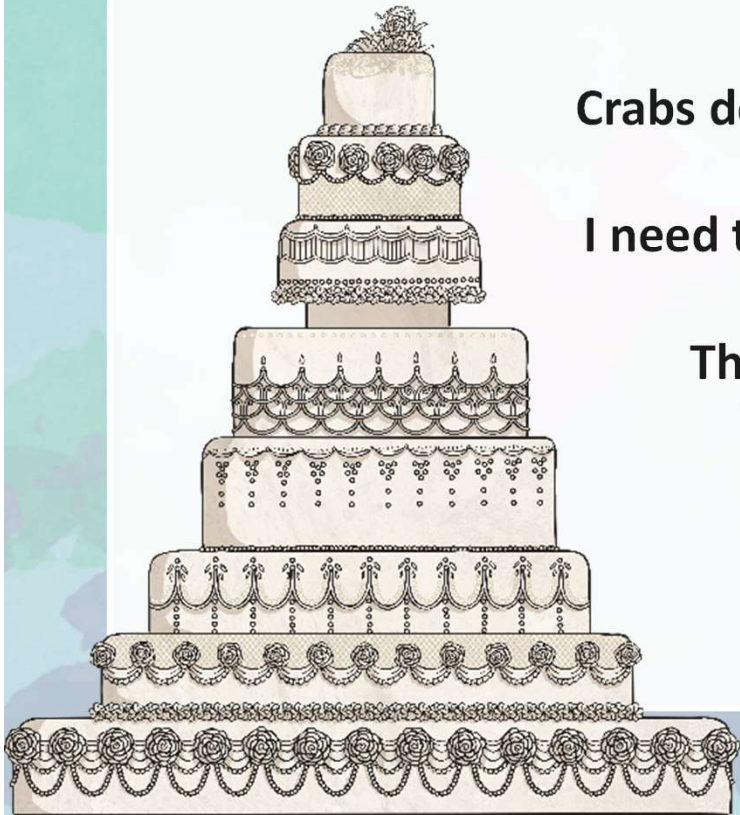
Some examples of puns:

Denial is a river in Egypt.

Crabs don't share because they are shellfish.

I need to spend more thyme growing herbs.

The wedding cake had me in tiers.



Spoonerisms

A spoonerism is a deliberate error where letters or syllables are switched between words.

Some examples of spoonerisms:

runny babbitt instead of bunny rabbit

belly jeans instead of jelly beans

flutter by instead of butterfly

Beeping Sleuty instead of Sleeping Beauty



Neologisms

A neologism is a newly-coined word or expression. Many neologisms go on to become an accepted word in mainstream languages.

Some examples of neologisms:

If you don't know, **Google** it!

We're having a **staycation** this year.

He smiled and **chortled** as he read.

They were talking about **Brexit** on the news again.



Poetic Devices

Match the Poetic Terms to the Correct Definitions

alliteration	The pace or beat of a poem (can vary from line to line).
rhythm	The name given to the elements of a poem that create pictures and images in your head.
metaphor	The continuation of a sentence or clause over a line break.
repetition	Purposeful re-use of words and phrases.
enjambment	The use of words to imitate or suggest the sounds that they describe.
imagery	Attributing human ideas or actions to non human objects.
onomatopoeia	A comparison that states two things are like each other.
personification	The way the poem's rhymes are arranged.
rhyme scheme	Claiming that two things are the same.
simile	Where similar sounds are placed at the beginning of words that are near each other.

Matching...

Match the poetic device
to the definition.

Did you pick up on...

alliteration

- * *climb to the crater,*
- * *gape and gag,*
- * *smeech of sulphur,*
- * *liquid fire – live lava,*

Did you pick up on...

assonance

- * *come, run, tongue, fumbling*
- * *jump or upright,*
- * *trying, right, riding, dire, inside and fire*

Did you pick up on...

imagery

- * the crust like a heavy overcoat,
- * the sizzling tongue,
- * jumping like a spaceman
- * the god riding on a chariot of fire

Compare and contrast...

‘Extreme Sport Olympics’ compared with ‘Night Walker’

- * What different feelings does each poem evoke?
- * Do you think a performance of this poem would be similar to or different from their performances of ‘Night Walker’?
- * In what ways?

Compare and contrast...

Here are some more 'Extreme' series poems.

- * Extreme Music Festival**
- * Extreme Aunt**
- * Extreme Uncle**

Think about how they are similar and how they are different.

from The Extreme Music
Festival

1. The Storm Harp

Tune up the mountain to the pitch
of music. Set each grass blade quivering.

Turn up the wind
until the hillside shudders like an animal
shrugging its pelt to scratch an itch.

Hear its sigh. Bring on the bad maraccas
of the slipping scree. The landslide starts.

Shiver the silver
cymbals of the tarns until they spill;
the glass harmonica of water shatters,

scattering itself in splinters everywhere.
The pressure tightens, tightens, a top string
that snaps
at the height of a wild cadenza, steel
tip lashing: lightning! Thundrums punch the air.

And through it all, beneath it, hear the slow
harmonics of the choir of cables, thrumming
between pylons: the great
storm harp, crackling with voltage, that we built
as if for this. Lights dim and flicker in the town below.

Out of the weather we come. Into weather we go.



Extreme Aunt

My aunt Adelina... she went to extremes.

She climbed to her bedroom
by the hard North Face, in winter,
instead of the stairs.

She did things solo that the rest would do in teams.

She set off to school
with her four huskies, *mush, mush!*
to outrun the polar bears

She often woke up bruised from her dangerous dreams.

As a baby she would skydive,
she would bungee in her harness
out of her high chair.

My aunt Adelina... she went to extremes.

I remember her poised
on the diving board, the top,
with the wind in her hair.

She just had to go further, further and, it seems.

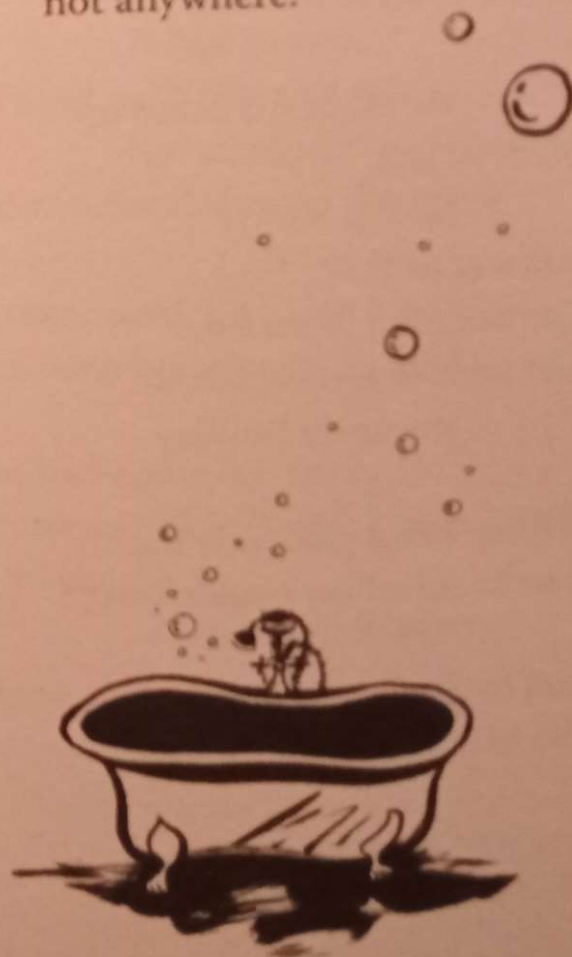
down into her bathtub
till he ran out of air.

We used sonar, then we sent a submarine

but could we find her?

No,

not anywhere.



Extreme Uncle

Uncle Bradley was a moderate man
but he took it to extremes.

He couldn't fall asleep without
a riot of peaceful dreams.

Now, good sense is a noble thing
but he overdid it badly.

He made his mind up
more or less,
his No always
halfway to Yes.

He took moderation to excess,
this patron saint of agreeableness,
my uncle Bradley.

Uncle Bradley was a moderate man
but he somehow couldn't stop.

Trying not to climb higher than anyone else
he went right over the top.

Not going wild is wise indeed
but he overdid it madly.

He bent over backwards
not to stand out,
gave way at every
roundabout.

You only had to scream and shout
and he'd *give you the benefit of the doubt*
(and gladly).

It had to end.
Faced with riot and rout,
the whole world round the bend,
down the drain, up the spout
that's when

he took command, he made a stand,
he took a deep breath and... and... and...

The time had come for Yes or No.
Then Bradley spoke. 'Well... I don't know...
maybe...'

Oh, uncle Bradley.

Week 1 Wednesday

- * Learning Outcome / Objective
- * I can recognise poetic devices.
- * I can give personal responses with justifications.

Most of us never see a really dark sky. Dark Sky Parks are protected places far from the lights of cities where we can truly see the stars.

The Aurora Borealis is a flickering glow in the sky of the far North caused by particles of 'solar wind' hitting the earth's magnetic field.



Dark Sky Park

Now we're up on the edge
and over, on the mountain
with mountains beyond. Behind us,
in the dark
of the valley, villages are embers
and the little city hugs its little glow,
ten miles away. Above,
spark after spark
from a burned-out bonfire,
the stars spin away into space.
We huddle closer in our blankets, from the cold
and the dark,
in the dark
of the dark sky park.

Tonight, look north, another edge
beyond this and... can you believe
your eyes – that blue-green fraying
of the dark
of space, like fine weed wavering
in a stream? Where the solar wind itches
the thin skin of our atmosphere, the faintest
watermark
of light – just breathe the word: *Aurora*,
Northern Lights – one that only appears,
and rarely, then, when held up

to the dark,
to the dark
of the dark sky park.

And us, where are we? On the edge
of the Earth. Are we riding this rock
bareback in the rodeo of stars? Or adrift
in the dark
in a small boat on the open seas
of space, thrown together, refugees
with nowhere to go back to or
to disembark?
Or picture this: a little boy out late
beyond the streetlights, dap-dapping his ball,
this one and only precious globe, alone
in the park,
in the dark,
the dark sky park.

Most of us never see a really dark sky. Dark Sky Parks are protected places far from the lights of cities where we can truly see the stars.

The Aurora Borealis is a flickering glow in the sky of the far North caused by particles of 'solar wind' hitting the earth's magnetic field.

Tell me...

- * *How does it make you feel?*
- * *What does it make you think?*
- * *What did you like?*
- * *What did you dislike?*
- * *What patterns did you find?*
- * *What puzzles you?*

Now listen again and see if you can spot some of the poetic devices looked at yesterday.

Dark Sky Park

Now we're up on the edge
and over, on the mountain
with mountains beyond. Behind us,
in the dark
of the valley, villages are embers
and the little city hugs its little glow,
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Most of us never see a really dark sky. Dark Sky Parks are protected places far from the lights of cities where we can truly see the stars.

The Aurora Borealis is a flickering glow in the sky of the far North caused by particles of 'solar wind' hitting the earth's magnetic field.

Poetic devices...

- * Personification – hugs its little glow
- * Alliteration – weed wavering
- * Repetition – to the dark
- * Metaphor – rodeo of stars

Questions...

- * *If you were to talk to the poet, Philip Gross, about this poem, what would you want to say?*
- * *What questions would you like to ask?*

Responding to a poem...

- * Think about how you may want to respond to this poem.
- * You can create a visual representation of your thoughts.
- * You can prepare a performance or dance that interprets the poem.
- * You can write a recommendation for others.
- * You can share your personal thoughts about it.

Sharing our responses...

- * How did you respond?
- * *Which response did you think was most effective and why?*
- * *What did each bring to your understanding of and response to the poem?*

Compare and contrast...

- * Here are two other similar poems.
- * Look for similarities and differences between them and Dark Sky Park.

Last Man Out

By night,

one light
still burning on the soon-to-be-demolished
dim estate:

the old guy
holed up in there, third floor,
with the planked-up door,
a haze
of smoky music through the cracked panes,

trailing vines

and the cats
that come over the roofs in their dozens
to be fed,

and parakeets
and yellow vervet monkeys,
so it's said.

But then again
they say that he's a poet. Who

knows if a word of this is true?



A Tent~

-ative place, a place in question, at a brink...

We've climbed, out of breath, out of daylight
till we pitched camp, by fumbling, by touch,
by the sound of our tent pegs — to sleep, to wake

to a new glow all round us... to blink:

what's out there? We hardly dare look.
Lift the tent flap slowly. It may be a dead drop,
a rattling scree, a sheer snowfield, or the edge

of a sulphur-breathed crater. Just think.

*

*If poetry was a building, what kind of building would it
be? Everybody has a different answer to this question.
So... what would yours be?*



Week 1 Thursday

- * Learning Outcome / Objective
- * I can give personal responses with justifications.
- * I can recognise poetic devices.

Deep Ocean Habitat

* <https://youtu.be/JtV-FP212Uc>

How do you feel seeing the environment?

What captures your attention?

What might it be like to live in such an environment?

* <https://youtu.be/3H6jzsFNqpM>

How do you feel seeing the different creatures?

What captures your attention?

The Abyss

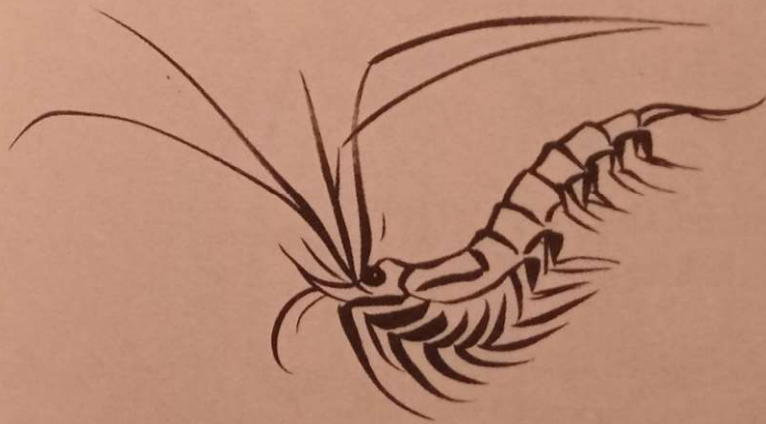
They say there are delicate shrimps
of no colour, like ghosts of themselves,
in ocean trenches past the reach of light,
as remote as deep space. They say there is smoke
that rises, black in the blackness, from rifts
in the earth's core, through black water hot as fire
laced with acid and sulphur, like a Hell dissolving
upwards, water groaning with the weight
of ocean, three miles high. And the shrimp
with its feather-light gills, its pernickety feelers,
with its surgeon's kit of probes and pincers,
all its many pinpoint feet, goes tiptoe,
sifting, picking – it seems to be *dancing* its way

its way round the slopes of the crumbling
and shuddering drowned volcanoes,

a thing in a dream. You can't even think

what it's thinking, or knowing, or how,
except it comes to you: *Yes, me, here*

and whatever, I can live through this.



Tell me...

- * How does this poem make you feel about the environment and creature you have seen in the films?
- * What language evokes these feelings in you?
- * What did you like?
- * What did you dislike?
- * What patterns did you find?
- * What puzzles you?

The Abyss

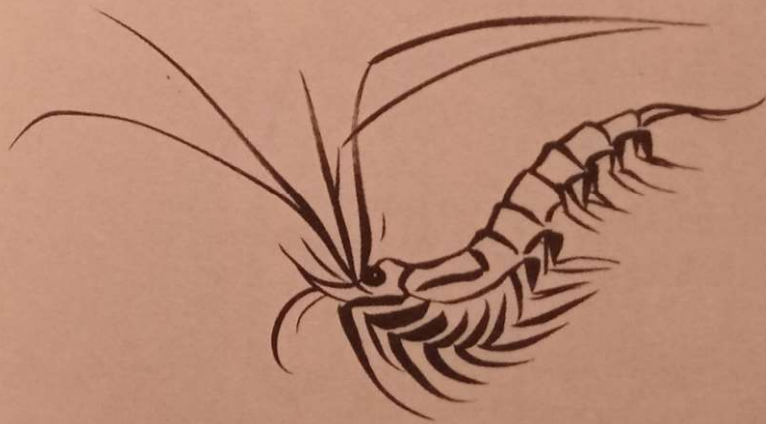
They say there are delicate shrimps
of no colour, like ghosts of themselves,
in ocean trenches past the reach of light,
as remote as deep space. They say there is smoke
that rises, black in the blackness, from rifts
in the earth's core, through black water hot as fire
laced with acid and sulphur, like a Hell dissolving
upwards, water groaning with the weight
of ocean, three miles high. And the shrimp
with its feather-light gills, its pernickety feelers,
with its surgeon's kit of probes and pincers,
all its many pinpoint feet, goes tiptoe,
sifting, picking – it seems to be *dancing* its way

its way round the slopes of the crumbling
and shuddering drowned volcanoes,

a thing in a dream. You can't even think

what it's thinking, or knowing, or how,
except it comes to you: *Yes, me, here*

and whatever, I can live through this.



Now you have heard the poem again...

- * Did you spot any poetic devices being used?

Repetition:

- * *that rises, **black** from the **blackness**, from rips*
- * *in the earth's core, through **black** water hot as fire*

Poetic devices...

assonance:

- * *of **no** colour, like **ghosts** of themselves,*
- * *in **ocean** trenches past the reach of light,*
- * *as **remote** as deep space. They say there is **smoke***

Poetic devices...

alliteration:

- * *with its feather-light gills, its **p**ernickety feelers,*
- * *with its surgeon's kit of **p**robes and **p**incers*
- * *all its many **p**in**p**oint feet goes ti**p**toe,*
- * *sifting, **p**icking – it seems to be dancing its way*

Poetic devices...

simile:

- * *as remote as deep space*

metaphor:

- * *with its surgeon's kit of probes and pincers*

Compare and contrast...

Look at the poem The Toughest Thing You Never Noticed and find the similarities and differences between it and The Abyss.

The Toughest Thing You Never Noticed

... until now: Ivy-Leaved Toadflax,
you know, that trickle of pale mauve,
poached-egg yellow and white
like spilled paint on a bare stone wall

but moving – dipping,
bobbing and reaching in the wind,
at home here standing, dancing even,
a toehold on nothing at all,

no earth, no ledge, no hope,
you'd think... except look:
these fuse-wire tendril-tips,
these fine root hairs of mine,

they're like brilliant questions
put to governments or bullies
in a whisper: no force, just a *Why?*
and a *Why?* and a *Why?*

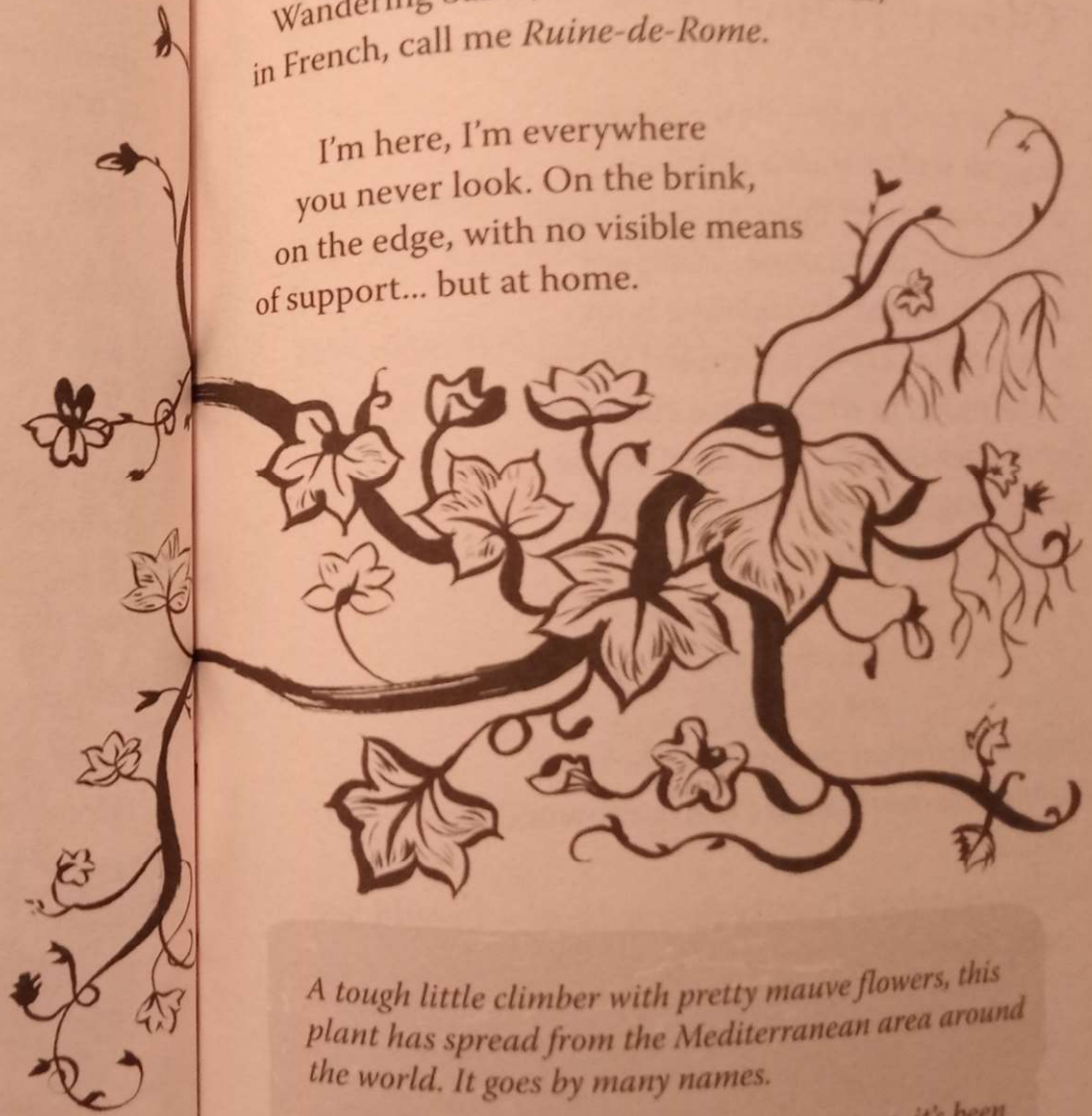
Not? in the right place
at the right time, in the slightest
hairline crack. I've a smidgen
of dust and a raindrop to drink

and that's plenty. Look close
at my un-pretty pert pug faces

in their own crowd, grinning. Grow
is what we do instead of think:

try this, try that, swaying, hey,
in the whatever breeze. Call me
Wandering Sailor, Mother of Thousands;
in French, call me *Ruine-de-Rome*.

I'm here, I'm everywhere
you never look. On the brink,
on the edge, with no visible means
of support... but at home.



A tough little climber with pretty mauve flowers, this plant has spread from the Mediterranean area around the world. It goes by many names.

Brought over in the cracks of Roman statues, it's been at home in Britain for 400 years. You find it growing on stone walls almost anywhere.

Week 1 Friday

- * Learning Outcome / Objective
- * I can make connections between poems.
- * I can use poems to understand something in more detail.



"Artist Rendering of a Tardigrade"

What is a tardigrade?

* https://www.youtube.com/watch?v=dork_85Q8ul

Throughout the collection, Philip Gross intersperses his Tardigrade Sagas, 11 poems which all focus on the Tardigrade, a microscopic animal also known as a water bear or moss piglet. Tardigrades are a large group of animals that includes some of the toughest creatures in the world. They have been known to survive temperatures far above boiling, and colder than the surface of Pluto.



There are more than 1,000 species of tardigrades. Short, plump, eight-legged, they are also known as water bears or moss piglets. The largest are only half a millimetre long. They have been on earth for 500 million years, and can live in the most extreme environments.

Their tactic is to dry their bodies out to a tiny hard capsule. Like this, they have been known to survive even in the vacuum of deep space.

Tardigrade in Transit

Pack me up in a plain brown wrapper
of myself

and post me to the future.

(Hey, me! Happy birthday, whenever we are.)

Leave everything I don't need on the journey
at the airport,

all my food and water. Ship me
as a flat-pack kit, with the instructions in my genes.

Puzzle over them later, when you gaze into
the microscope.

You'll see me, back from frozen,
from deep space or from deep ocean...
can it be...? Yes, look,
I'm waving back at you.



Tardigrade Saga (2)

A Tardigrade By Any Other Name

You say *tardigrade* – slow-stepper, sluggish walker, micro-sloth. Or, if you want to get familiar, *water bear*. *Moss-piglet*, if you must. Compare me to a hangdog flannel on a hook, a rucked-up carpet, a rumpled settee on the move, or my lips to a rusty bit out of your parents' tool kit. Call me slump-slug, bumble-bug or mighty mould-mite, speck of dust...

Or let's

get scientific,
get specific:

Trogloarctus (that means 'cave bear')

Coronarctus verrucatus ('warty crowned bear' – no thanks)

Florarctus pulcher ('pretty flower-bear' – I could live with that)

And so on. Throw the book at me, and have you got me? Truly? Look into the mirror. Look into your eyes. Look deep, look far.

Say each and every name that you've ever been called.

Now, does that tell you who you are?

*



Tardigrade in Historical Costume

See this now:

the steep red roofs of Delft. The year is 1702
and the summer is weary.

In the Lowlands, long weeks without rain,

and Master Anton van Leeuwenhoek
who has spent half his seventy years
peering through a polished lens at things
nobody in the room can see

blinks. It must be the dust
blown through the open window. No,
he looks again. Among the grey
grit scraped from the gutter yesterday

and mixed with water, something
stirs. Out of the dust, the dead dry matter
(hand me a stronger magnifying glass,
lean closer, do not breathe)

one speck quivers. Puts out stumps
of legs. Picks up the lumpy rucksack of itself
and walks. Mijnheer van Leeuwenhoek
is reaching for his inkhorn. They must know

of this in London. He will write a letter:

"Dear sirs, Of certain *animalcules*
found in gutters on the roofs..." He will not,
he knows already, be believed.

Why would they? There is no name
for this yet. He has been at the creation
of a (very, very small but
still, it would be blasphemy to say it) world.



Anton van Leeuwenhoek was the son of a Dutch basket maker. Working in the cloth trade and with little formal education, he taught himself how to grind glass lenses and invented the most powerful microscope of his time, opening the eyes of the world to the tiniest known organisms.

Tardigrade Saga (3)

Tardigrade Takes a Selfie

Pan back
behind me. This
one is in black and white:
an island of bare granite in a hundred
howling miles of Arctic wind and snow and ice.

This one's
a bit dark: five
miles deep, me, in the black
sea-bed sludge, me, tucked in snug
by the weight of it, the Pacific Ocean on my back.

Here's me lit
by a volcano, in the seethe
and fizzle of a sulphur spring,
me on Everest, waving. But no, this is not
a holiday. This is my world. You're only visiting.

*



Tardigrade in the Cambrian Era

I was there from the off –
the sound of life revving up all over.
This was, oh, a cool half billion years ago.

Earth woke up from the ice
and yawned, its great continents breaking,
drifting. It stretched – okay, what now? –

as if a new sun shone. All round
the simple cells were mixing it, thrown
up and rattled, like God's crazy dice.

Yes, life whistling in the sunshine,
clanking its new toolkit – right, then,
what shall we build? what shall we be?

All kind of made-to-measure features:
shells? legs? eyes? Why
not? How many would you like?

I kept my head down, stepped aside
as this great armoured thing clanked past:
a trilobite. A clumsy model, but we knew,
we tardigrades: it wouldn't last.

Tardigrade Saga (4)

Tardigrade in Pyjamas

I'm all the fairy tales together.
I'm the bedtime story of all time.

*The piglet princess
who became the crumbs
in the moss of the forest floor...*

Are you yawning yet, you human
children? Sleep.

*She dried her tears
and crept inside a bead of glass...*

Lay down your heads. You'll never
go as deep

*as this... And she hid
in her castle of ice
and she slept for a hundred years.*



Tardigrade in Space

out there
no air

no gravity
and a hundred degrees below

where you
can't be

except in a space suit as big as a fridge
I float free

look, I'm almost at home

in a dream
in which the stars

are whispering to me
saying... what? oh

wouldn't you just like to know?



Tardigrade in a Trance

I am no size
huge
in my world
in yours
small
one life
one life
for each
one life
for all

I have no name
no words
in my world
neither you
nor me
one life
one life
we all
swim through
one sea

I have no time
but now
a day
five hundred
million years

one life
one life
one always
now
one here

I am no one
not good
not bad
or any
thing
just am
one life
one life
one pulse
one note
time sings

oh yes, I have no ears – just know, in every cell ~~one sing~~

Tardigrade in Long Shot

Zoom in
to deep moss forest
as lush as the Amazon
in any damp corner of any back yard.

Adjust the lens
 $\times 2, \times 8, \times 32 \dots$
You're falling out of the sky
towards it like a pilot baled out
from a supersonic flight. Your parachute

fills out with light,

like a blown seed drifting down, down
(even gravity can take its time
here) – in to a place
without names.

The green world opens up its arms
(zoom one click more) to catch
you, to gather you in.
Welcome home.



Tardigrade in its Element

This is the kingdom of the Water Bear.
To enter here, you have to shrink
and slow down, down. A day
is one tick of the clock, one blink

of the sun's eye. Overhead, like tangling
mangrove, see the stiff moss-trunks,
the flutes of fruiting lichen with its scarlet
cups of spores... You have to think

like an explorer – no, like a guest
of this generous jungle, with its globes
of dew, its swamp pools where who knows
what creatures may come down to drink.

If someone was to speak now,
back in the high and mighty world,
the lost world you belonged in,
it would be thunder, huge and indistinct,

just a rumble and quake. The glistening
water quivers. Settles slowly. Or not. There,
look: something's moving in the shadows
spilled across the forest floor like ink,

something huge, and in its element:
the great Moss Pig, the Water Bear.

Tardigrade in Focus

OK, so *you* imagine it: something
a thousand times your size –

a medium village, maybe, or a cloud
with an enquiring mind –

stops... Bends down very close...
Gets out its magnifying glass

and looks at *you*.



Tardigrades

What we know about
Tardigrades:

What we want to find out
about Tardigrades:

What we've learned about
Tardigrades:

Week 2 Monday

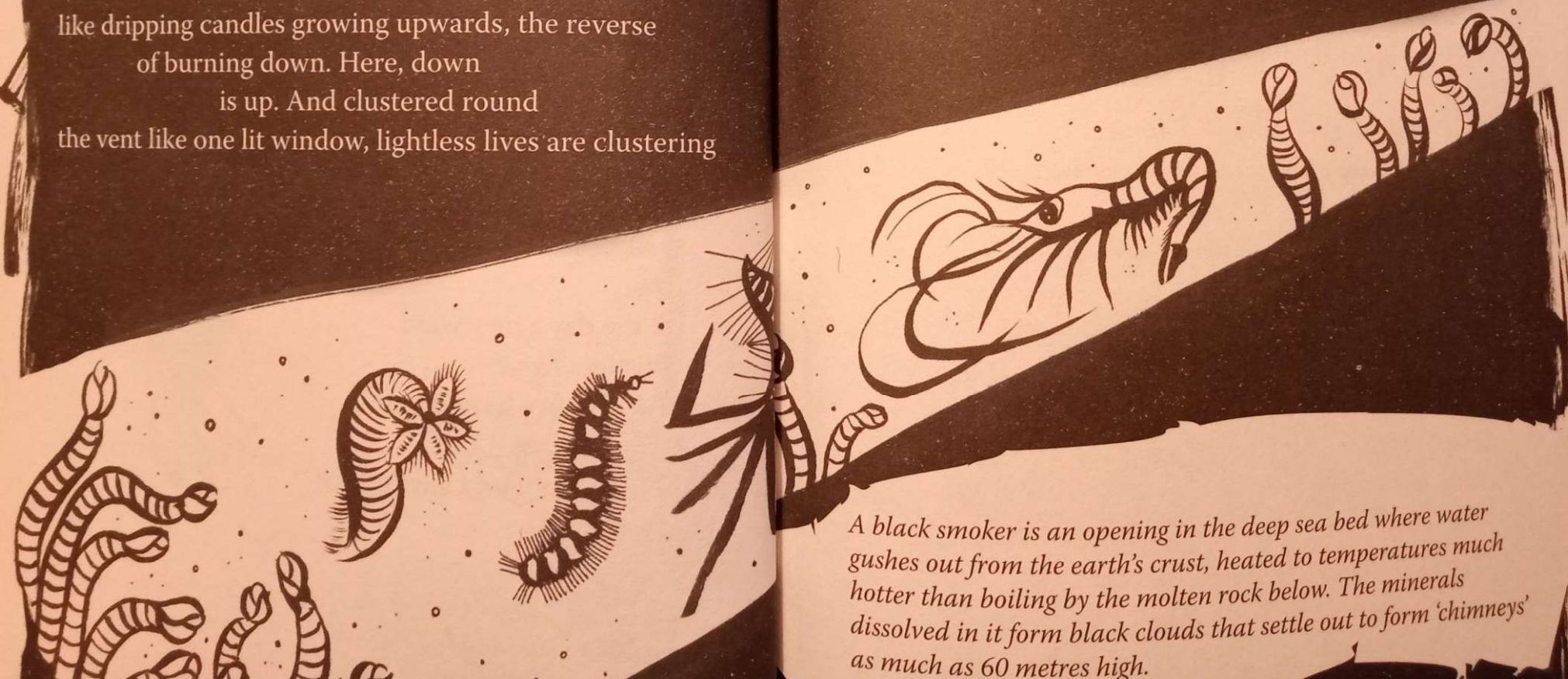
- * Learning Outcome / Objective
- * I can give personal responses with justifications.
- * I can recognise poetic devices.

Black Smokers

And here, where light can't reach, where sound can't stir
in water that would grip
you and squeeze, like a grape
in its fist... Here, in the deepest you can think... the earth
confides her secrets, just a crack. Where continental plates
tear very slowly down the seam,
her dark gifts bloom
in sulphur smoke that boils up from crags, from stalagmites
like dripping candles growing upwards, the reverse
of burning down. Here, down
is up. And clustered round
the vent like one lit window, lightless lives are clustering

to warm themselves, to gaze in at the furnace door
where life itself is being forged.

Think of an adoration
in a manger. Imagine all the homeless, all the poor,
are summoned to the feast. Think. Close your eyes.
This might be where
we came from, before
anything. Do you remember, deep down, deep inside?



A black smoker is an opening in the deep sea bed where water gushes out from the earth's crust, heated to temperatures much hotter than boiling by the molten rock below. The minerals dissolved in it form black clouds that settle out to form 'chimneys' as much as 60 metres high.

Tell me...

- * *What did you visualise or feel as the poem was read?*
- * *What did you like?*
- * *Dislike?*
- * *What questions do you have?*
- * *How does it compare and contrast with 'The Abyss'?*



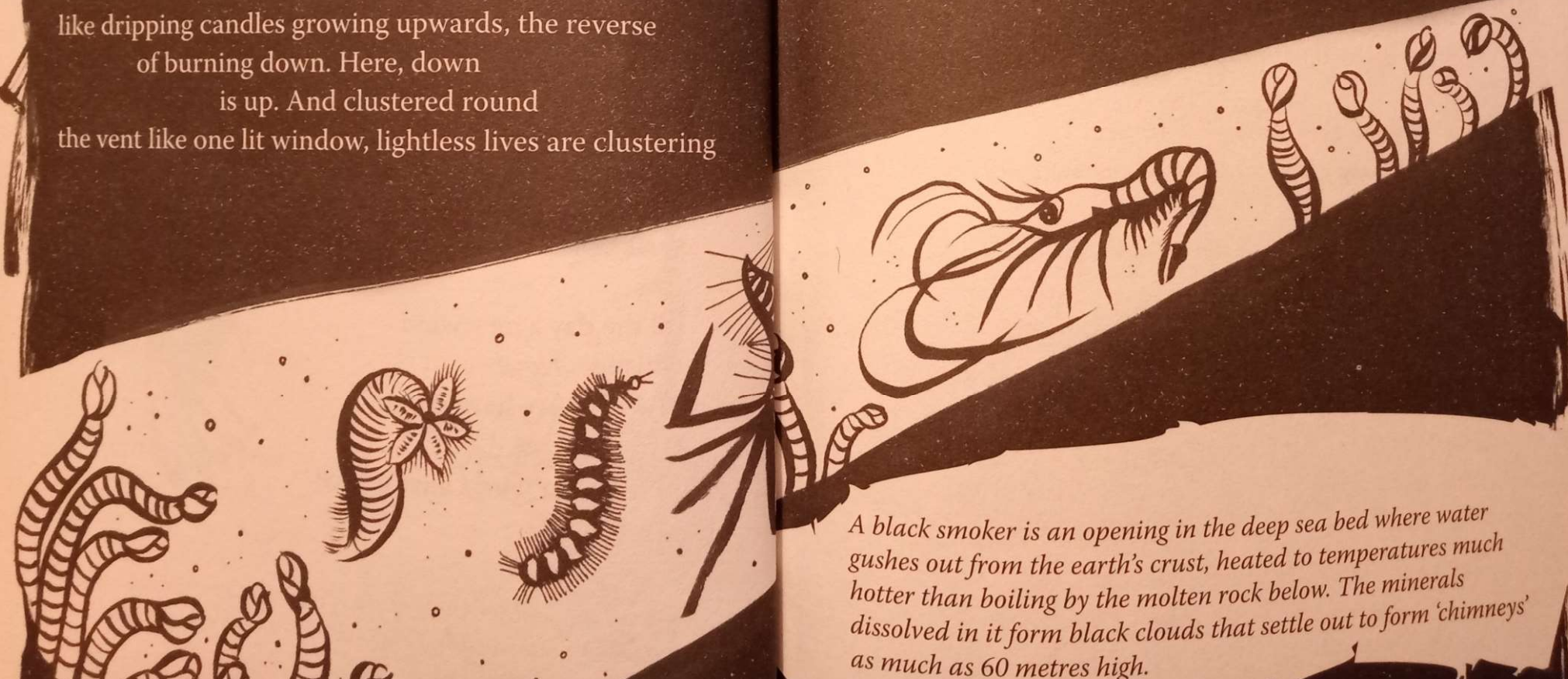
* http://www.bbc.co.uk/nature/habitats/Hydrothermal_vent#p0038vxg

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Poetic devices...

The header is a solid blue rectangle with rounded corners. Below the text, there are several overlapping, wavy, light blue shapes that create a sense of movement and depth, resembling stylized waves or clouds.

Compare and contrast...

- * Black Smokers to First Plant on Dry Land

Similarities

Differences

First Plant on Dry Land

There is always a first. Just the one.
For time and time and time

there was ocean, going soupy with the slop
and gloop of life.

Somewhere else, great boilerplates of rock,
parched by sun,

scrubbed by wind, no mercy – that was land.
What rain came

boiled straight off it, hissing in a fit of steam.

*

What sense did it make, to step into the open,
shuffling out of the cool, the all-providing sea,
leaving home?

Don't you believe them if they say there was a plan.
This wasn't a beach-head. I was beached.
High and dry.

One moment in a tide pool, then... a glistening salt pan,
in shivering heat, in the withering scorn
of the sky.

This was a whole other planet, though it was
the same one.

*

I held on, till sunset.
In the dark came a flat-tasting dew,
just enough. Then day happened again.

These were the odds.
No, there wasn't a plan. All you need
is the first, some loner, dope or dupe or holy fool.

What no one could know
was half the life back in the sea-trench
would watch me go over the top, exchange a glance,

and shrug (a slow one,
the odd million years), then take
a breath, and follow. (There are some down there,

deep thinkers, who say all this was one big mistake.)

*Plant life, like all life, started in the oceans. The first,
like low-growing moss or lichen, appeared on land about
450 million years ago.*

How do you work on your poems?

- * Valerie Bloom - How do you work on your poems? - <https://vimeo.com/130417210>
- * Roger McGough - How do you work on your poems? - <https://vimeo.com/166520958>
- * Kate Wakeling – How do you go about writing your poetry? - <https://vimeo.com/218278922>
- * Karl Nova - How do you work on your poems? - <https://vimeo.com/267159336>

Week 2 Tuesday

- * Learning Outcome / Objective
- * I can plan a poem based on the style of Philip Gross.
- * I can experiment with language for effect.

Week 2 Wednesday

- * Learning Outcome / Objective
- * I can write my own poem in the style of Philip Gross.
- * I can edit and improve my poem.

Week 2 Thursday

- * Learning Outcome / Objective
- * I can use computing to publish my poem so that effects are selected to support themes and intent.

Week 2 Friday

- * Learning Outcome / Objective
- * I can perform my poetry.
- * I can evaluate the poetry of others.

Week 3 Monday

- * Learning Outcome / Objective
- * I can give personal responses and justifications.
- * I can recognise the impact of modal verbs.
- * I can recognise emotive adverbs and verbs.

Snow Leopard

... not white like the snow,

more moon-panther or silvery cloud-cat
with her ripple-patterns melting as (oh,

but she's beautiful) you stare
while valley mist whirls up and blows

between the boulders, or the sun breaks through
and all the edges are a smattering of shadows,

a glint on wet rock. Now she's still,
crouched. Now... sprung. There she goes

ledge to ledge, bound by bound,
as stones go rattling to the scree below

and wild goats scatter. She has one
marked. That one. (Play the chase scene slow

as films do, as if this might be for ever,
these last moments the poor prey will know.)



But it's off, the scraggy old big-bottomed
tahr – stumbling, you'd think, falling – no,

think again, as with rubbery fantastic
poise it leaps (there is a half mile drop below)

and catches itself, teeters like a tightrope
clown... leaps, snatching inch-wide footholds

with clattery hooves, down – leaving leopard
stranded, panting, stumped. Why are we so

in love with beauty, with its claws and teeth,
as though this is *its* story, not our own

and the goat's – that plucky comedy
played out through centuries

between the sheer drop and the killing snow?

The Snow Leopard and the Himalayan Tahr



The snow leopard is a rare big cat found in the highest mountain ranges of Asia. There may be only a few thousand of them left in the wild.


The Himalayan Tahr is a tough and agile wild goat. It lives on almost sheer rocky mountainsides and is the snow leopard's main prey.

Writing to Persuade

Writing to persuade means that you want to convince your reader that what you're saying is true. You'll need to do this by thinking carefully about the language you use and the information that you provide.

There are different ways of writing to persuade, such as:

- adverts or posters;
- a persuasive talk or speech;
- a campaign.

A cartoon illustration of a young boy with dark hair, wearing a green and blue plaid shirt, sitting at a desk. He is holding a yellow pencil in his right hand and resting his chin on his left hand, looking thoughtful. A large thought bubble is coming from his head.

Can you think of a time when you've had to persuade someone? Think about what you said and the words that you used.

Features of Writing to Persuade

Imperative Verbs

The most important part of writing to persuade is being able to convince your reader of something. To do this effectively, you'll need to use a range of different features.

Imperative verbs tell the reader what to do. They help to get your message across really clearly.

Buy this floating fence post today!

Improve the places that you love.

Considered Repetition

To make sure that you really get your point across, you'll want to repeat important facts or the name of the product.

Be careful not to make your writing sound too repetitive.

Adverbials

Use adverbials to engage with your reader.

Surely, you can agree...

Unbelievably, this product is on sale at the incredibly low price of...

Rhetorical Questions

Rhetorical questions are questions which don't need an answer. They can help your reader to feel like you are talking specifically to them.

Are you fed up with...?

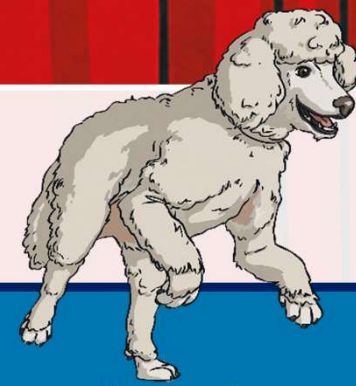
Can You Spot These Features?

Have a look at these different types of persuasive writing. Can you spot the features?

- **imperative verbs**
- **considered repetition**
- **adverbials**
- **rhetorical questions**



Advert



Man's Best Friend's Best Friend

Confused by the title? Unsure as to why man's best friend needs their own best friend? Let me, Diggles Digby of 4 Parkview Terrace, explain.

For centuries, we have stood faithfully by the side of humans. We have provided unrivalled companionship, vital support and have survived the multitude of 'cute' cat videos which endlessly plague our master's devices. Of course, my canine compatriots, we do this because we enjoy it. However, there are still days when the words, "Should we get a cat?" ring bitter in the ears of even the strongest of dogs. That's why I am introducing you to Man's Best Friend's Best Friend: the perfect friend for the perfect friend.

Made with an extra-chewable rubber interior and an exterior which guarantees a minimum moult of 60% onto your owner's freshly-cleaned carpets, the MBFBF is the product you deserve. What's more, the ergonomic design is guaranteed to fit all jaws from chihuahua to mastiff.

So, what are you waiting for? Beg your master for the treat you deserve and ensure that they bring home an MBFBF today.

Which features did you manage to spot?



Persuasive Speech



Following the disastrous cave-in of their home, the leader of colony 34A addresses the affected ants:

Fellow ants of colony 34A,

I stand before you as your appointed leader to remind you that we have prepared for this moment. While many of you have lost homes and supply routes, it is important to remember that we all survived.

We must not let ourselves be discouraged. When that human poked a gigantic stick through the heart of our hill, what do you think they hoped would happen? I'll tell you what! They expected us to scatter, to give up and to abandon all hope but we shall not!

Today, we shall begin rebuilding our hill. Whether you're a soldier or a worker, I expect every ant to come together as a team to show that we cannot be defeated. Together, we shall make 34A bigger, better and stronger than ever before. Together, we shall send a message to those meddlesome humans that a stick is not enough. Together, we will rebuild our home.

Which features did you manage to spot?



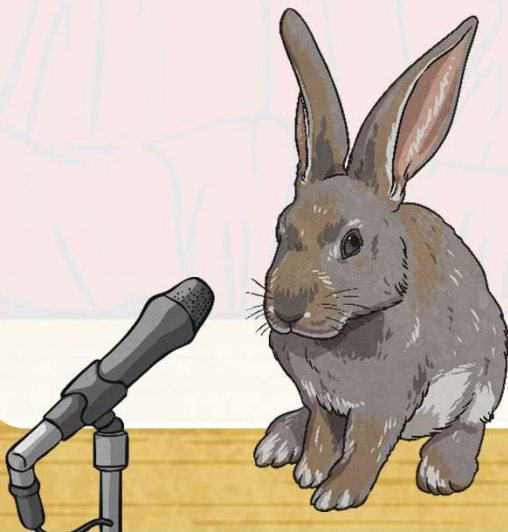
Campaign

Vote for Horatio

Dear fellow rabbits. On the 24th December, you will have a choice. Today, I am urging you to make your choice count by voting for me, Horatio.

With me in charge of the warren, I guarantee that your lives will be significantly improved. I will ensure that our grass stays both juicy and plentiful all year round by investing in the latest technology. I will ensure that our warren stays safe from predators by providing self-defence training for all rabbits and their young. Lastly, I will ensure that your concerns are listened to by holding regular public meetings.

Remember: for a better, safer warren, vote for Horatio on the 24th December.



Which features did you manage to spot?



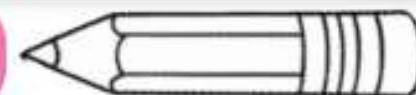
Did You Spot the Features?

Did you manage to spot any of these features in the persuasive writing?

- **imperative verbs**
- **considered repetition**
- **adverbials**
- **rhetorical questions**

Were there any other features you spotted which weren't on this list?





Does your persuasive leaflet include...

a clear title that tells the reader the topic of the leaflet and gives an idea of the viewpoint?	
an introduction that shows your point of view?	
strong arguments with evidence or justification?	
short sentences in the present tense?	
opinions presented as facts?	
only one side of an argument discussed?	
cause and effect conjunctions?	
images to support your arguments?	
exaggeration?	
emotive language?	
persuasive devices?	
rhetorical questions?	
a conclusion which sums up the main arguments?	

Rhetorical Questions

Can you imagine...?

Is it right that...?

Have you ever considered...?

Did you know...?

Would you like to...?

Why should...?

Persuasive Devices

modal verbs	modal adverbs	emotive language
facts and statistics	rhetorical questions	powerful exclamations
repetition	exaggeration	alliteration

Sentence Starters

It can also be said that...	Anyone can see that...
Another important point is...	Unfortunately, many people do not realise...
Without a doubt...	For these reasons...
It is important to remember...	It is undeniable that...

Cause and Effect Conjunctions

due to	owing to	so	as a result of	resulting in	thanks to
.....	for	because	hence	similarly	consequently	on account of

Leaflet Layouts

Leaflets are usually designed in columns with pictures and sometimes graphs or statistics scattered throughout the text to help keep the reader interested.

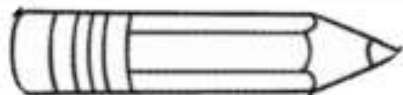
In a persuasive leaflet, remember to use pictures and information that will support your argument and convince the reader of your point of view.

accordingly

therefore

since

wheras



Key Features

rhetorical questions

alliteration

emotive language

exaggeration

modal verbs

modal adverbs

facts and statistics

repetition

exclamations

cause and effect
conjunctions

Join our Campaign for New Playground Equipment!

How would you like to play with the same equipment every playtime, every lunchtime, every single day?



This leaflet is here to convince you that now is the time to support our campaign for new playground equipment at our school. It is imperative that you get behind this campaign for the happiness and wellbeing of the children of this community.

New playground equipment would have immeasurable benefits for

the children of this school. The positive impact would be monumental!

Do you really want to deny these children the opportunity to grow, develop and learn during their break times?

The current contents of the playground cupboard are atrocious and absolutely must be replaced. Items are tired, old and many are even broken. Consequently, many children resist going outside at breaktime, therefore missing out on fundamental exercise and fresh air.



UNICEF research has shown that outdoor play is vital for children's physical and mental health.

New, exciting, innovative playground equipment would certainly bring a new lease of life to the playtimes of all the children in the school hence the urgency of this campaign. How could anyone wish to deny that?

Everyone must see that this is a cause worth fighting for! Without a doubt, new playground equipment would have an overwhelmingly positive effect on the lives of children at our school. For these reasons, it is vital that you support this campaign and join our movement to achieve positive play for all pupils.

Week 3 Tuesday

- * Learning Outcome / Objective
- * I can recognise persuasive techniques and devices used specifically to sell something.

How does persuasive writing help to sell a product or service?

It helps to aim the advert at a particular **type of customer**.

It sends a **positive message** about the product or service.

It makes it appeal to the reader's **personality**.

Its purpose is to **sell** to people.



Happier

Better looking

More intelligent

Successful

What types of things should an advert make the reader believe that they will be, if they use the product?

Healthier

Cool

Less stressed

More comfortable

Fashionable

Unique and special

Appealing Language

Here are a few examples of some terms used in adverts:

Healthier

Free

Exclusive

New Improved

Number One!

Special Offer

Can you think of more?

What types of things do adverts promise you?

To **solve** all your **problems**.

This product will change **your life**.

You **won't find a better** product.

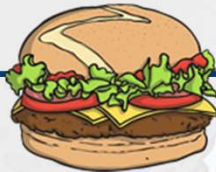
All the **cool people** are buying it – you will be too.

You'll **be happy** if you buy this product.

You will **miss out** in life **without it**.

How do adverts catch your attention and stick in your memory?

They **focus on a sense** e.g. taste or yours and cater to it.



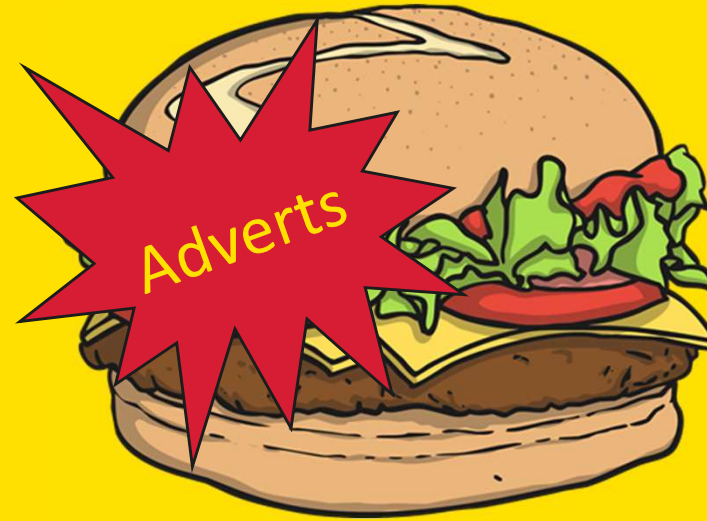
They ask **questions** to hook you in.

They use **humour** to make you like them.

They use **alliteration, rhyme and word play** to come up with catchy **slogans**.

Use **positive comments** made by other customers.

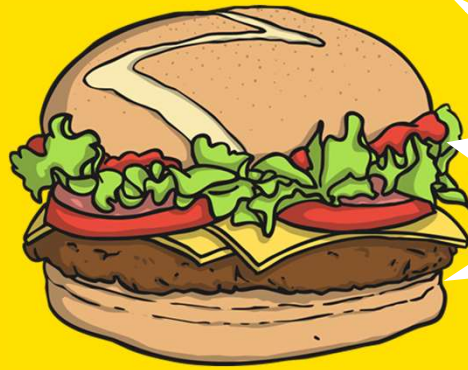




- Focus on the positive
- Use bright colours and images to catch your attention
- Use a mix of facts and persuasive and exaggerated language.

Use catchy slogans and sayings

The Best Burgers in Town



Are you looking
for the best
burger in town?

New and Improved

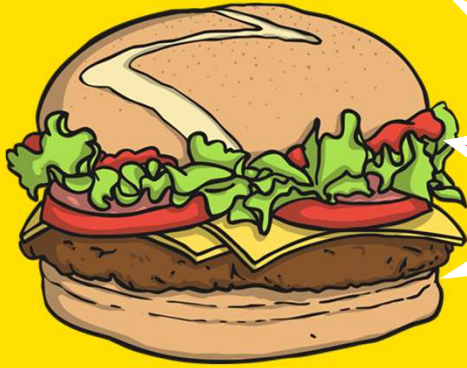
Don't miss out on Billy's Big Burger!

A taste sensation! You won't find better anywhere else.

Brimming with burger goodness - you can build your burger to meet your desires.

Step inside Billy's Big Burger Bar!

The Best Burgers in Town



Are you looking
for the best
burger in town?

New and Improved

Don't miss out on Billy's Big Burger!

A taste sensation! You won't find
better anywhere else.

Brimming with burger goodness - you
can build your burger to meet your
desires.

Step inside Billy's Big Burger Bar!

A catchy title that
promises you **won't find
a better** product.

A **question** to hook you in.
Using **alliteration** to try
and persuade potential
customers.

Appealing language

Language that suggests
you will **miss out in life
without it.**

Appealing language that
promises to **change your
life.**

Alliterative language that
focuses on the **sense of
taste.**

Alliteration used to come
up with catchy **slogans.**

Week 3 Wednesday

- * Learning Outcome / Objective
- * I can understand the impact of advertising.
- * I can begin to recognise how to filter advertising.
- * I can understand the purpose of advertising.



Advertising

We are exposed to television, newspapers, radio, the Internet, social media and many different forms of media every day.

We are constantly surrounded by media. Therefore, we may not even realise that we are seeing and hearing hundreds of advertising messages every day!

Can you think of any advertisements you saw recently?

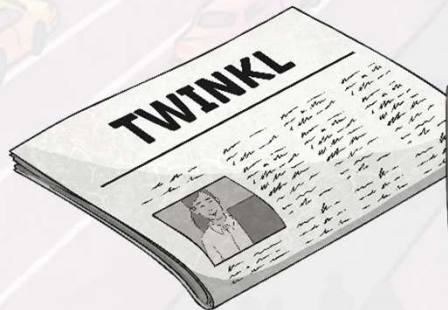
Where did you see them?

What was being advertised?

Advertising

Many of the products we buy and use every day are made by companies. Our clothes, food, technology, books, games and toys are often made by large companies.

These companies want us to buy and use their products. However, they need to spread the word about their product. These companies pay for media to communicate their message and promote their product. The main aim of the media is to persuade us to buy or use a product. This is called **advertising**.



What Is the Point of Advertising?

Advertising is always trying to do one of four things:

Tell us
something we
need to know;



Persuade us to
buy a product;



Persuade us to
change our
behaviour;



Present a point
of view.



Purpose of Advertising

The purpose of an advert is to **sell** to people. Adverts are often aimed at a particular type of consumer. Companies may create media advertising aimed at adults, children, younger people, older people or families.

Advertising sends a **positive message** about the product or service. Adverts are made to appeal to the consumer's personality.



Influence and Impact of Advertisements

Emotions play a big part in advertising. Advertising is created to get an emotional reaction. Advertisements are carefully created to make us have certain feelings; happy, excited, safe, interested, or enthusiastic. We associate these emotion with the product or brand being advertised. In this way, we feel that having a certain product or brand will make us happier, safer or even look better.

Everything in the advertisements we see around us is carefully chosen to make a product or brand look exciting and attractive and appeal to the audience.

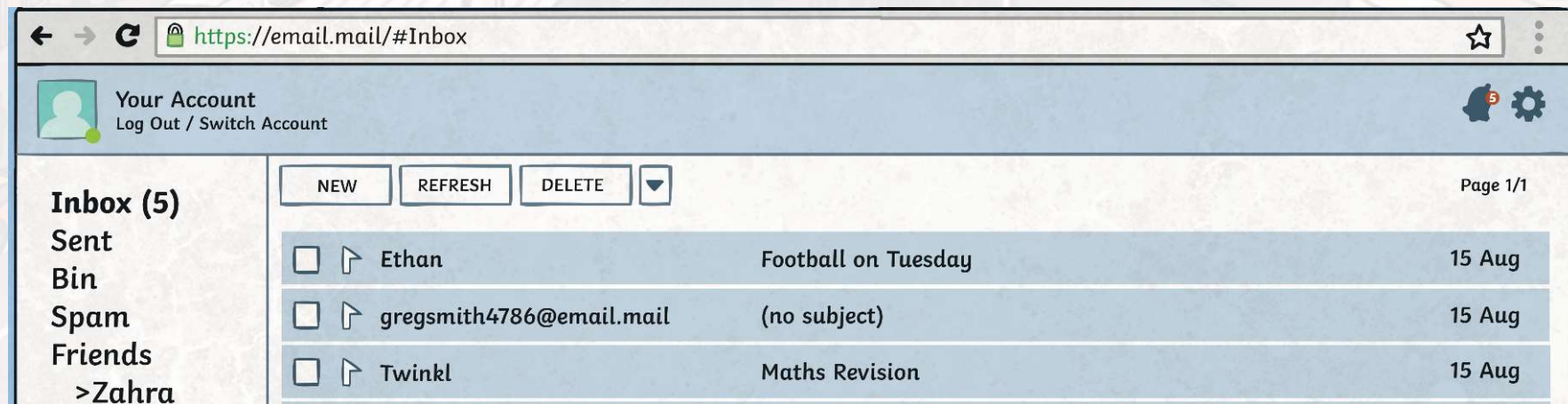
Adverts sometimes use catchy music or jingles so that we remember the product.



Who Decides what Message to Send?

We are exposed to media every day. We receive information from many different sources like text messages, email, signs, newspapers, television, and apps on smartphones.

The people who make media are the ones who decide what message they want to communicate. They make decisions on what information, views and opinions they want to share. The information we receive is what they want to say. As a result, much media is often **biased**.



Advertising Techniques

People who make advertising use lots of techniques to influence our emotions and try to persuade us to use or buy a product.

These include:

- Using colours that attract our attention, like red or yellow;
- Displaying logos and brand names;
- Associating popular characters or animals with their product;
- Catchy jingles and **slogans**;
- Including celebrities in advertisements;
- Special offers, like buy one get one free, 50% extra free, or money off.

A slogan is a catchy phrase used to encourage people to buy or use your product.



Hidden Advertising

- There is lots of media all around us. There's lots of advertising all around us too. But not all paid for advertising is obvious.
- Sometimes products are advertised in movies, in television shows or at sporting events. This is called **hidden advertising**.
- Companies can also pay to have their products featured in the movie or on television. This is called **product placement**.



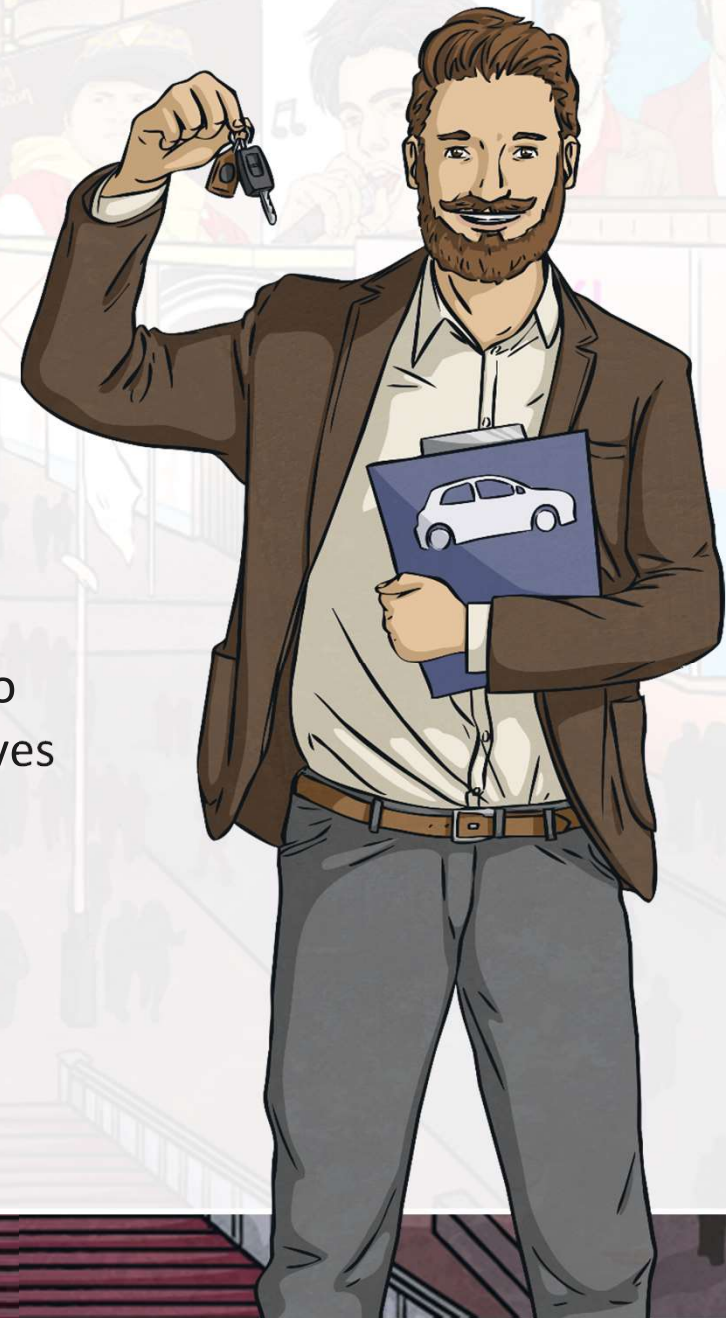
Celebrity Ambassador

Companies sometimes pay a famous person to use or endorse a particular product.

Companies know that seeing a celebrity drinking a particular drink, or wearing a particular brand of clothing can make that drink or brand seem more popular. This can make people want to use or buy the product.

This is what is called a **celebrity ambassador**.

The celebrities get paid a lot of money to be a celebrity ambassador. Nowadays, companies also pay people who make videos or stream themselves playing video games to use their products.



Advertising Guidelines

There are some general guidelines that advertising must follow. Those who make media must make sure their adverts follow these guidelines:

Adverts should treat everyone equally.

Adverts should not exaggerate, mislead or deceive.

Adverts should always be clear and truthful.

Adverts should not upset a child or cause them to have negative feelings.

Adverts should not promote an unhealthy diet or lifestyle.

'Fake News'

The media can give us information, but it can also give us **misinformation**.

Misinformation is false information, especially information which is deliberately intended to deceive.

Fake News is a form of misinformation. It could be completely made-up or it could be altering the facts of a news story to make it more sensational or controversial.

Fake News is usually created to grab people's attention, or to create **propaganda** to make a person or one side of an argument look better.

Propaganda is information given to promote one side of an argument. This is used quite often in politics.

WHAT HAVE YOU DONE FOR IRELAND?

What have you done for Ireland?
How have you answered the Call?
Are you pleased with the part you're playing
In the job that demands us all?
Have you changed the tweed for the khaki
To serve with the rank and file
As your comrades are gladly serving,
Or isn't it worth your while?

Can you meet the eyes of soldiers?
Or have you to turn away?
When they talk of the stay-at-home slacker
Have you never a word to say?
When you read the roll of honour
Of living and dead—what then?
Does the voice within approve you
As one to be ranked with men?

For if in Ireland's glory
Each soldier may claim his share,
So he who would shirk his duty,
His burden of shame must bear.
You who are strong and active,
You who are fit for the fray,
What have you done for Ireland?
Ask of your heart to-day!

Week 3 Thursday

- * I can evaluate TV adverts for their persuasive techniques.

Watch some of these adverts and decide how effective they are on a scale of 1-10.

Think about what they are trying to persuade you to do (buy / donate / change your opinion).

- * <https://youtu.be/6lRnlvS36Cc>

- * <https://youtu.be/uzfUciJMMil>

- * https://youtu.be/Z1c_zv-Maog

Watch them again and think about the techniques used.

What images are shown?

What sounds are heard?

What words are used?

* <https://youtu.be/6lRnlvS36Cc>

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

* https://youtu.be/Z1c_zv-Maog

Week 3 Friday

- * Learning Outcome / Objective
- * I can direct and create a TV advert.

Read through the model text.

- * In threes, work together to create the cereal box EnerGee's.
- * Use tablets to film the clips.
- * 1 person is Mom. 1 person is Boy. 1 Person is director and camera person.
- * Once filmed work on a laptop to import the clips into Movie Maker.
- * Use titles and transitions to follow the script to produce the TV advert.
- * Save the advert and play it to the class.
- * Discuss the similarities and differences in the adverts that all had the same script.

EnerGee's – TV advert Pt1

(A boy looks tired)

Mom: Why aren't you playing outside? It's such a lovely day!

Boy: I'm too tired, I don't have any energy

(Boy yawns)

Mom: Did you skip breakfast again? I bet you did! That's why you feel so tired!

(Mom sounding cross, hands on her hips)

Boy: I don't want to eat the same breakfast we always have! I want something new for a change!

(Mom lets out a sigh)

(Camera fades to black)

(The next day, breakfast time, the boy comes into the kitchen)

EnerGee's – TV advert Pt2

Mom: Good morning!
(Mom hands the boy a box of EnerGee's cereal)

Boy: What is this?
(Boy looks at the box with interest)
(Camera zooms in on box for five seconds, then zooms back out to show boy)

Mom: It's a new cereal that tastes great and gives you all the energy you need to
start your day!

(Boy pours cereal and milk into bowl and takes a bite)

Boy: Wow! This is great! Thanks mom for buying me EnerGee's!
*(Show boy playing outside on a sunny day, looking very energetic and happy,
upbeat music playing in the background)*

Narrator: EnerGee's are good for you and me! Take a taste and you will see they really
give you energy!

(Close up picture of EnerGee's box shows on screen)
(In bold writing: EnerGee's Cereal \$2.99 at a store near you!)

Week 4 Monday


- * Learning Outcome / Objective
- * I can research about endangered species.

Model researching online.

- * Show how to use search engines with 'and' 'or' etc.
- * Show how to look at web addresses to check for validity.
- * Show how to cross check from multiple sources to ensure accuracy of information.

Info...

- * Show your love for snow leopards
- * With its thick patterned fur, extra-large paws and unusually long tail, the elusive snow leopard is highly adapted to the cold, mountainous terrains of Central Asia. They've thrived here for hundreds of thousands of years, hunting wild animals and patrolling their enormous home range in search of mates. At least, this was the case until the species came under grave threat from habitat loss and fragmentation due to mining and development across the region. There could now be as few as 4000 snow leopards in the wild.

- 
- * The Tost region in South Gobi, Mongolia is one of the most important snow leopard habitats in the world. Here, as in all the areas snow leopards live, the species faces huge challenges. Mining, both illegal and legal, are prevalent in the region. As their habitat reduces, the big cats are forced into closer quarters with humans, exposing them to further risk of poaching and persecution from herders who fear for their livestock.
 - * *But there is hope. We've committed to support an innovative project in the Tost region for five years, investing £100,000 in the conservation of this unique and incredible species.*
 - * Working together with government and the local community, our team, led by Bayara Agvaantseren, has had remarkable success in founding the Tost Nature Reserve, a clearly delineated area in which legal mining no longer takes place. However, poaching still occurs within the protected area, mainly for the snow leopards' fur and their bones, which are used in traditional medicine. We are funding locals to be trained as professional park rangers, who will play a critical role in protecting these majestic animals from poachers.

<https://ptes.org/wp-content/uploads/2020/02/Snow-leopard-Milan-Matschke-Shutterstock.mov>

Read over this video – think about way things are said, pace, emotion etc.

A gift of £25 could provide a local ranger with a head torch and GPS unit to protect the snow leopards from poachers – will you help?

Most of us will never be lucky enough to catch a glimpse of a snow leopard. We can only imagine what it must feel like to spot this elegant and graceful beast gliding through the snowy mountains at dusk, on the prowl for its dinner. Given the reputation of big cats as predators, the snow leopard could be considered a gentle one as there are no reports of one ever attacking a human. The species is mostly solitary, only seen with other members when mating, or when raising cubs, who stay with their mother until they're about two years old. We don't know a huge amount about these shy animals, but we do know that they face many threats that could lead to their demise.

Together, we can help protect the incredible snow leopard from extinction – can you make a generous gift of £50 today?

As someone who cares about wildlife conservation, we know that you're as worried as we are about the snow leopard's future. And that's why we hope you can support this ground-breaking project with a donation today.

Thank you.

Planning

Close up of snow leopard walking



Sweet language – describe plight

Poachers



Harsh language

GPS chip



Hope – help

Long shot – family of snow leopards playing



You
Kindness
Save – donation

Shared write idea for advert to save snow leopards.

Camera angle	Close up on beautiful snow leopard	Close up on poachers and dead leopard	Close up on GPS chip	Long shot of family of leopards on snow mountains
Voice over / speech	The elusive snow leopard is highly adapted to the cold and has thrived for hundreds of thousands of years, but now the species has come under grave threat from habitat loss and fragmentation. There could now be as few as 4000 snow leopards in the wild.	Mining, both illegal and legal, are prevalent. As their habitat reduces, the big cats are forced into closer quarters with humans, exposing them to further risk of poaching and persecution from herders who fear for their livestock.	But there is hope. A gift of £25 could provide a local ranger with a head torch and GPS unit to protect the snow leopards from poachers – will you help?	Together, we can help protect the incredible snow leopard from extinction. As someone who cares about wildlife conservation, we know that you're as worried as we are about the snow leopard's future. And that's why we hope you can support this ground-breaking project with a donation today. Thank you.

Week 4 Tuesday

- * Learning Outcome / Objective
- * I can design a TV advert.
- * I can select what is being persuaded and how.

On you own, in pairs or in threes...

- * Decide what you would like to persuade someone.

Is it to buy something?

It is to change their opinion on something?

Is it to donate to a cause?

Research your product.

- * Find images – print a selection.
- * Create a brainstorm of ideas.
- * Think about the language choice you could use.

How will you present this?

- * Are you going to act out a few scenes (like in the Energee cereal advert)?
- * Are you going to show a selection of video clips or images?
- * Are you going to use a PowerPoint to show words and phrases?

Week 4 Wednesday

- * Learning Outcome / Objective
- * I can plan my advert.

Planning

- * Take your images / ideas / phrases from yesterday and begin to shape them into a script or storyboard.
- * Think about how long your advert will run for.
- * Practise saying things out loud to see how long it takes.

Week 4 Thursday

- * Learning Outcome / Objective
- * I can write my TV advert.

Create your script

- * Have a clear layout (select the one for the cereal as a script or the one for the snow leopard as a storyboard).
- * Either way it should be clear enough to hand to another group for them to create.
- * Once ready, begin to create your advert.

Week 4 Friday

- * Learning Outcome / Objective
- * I can create my TV advert.
- * I can evaluate the effectiveness my advert.

How persuasive was your advert?

- * Did it make you want to buy something / change your mind about something / donate to something?
- * What made it effective?
- * What could you have done to make it more effective?

Week 5 Monday

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

About Joseph Coelho

Y4 biography work on poets

What he is famous for:

Joseph Coelho's is famous as a poet who creates all sorts of other worlds through his poems. He uses wild ideas and unforgettable images, to invite us to dream about possible impossibilities. His poems turn everyday situations into mini-dramas.

His childhood:

Joseph grew up in Roehampton in the 1980s on the outskirts of London. He lived with his mum and his little sister. They lived in a tower block that has inspired many of his poems. He says that he wasn't able to read or write properly until he was seven years old, and the idea of being a writer did not occur to him when he was young.

His education:

At secondary school, Joseph began to write poetry. His first poem was titled "Unbearable" and it was about a bear! He said he found this funny, but his teachers did not think it was very good. He studied archaeology at university and then had lots of different jobs. He was a gym instructor, salesman and an 'extra' on film sets!

His success:

Joseph continued to write plays and poems for theatres. Some of his poems were published in anthologies by Macmillan books. Then in 2012 he met Janetta Otter-Barry at the London Book Fair and showed her some of his poems. She agreed to publish them and his very first poetry collection Werewolf Club Rules was published in 2014.

About Julia Donaldson

Y4 biography work on poets

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.

About Shirley Hughes

Y4 biography work on poets

Shirley Hughes was one of the best-loved and most innovative creators of books for young children. She wrote 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 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 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 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 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.

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

In 1999, she was awarded an OBE and in 2022 she died.

What is a Biography?

A **biography** is a true story about someone's life, written by someone else. Biographies tell us about famous people or ordinary people who have done exciting things. They usually center on one person's life and how they have contributed to the world.

Biographies offer us a way to experience adventures by reading about others who have accomplished amazing things.

A biography is a text written about someone else's life



Features of a Biography

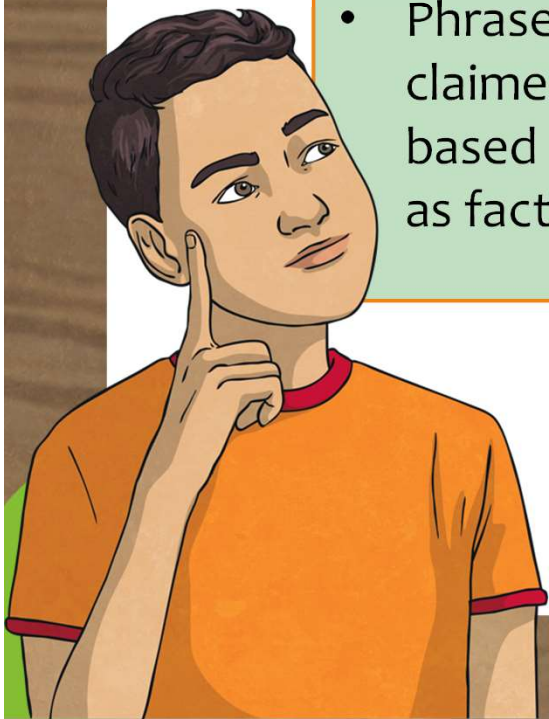
A biography text may feature some of the following:

- tells real life stories
- gives facts about a person's life
- includes details such as the place and date that the person was born (and died, if they're no longer living)
- describes a person's importance to the world or why they are famous
- may describe the person's early life and childhood
- should include the person's achievements, accomplishments and any challenges they overcame
- may include descriptions of the person's personality and what they were like
- is usually written in chronological order (in time order)
- should include photographs, pictures and captions

Language Used in a Biography

The language used to write a biography should include the following:

- formal language
- past tense
- dates to identify specific details around when things happened to the subject of the biography
- Phrases such as: 'It is believed', 'It was thought', 'Many people claimed', 'There was a rumour that' etc. to show that the text is based on stories and histories and so may not be able to be stated as fact



Biography Subjects



Biographies may be written about athletes, artists, writers, historical figures, world leaders, inventors, actors, musicians, comedians, scientists, or anyone else who has made a contribution to society throughout history.

Who would you like to write a biography about?

Mini Biography Example Text

Roald Dahl



Roald Dahl was born on 13 September 1916, in Llandaff, Cardiff. His parents were Norwegian.

He did not start writing for children until he had children of his own. His first-ever children's book published was in 1943 entitled 'The Gremlins'. It is said that Dahl was never very fond of this book.

Roald Dahl LOVED chocolate, but not chocolate cake or ice cream! Maybe this is why he chose to write about Willy Wonka's Chocolate Factory.

He always wrote his stories in pencil on yellow paper. He would write in a small hut in his garden.

Before becoming a beloved children's author, Dahl was a hurricane fighter pilot and spy during World War II.

Roald Dahl died At the age of 74 on the 23rd of November 1990. He is buried in St Peter and Paul's Church in Great Missenden, England.

Week 5 Tuesday

- * Learning Outcome / Objective
- * I can rate the effectiveness of a biography.
- * I can give personal opinions with justifications.

J.K. Rowling Fact File

Biography

J.K. Rowling is the best-selling living author in the UK and her books are popular all over the world. Rowling has named Jane Austen and C.S. Lewis as a few of her favourite writers.

She was born Joanne Rowling on 31st July 1965, in Gloucestershire. Joanne enjoyed writing fantasy stories from an early age, reading them to her younger sister. Having graduated from university, she moved to London to work as a researcher for Amnesty International, an organisation which works to protect human rights around the world. Rowling also lived and worked in Manchester.

It was in 1990, when she was on a delayed train journey from Manchester to London that the idea for a series of books came into her head. Sadly, during the writing of the first Harry Potter book, her mother died. Rowling decided to introduce more detail about the loss of the main character's parents as she knew how it felt. Joanne used her own life as inspiration for many other ideas in the book, for example, her parents met at Kings Cross Station which is where Harry Potter catches the train to school.

Name:

Joanne Rowling

Born:

31st July 1965

Place of birth:

Gloucestershire, UK

Occupation:

Writer, Author



Photo courtesy of S. Hill - granted under creative commons license

After living and working as an English teacher in Portugal, Rowling moved to Edinburgh with her daughter. Those early days of living in Scotland weren't easy for Joanne as she had no job. She gave her spare time to finishing her book. When the story was finally complete, it was sent to 12 different publishing houses, all of which turned it down. In 1997, the book was finally published by Bloomsbury under the name J.K. Rowling. As Joanne didn't have a middle name, she used her grandmother's name, 'Kathleen' in her initials. Shortly after, the book won its first award and proved to be very popular. She later released the next book, 'Harry Potter and the Chamber of Secrets', followed by 'Harry Potter and the Prisoner of Azkaban'. The next book in the series, Harry Potter and the Goblet of Fire, broke sales records in both the UK and America. Rowling was also named Author of the Year at the 2000 British Book Awards and 'Harry Potter and the Goblet of Fire' broke sales records in both the UK and America. Rowling was also named Author of the Year at the 2000 British Book Awards and awarded an OBE for writing such popular children's books.

The final book in the series, 'Harry Potter and the Deathly Hallows', was released in 2007 and became the fastest-selling book in history. Since the last Harry Potter book, Rowling has written other books linked to the original Harry Potter series. She has also written stories for adults and continues to write more new material.

Today, original copies of 'Harry Potter and the Philosopher's Stone' sell for around £20,000 and the series has been translated into 65 languages. The books were also made into very successful films.

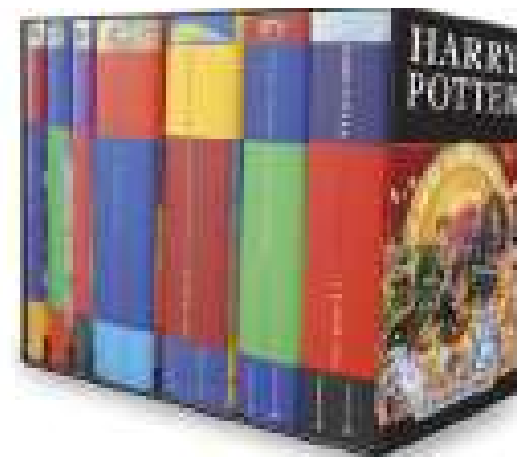


Photo courtesy of regentrightedge @ flickr - posted under creative commons license

Tell me...

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

ROALD DAHL

Roald Dahl was born on 13th September 1916 in Llandaff, Wales. His parents were from Norway. He had an older sister called Astri, but in 1920, she died when she was only 7 years old. Roald's father was so sad that he fell ill from pneumonia. A few weeks later, he also died.



His mother was a great story teller and had a fabulous memory. Roald remembered many tales she told about trolls and other mythical Norwegian characters.

His mother was a great story teller and had a fabulous memory. Roald remembered many tales she told about trolls and other mythical Norwegian characters.

Although Roald had a happy home life, he had an unhappy time at his school in Wales, and was often 'caned' for bad behaviour. His mother sent him to boarding school in Weston-Super-Mare. He was just nine years old when he arrived at St. Peters School and met the all-powerful Matron who "disliked small boys very much indeed" and the cane-wielding Headmaster.

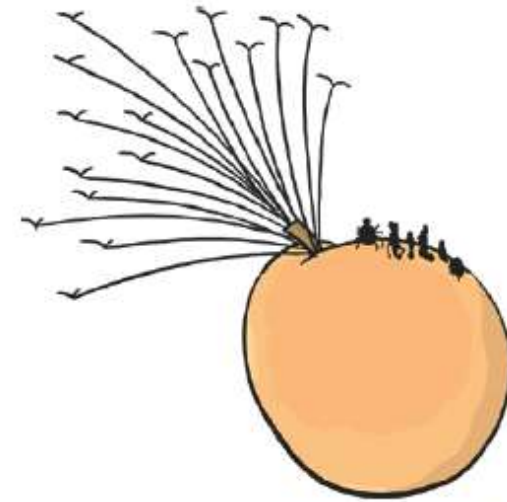


At the age of 13, Roald attended Repton Public School in Derbyshire. He was happier here. He was brilliant at sports and was very good at boxing. The boys at the school were sometimes asked to be chocolate testers for a famous chocolate company and this experience later

inspired the book 'Charlie and the Chocolate Factory'.

Over the next few years, Roald Dahl worked in Africa for an oil company and then enlisted in the Royal Air Force during the Second World War.

In 1940, Roald Dahl was posted to Libya where he flew a Gloster Gladiator plane. He crashed in the Western Desert in North Africa, and suffered such severe injuries to his head and back that he had to stay in hospital in Egypt for six months. He returned to the RAF but,



after a while, he began suffering terrible headaches from his accident. This meant he had to leave because he could not fly planes anymore.



In 1942, Roald was posted to Washington in the USA to work as an assistant air attaché. He met the author C.S. Forester, who suggested that Roald should write about his experiences

flying planes in the desert. Roald started writing articles for newspapers.

He met and married actress Patricia Neal. They lived in Great Missenden in Buckinghamshire, England. He wrote many of his famous stories there. Roald Dahl and Patricia Neal had five children; Olivia, Tessa, Theo, Ophelia and Lucy. However, Olivia tragically died at the age of 7 from an illness.



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Roald Dahl started telling his amazing stories to his children at bedtime. He realised how much his own children enjoyed his stories and decided to write them down for all children to enjoy. 'James and the Giant Peach' was his first published children's book.



Roald Dahl had a great talent for seeing the world through children's eyes. He said, "If you want to remember what it's like to live in a child's world, you've got to get down on your hands and knees and live like that for a week. You'll find you have to look up at all these giants around you who are always telling you what to do and what not to do."

He had a passion for encouraging children to read. He believed that children should be "comfortable with a book, not daunted. Books shouldn't be daunting, they should be funny, exciting and wonderful; and learning to be a reader gives a terrific advantage."

Tell me...

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

Usain Bolt

Biography

So, how do you become the best sprinter of all time?

Usain St. Leo Bolt once said, 'When I was young, I didn't really think about anything other than sports.' Whilst at secondary school, Usain focused on sprinting, which led him to win his first High School Championships medal. Since then he has set new world records, overcome injuries, won many medals, become a hero in his home country of Jamaica and he hasn't even finished yet!



Usain was born on 21st August 1986, in Jamaica. As a child, he really enjoyed playing football and cricket.

Bolt took part in his first race whilst at primary school, however, at that time he preferred playing cricket. In an interview, he once said that if he hadn't become a sprinter, he would have loved to be a fast bowler like his cricketing hero, Waqar Younis.

At high school, Usain focused on sprinting and won his first silver medal in the 2001 High School Championships. His talent caught the eye of former Jamaican Olympic sprinter Pablo McNeil, who went on to become his coach. Pablo would sometimes get frustrated with Bolt as he didn't always take his training seriously and liked playing practical jokes.

The 2001 World Youth Championships was Usain's first appearance on the world stage. He didn't win any medals but he did set a new personal best in the 200m race. The World Junior Championships came next and it was here that Bolt became the youngest World Junior gold medallist.

Olympic Games	Event	Medals
2008 Beijing	100m, 200m, relay	Gold
2012 London	100m, 200m, relay	Gold
2016 Rio De Janeiro	100m, 200m, relay	Gold

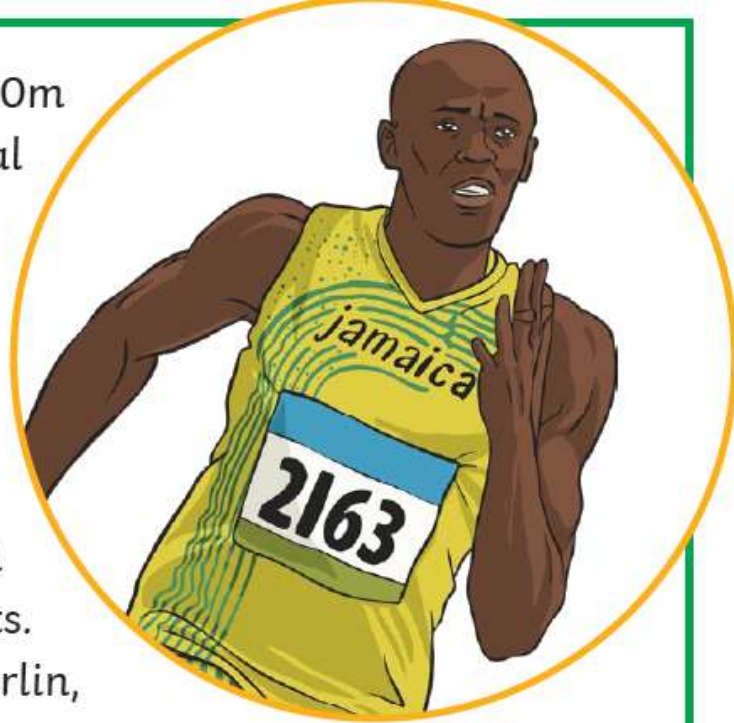
In 2004, Usain became the first junior sprinter to run 200m in under 20 seconds. It was then that he turned professional and was given a place on the Jamaican Olympic team. He went to the Olympic Games in Athens in 2004 but a leg injury stopped him from winning any medals.

As the years passed by, Usain took his sport more seriously and began to train harder to win events. At the 2008 Beijing Olympic Games, he broke more world records and won gold in the 100m, 200m and relay events. This was followed by the World Championships in Berlin, where he improved his times even more.

Bolt competed in the 100m, 200m and relay at the London 2012 Olympic Games and won gold in all three events again. After the races, a fellow runner said, 'There's no doubt he's the greatest sprinter of all time.'

During the 2016 Rio Olympics, Bolt yet again won gold in all three races (100m, 200m and relay) and was also awarded the 'triple-triple' meaning he had won gold in 3 events in 3 Olympic Games. However this amazing achievement didn't last long as in 2017, Bolt and his team mates were stripped of the gold medals from the 100m relay in the Beijing Games due to one of his teammates being disqualified for taking a banned substance.

In 2017, at the World Athletics Championships, Bolt's success didn't continue. He won a bronze medal in one event and in another, he collapsed on the track with a hamstring injury and had to be helped across the finish line by his teammates. This was Bolt's final ever race.



Tell me...

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

What is the purpose of a biography?

- * Why have you favoured certain biographies above others?
- * What is it that makes a great biography?

Week 5 Wednesday

- * Learning Outcome / Objective
- * I can recognise the use of more advanced punctuation.
- * I can use a colon and semicolon to mark clauses.

Colon, Semi-Colon or Dash?

What do you know about these three punctuation marks? Tell your partner.

:

A colon can be used to:

- introduce a list
- separate two independent clauses when the second clause explains or illustrates the first clause

;

A semi-colon can be used to:

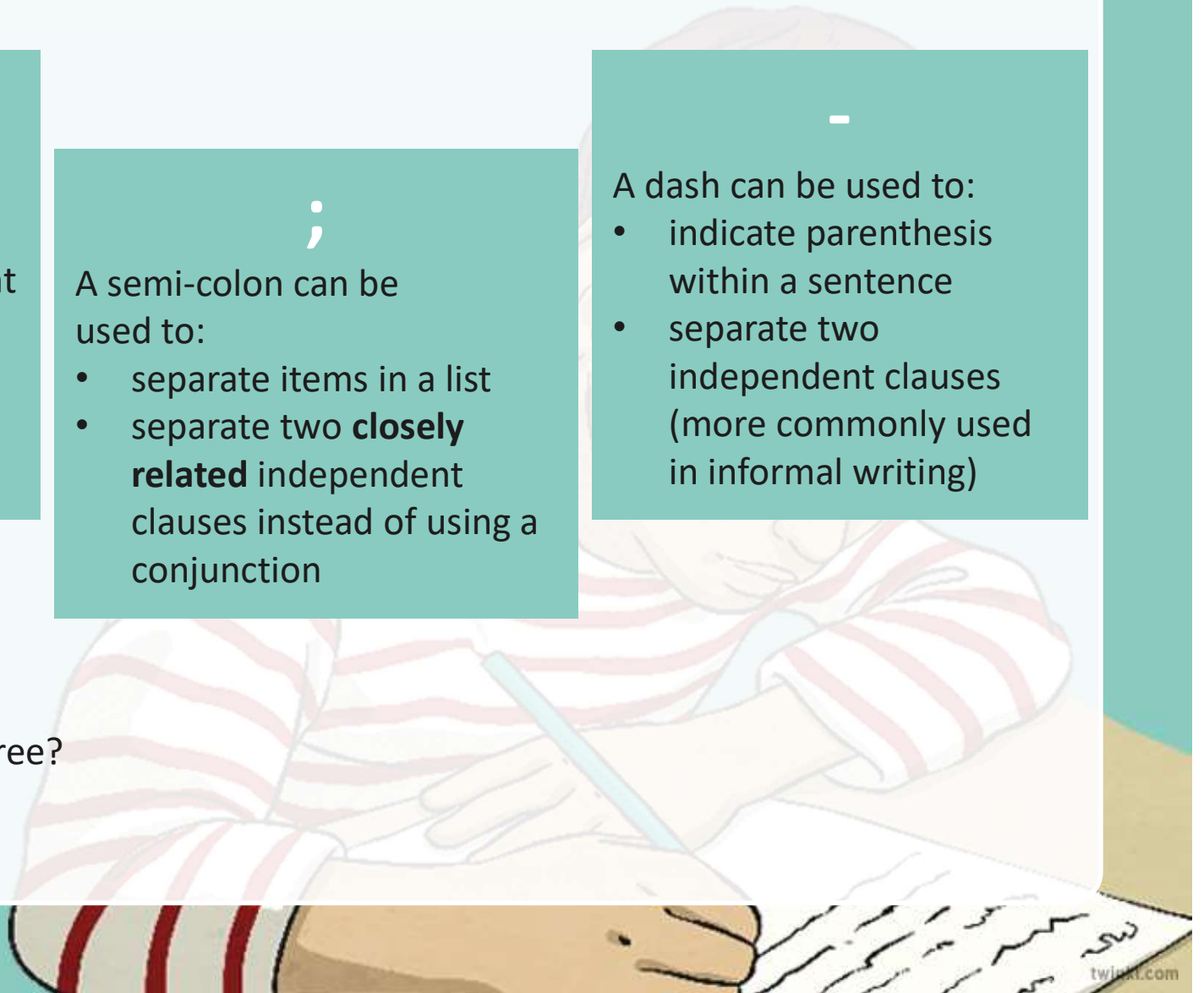
- separate items in a list
- separate two **closely related** independent clauses instead of using a conjunction

-

A dash can be used to:

- indicate parenthesis within a sentence
- separate two independent clauses (more commonly used in informal writing)

Do you and your partner agree?



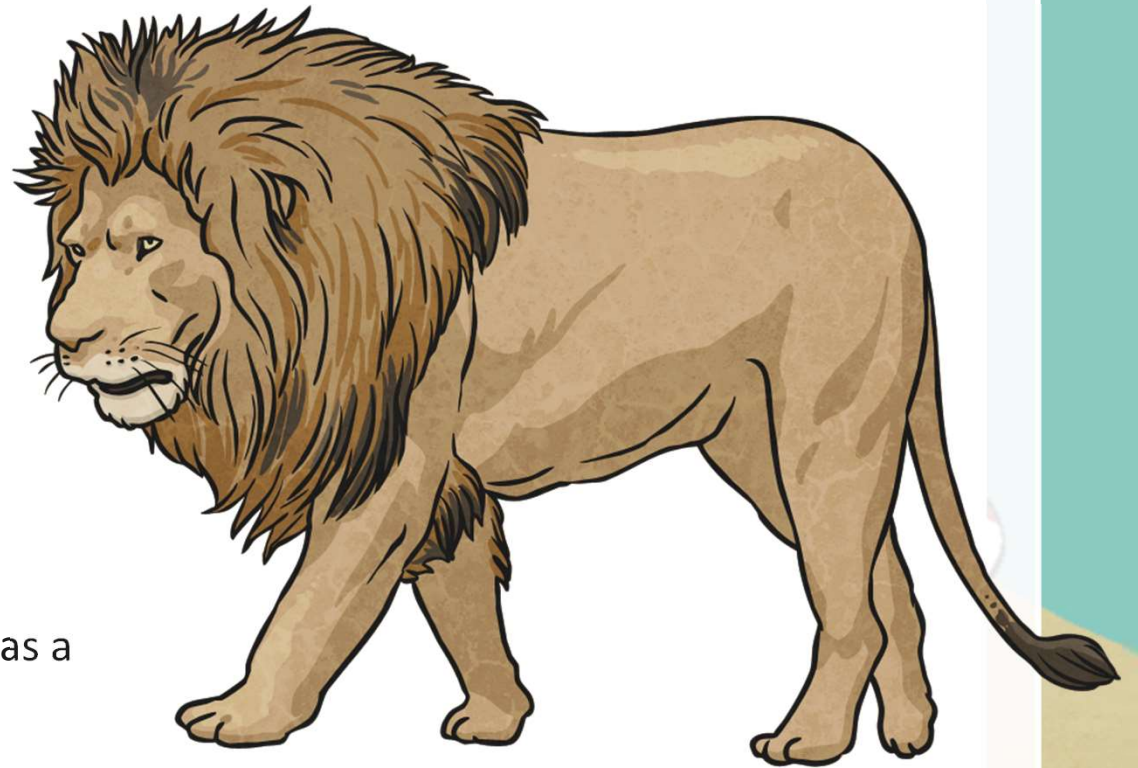
What Is an Independent Clause?

We are focusing on colons, semi-colons and dashes used to separate or link two independent clauses. So what is an independent clause?

An independent clause is a clause that can stand on its own.

The **safari** **was** amazing.

An independent (or main) clause always has a **subject** + a **verb** = complete thought.



Independent or Not?

Sort the following clauses depending on whether they are independent or dependent (cannot stand on their own – can be called ‘subordinate clauses’):

my dog loves bananas

we visited London

when we visited London

if we go to the Moon

because my dog
loves bananas

we will go to the Moon

Independent Clause	my dog loves bananas we visited London we will go to the Moon
Dependent (Subordinate) Clause	when we visited London if we go to the Moon because my dog loves bananas

Do They Link?

We are focusing on joining two independent clauses so they **must** make sense alone but they also must be linked in some way if we are going to use a semi-colon, colon or dash in place of a full stop. In the following examples, decide whether it is possible to link the independent clauses or if a full stop is needed:

James enjoys playing tennis

: ; -

he doesn't like football.

He was late for school

: ; -

his alarm clock hadn't gone off.

After school, I played outside

.

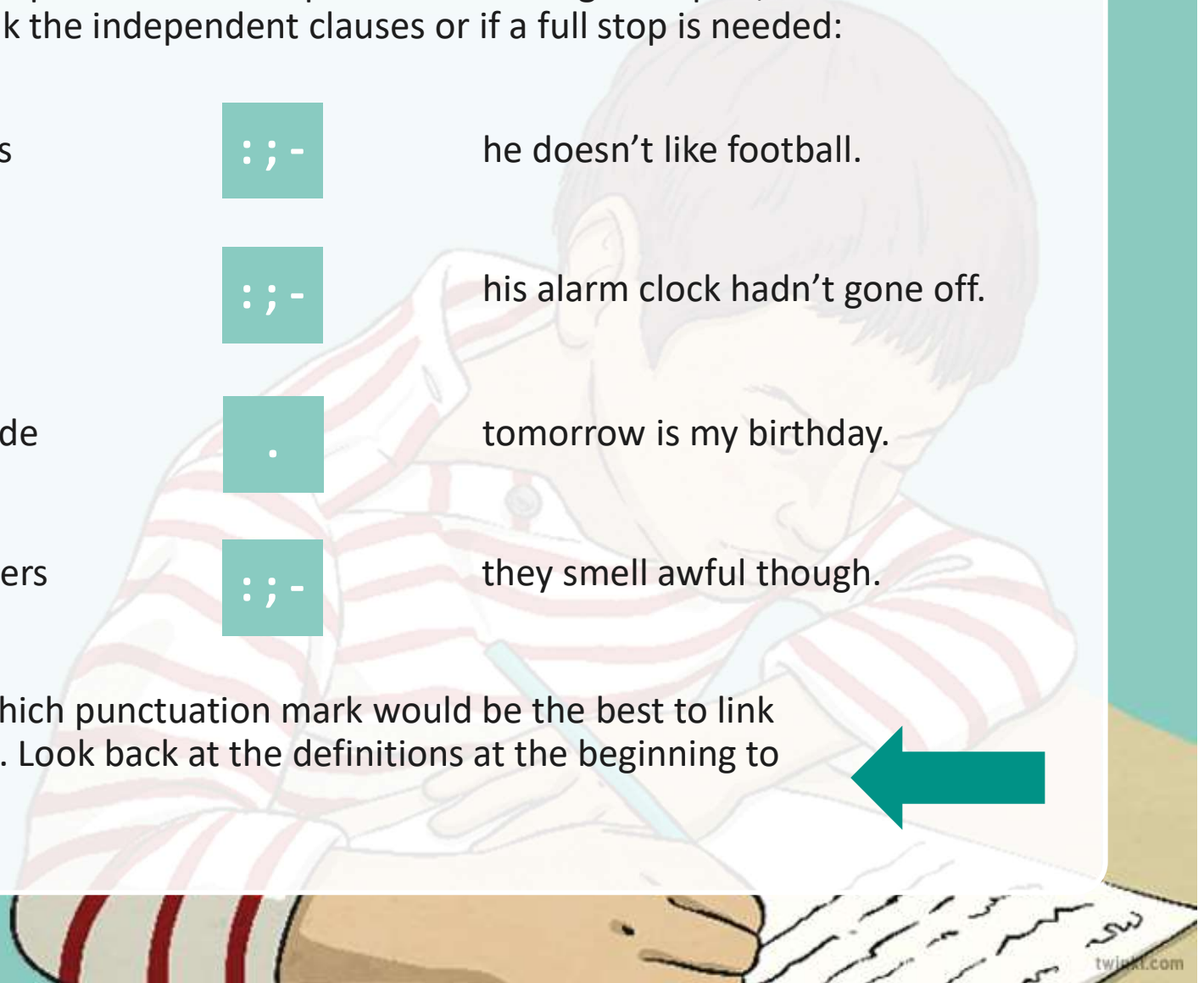
tomorrow is my birthday.

Lilies are my favourite flowers

: ; -

they smell awful though.

Now we will think about which punctuation mark would be the best to link these independent clauses. Look back at the definitions at the beginning to remind you.



Semi-Colons

Where should the semi-colons be in the following sentences to separate the two independent clauses?

James enjoys playing tennis ; he doesn't like football.

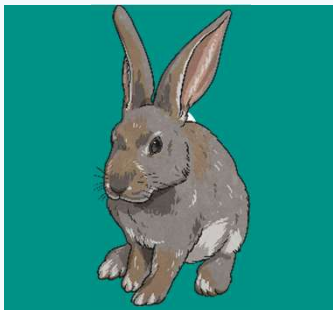
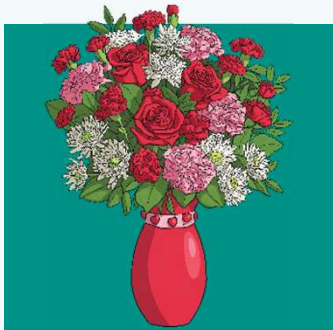
I enjoyed my swim this morning ; I felt exhausted afterwards.

The witch lives in a small cottage in the woods ; the dragon lives in a cave.



Your Turn – Semi-Colons

Choose a mystery box. Write two independent clauses to describe the picture and separate them with a semi-colon:



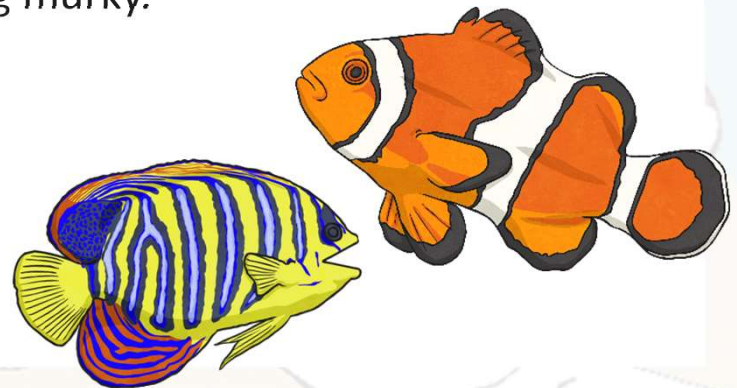
Colons

Where should the colons be in the following sentences to separate the two independent clauses?

He was late for school : his alarm clock hadn't gone off.

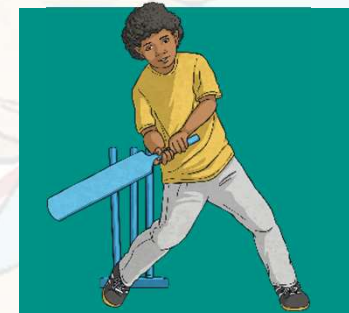
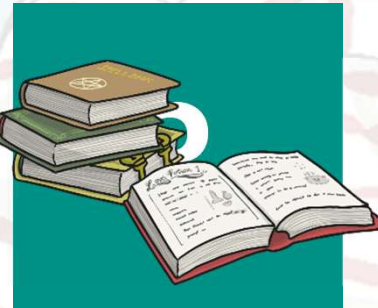
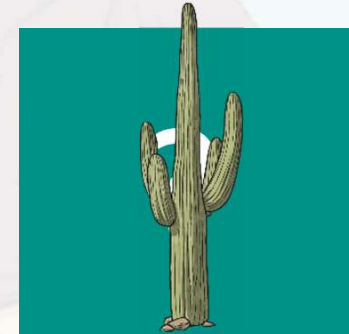
I have very little time to learn French : the school trip is in a few weeks.

You need to clean the fish tank out : the water is getting murky.



Your Turn – Colons

Choose a mystery box. Write two independent clauses to describe the picture and separate them with a colon:



Dashes

Where should the dashes be in the following sentences?

Lilies are my favourite flowers — they smell awful though.

My younger brother can be good fun — he can also be a complete pain at times.

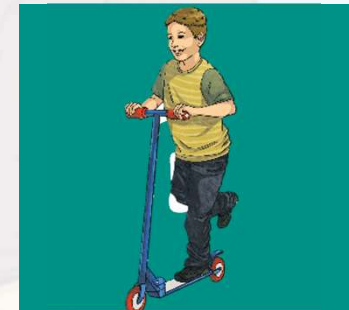
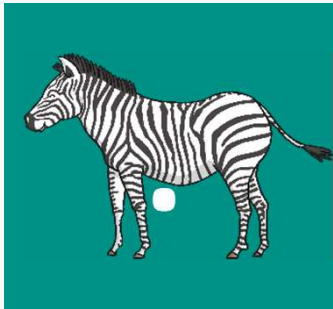
I enjoy playing on my trampoline — I can jump higher than my sister.

Do you notice how these sentences are slightly more informal?



Your Turn – Dashes

Choose a mystery box. Write two independent clauses to describe the picture and separate them with a dash:



Am I Right?

Read the following sentences and decide whether I've used the correct punctuation:

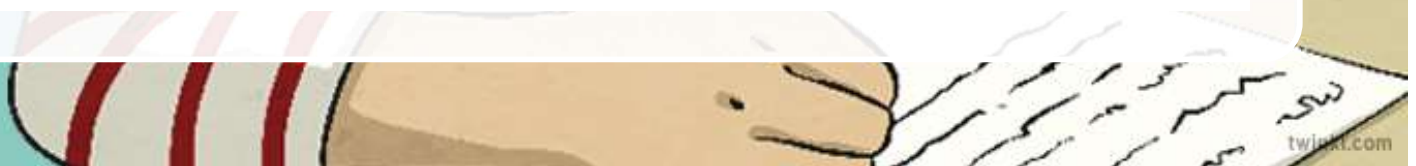
We often go to the library on Tuesdays, we choose lots of new books.

Wendy was excited about the trip to the aquarium, she mostly wanted to see the sharks.

My sister really likes ice-cream, her favourite flavour is strawberry.



You cannot use a comma to separate two independent clauses – we call this a **comma splice**. To correct these sentences you would need to change the commas to be either **colons**, **semi-colons** or **dashes**. Which would you choose? Why?



Super Sentences

Can you write descriptions of these photos? Write two independent clauses and link them with either a colon, semi-colon or dash:



I enjoy cooking with my grandad; I particularly like baking cakes.



Walking along the beach was great fun – me getting splashed by the waves was hilarious.

Quick Quiz 1

Put colons, semi-colons or dashes into these sentences:

The school fair was a huge success : over £800 was raised for the new library.

Trekking through the jungle was exhausting ; the hikers were worn out.

Ava really disliked banana milkshake — she said it tasted like smelly socks.

I spent the afternoon playing tennis ; my arm was aching this evening.



Quick Quiz 2

Do these sentences have the correct punctuation? Please mark my work for me and correct anything that is incorrect:

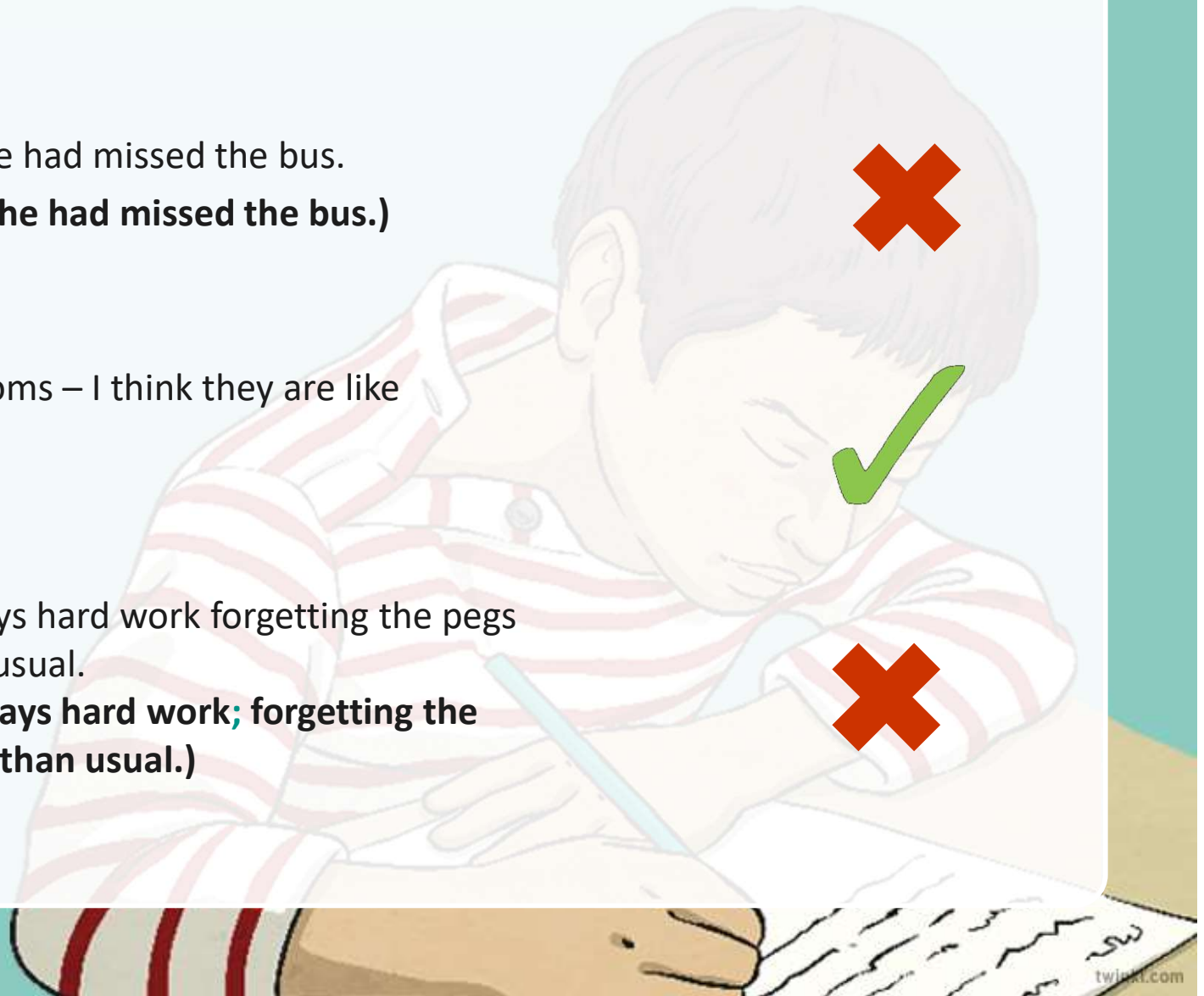
Fred was late for school, he had missed the bus.

(Fred was late for school; he had missed the bus.)

I have never liked mushrooms – I think they are like slimy slugs in your mouth.


Putting up the tent is always hard work forgetting the pegs made it even harder than usual.

(Putting up the tent is always hard work; forgetting the pegs made it even harder than usual.)



Quick Quiz 3

Match the independent clauses and decide which punctuation to use to link them:



Walking is great exercise	:	he is the messiest person in the world!
We enjoy spending time in the museum	;	they came first in the national competition.
The choir were overjoyed	:	it is an inexpensive way to keep fit.
I don't like sharing a room with my brother	-	the dinosaurs are my favourite part.

Model text - look closely to see how colons, dashes and semicolons have been used here.

Tom is their eldest child: his two brothers, William and Ben, are three and five years younger than him.

He specialises in platform dives - both as a solo athlete and in synchronised events.

He has admitted that he found being away from home very difficult as a young child, and when Tom was placed in a competitive squad and began travelling to diving events, his father decided he would give up his job and accompany Tom on the road; had he not been there, Tom might not have become so successful.

Progress, achievements and awards came thick and fast after that for Tom: he was junior 10m champion at the British Championships in 2005, 2006 and 2007; BBC 'Young Sports Personality of the Year' award winner three times and by the age of 14, he was Britain's youngest competitor at the 2008 Beijing Olympics.

Because of this, Tom's parents moved him to a new school; he was much happier there.

Tom Daley

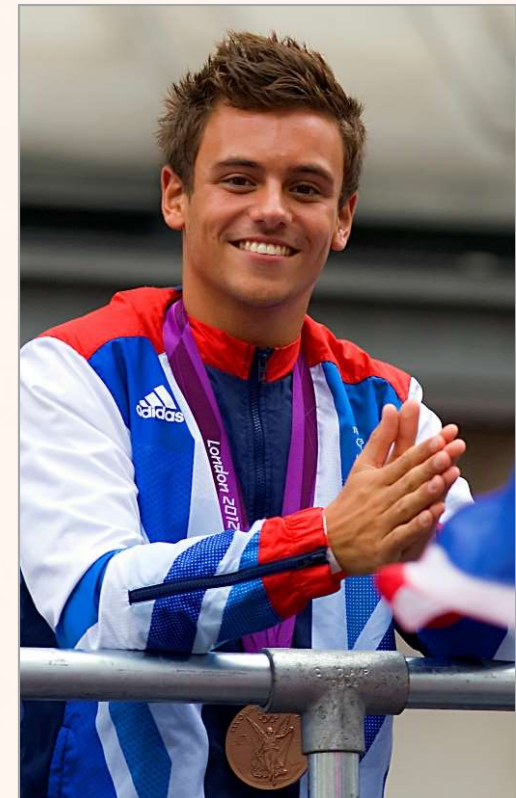
Wow! Who is that figure twirling through the air high above the swimming pool, and what is he all about? Read on and find out...

Introduction

British diver Tom Daley has represented his country in many competitions worldwide, including four Olympic Games. He specialises in platform dives - both as a solo athlete and in synchronised events.

Family and Early Life

Thomas Robert Daley was born in Plymouth on 21st May 1994. His father, Rob, trained as an electrician while his mother (Debbie) was a housewife. Tom is their eldest child: his two brothers, William and Ben, are three and five years younger than him. Tom attended local schools and, despite his education being interrupted by competitions, he still achieved great exam results at his secondary school.



Sporting Beginnings

Having learned to swim at the age of four, Tom then began diving lessons at his local pool aged seven. Although, he was also keen on other sports including judo. He was soon spotted by diving coach Andy Banks, who became his trainer when Tom was eight years old. From that age onwards, Tom was part of an increasingly intensive training regime – including regular lessons and training camps in other cities. He has admitted that he found being away from home very difficult as a young child, and when Tom was placed in a competitive squad and began travelling to diving events, his father decided he would give up his job and accompany Tom on the road; had he not been there, Tom might not have become so successful.

First Signs of a Star

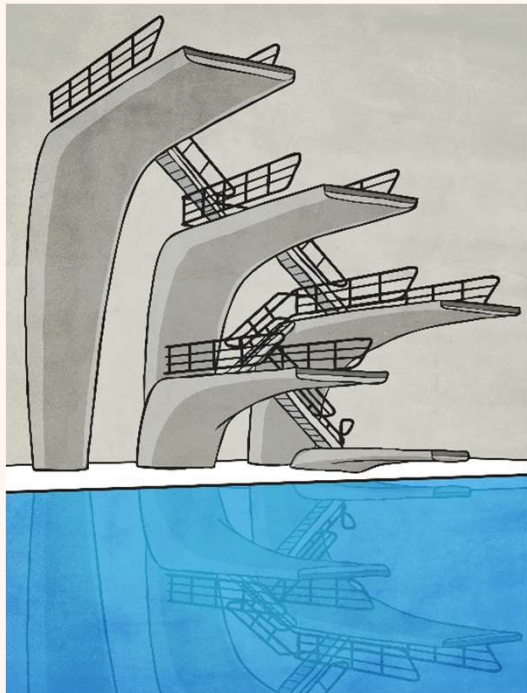
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Family Tragedy

Sadly, Tom's biggest supporter – his father – was diagnosed with a brain tumour when Tom was only 12. He died in 2011. Tom was devastated by the loss and has credited his dad with making him the person he is today.



Poster Boy

In the lead-up to the London 2012 Olympic Games, Tom was one of the British athletes promoting the Games around the country. He won a bronze medal in the individual 10m dive (which he dedicated to his late father) but unfortunately finished 4th in the synchronised event.

After the success of the 2012 Games, Tom returned to training and school, studying hard for his exams. He became a celebrity supporter of ChildLine, a children's helpline run by the NSPCC, and revealed that he had been bullied earlier in his schooldays. Because of this, Tom's parents moved him to a new school; he was much happier there.

Competition success continued meanwhile, and in 2016, Tom was selected for the Rio Olympics. He was hugely disappointed not to win a medal in the individual event but that was partly forgotten when he and partner Daniel Goodfellow won bronze in the synchronised 10m dive.

His fourth appearance at the Olympic Games in Tokyo in 2021 (at the age of 27) saw Tom finally win a gold, when he and his partner, Matty Lee, gained the highest score from the judges in the men's 10-metre synchronised diving event.

Dedicated Sportsman

Tom is seen as an inspiration for young sports fans across the United Kingdom. His determination and willingness to train incredibly hard make him an excellent role model. As Tom says, “Oh, you have to want it more than anything. It has to be the biggest thing in your life – otherwise why would you do it?”

Family Life

Tom Daley married Dustin Lance Black, LGBTQ+ rights activist, film and TV producer, director and screenwriter, in 2017. They met at an industry event, with Daley later saying that it was, 'a real love-at-first-sight thing'. They both have a child together, whose name is Robert Ray Black-Daley. The family live together in London.

Week 5 Thursday

- * Learning Outcome / Objective
- * I can recognise the use of more advanced punctuation.

Model text - go through the text and find examples of advanced punctuation used.

Can you spot:

- * Parenthesis marked with commas, dashes or brackets?
- * Commas to mark fronted adverbials?
- * Colons to start lists?
- * Colons to separate dependent clauses?
- * Semi-colons to divide items in a list?
- * Semi-colons to separate independent clauses?

Remember. . .

;

Semi-colons can be used to link independent clauses and separate items in a list.

:

Colons can be used to link independent clauses and introduce a list.

—

Dashes can be used to link independent clauses and mark out extra information in sentences.

Tom Daley

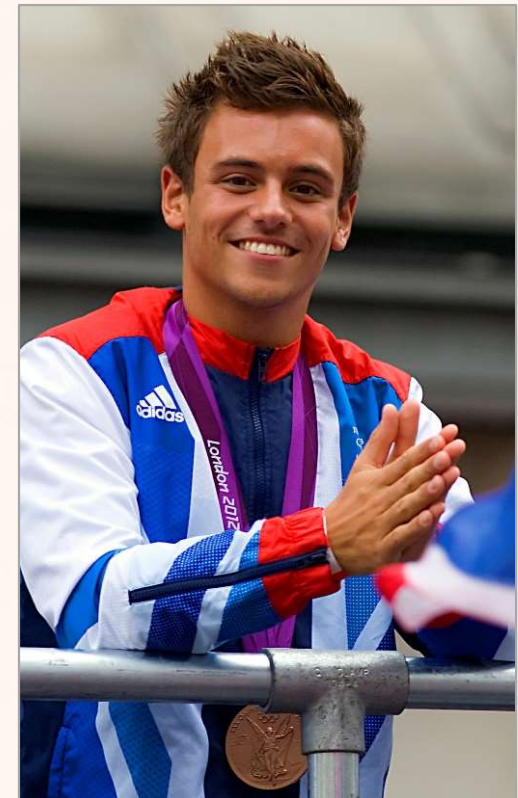
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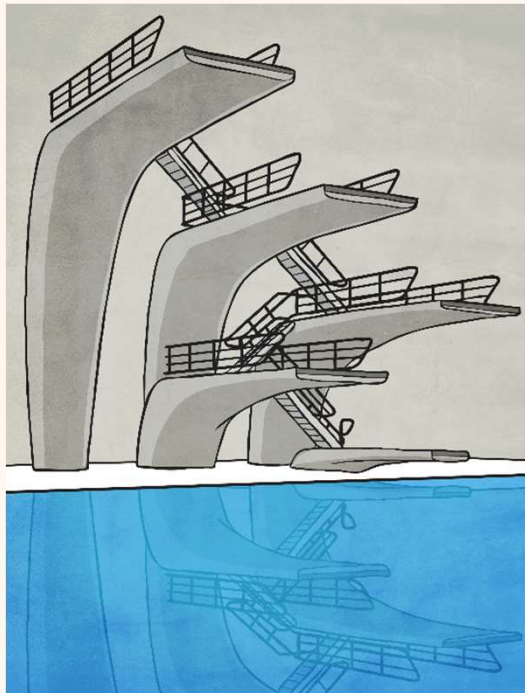
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Week 5 Friday

- * Learning Outcome / Objective
- * I can recognise the distinct sections needed in a biography.
- * I can recognise the importance of chronology.

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:

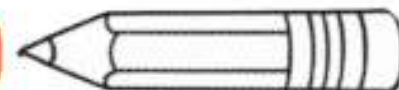
- third person pronouns, such as:
he, she, they,
himself, herself,
it, their, them

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



Does your biography include...

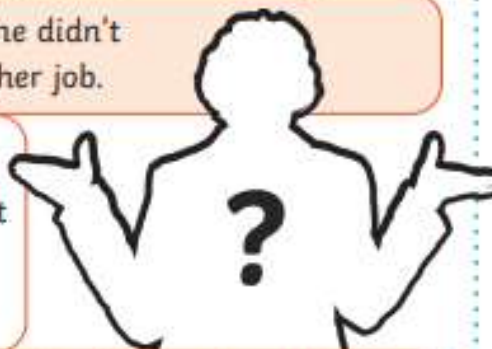
an introduction that summarises the main events of a person's life?	
information about the key events in the person's life in chronological paragraphs?	
specific facts about achievements, influences and significant people?	
their feelings about different points and events in their lives?	
quotes from the person themselves or other key people in their life?	
a conclusion about how they are/will be remembered?	

Passive Verb Examples

The programme was changed by the producers.
 The company was run by Sue and her husband for over 20 years.
 The entire neighbourhood was destroyed by the fire.
 Money was generously donated to help him complete his dream.
 His pictures were viewed by the world.

Modal Verb Examples

He realised he should probably change professions.
 They knew that their project just might make a difference.
 She understood that if she didn't succeed, she would lose her job.
 Going over her research, scientists discovered that she may be right about the future.
 His heart told him he could do it if he put his mind to it.

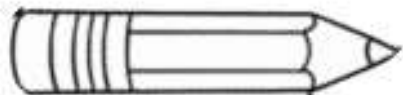


Word Bank

hard-working	lived	grew up	knew
well known	enjoyed	decided	wanted
felt	determined	child	adolescent
adult	successful	became	thought
parents	inspirational	motivational	celebrity
renowned	struggled	achieve	competition
physical	profession	develop	privilege

Fronted Adverbials

- Once,
- **During...**
- After,
- **As an adult,**
- Next,
- **Since,**
- Then,
- **As a child,**
- When...,
- **Eventually,**
- When she/he was...,
- **Soon,**
- Finally,
- **In (year),**
- Once they were...,



An Excerpt from Twinkl's Biography on Tom Daley

Key Features

introduction

key events

specific facts

personal feelings

quotes

Introduction

British diver Tom Daley has represented his country in many competitions worldwide, including four Olympic Games. He specialises in platform diving - both as a solo athlete and in synchronised events. In the 2021 Tokyo Olympics, he won his fourth Olympic medal: a gold for a 10m synchronised dive with his dive partner Matty Lee. His determination and willingness to train incredibly hard make him an excellent role model. As Tom says, "Oh, you have to want it more than anything. It has to be the biggest thing in your life - otherwise why would you do it?"

Family and Early Life

On 21st May 1994, Thomas Robert Daley was born in the port town of Plymouth to Rob and Debbie Daley. His father trained as an electrician while his mother was a housewife. Tom is their eldest child: his two brothers, William and

Ben, are three and five years younger than him. As a child, Tom attended local community schools and (despite his education being interrupted by competitions) achieved great exam results at his secondary school.

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Having learnt to swim at the age of four, Tom then began diving lessons at his local pool aged seven. Although diving was his main passion, he was also keen on other sports including judo. He was soon spotted by diving coach, Andy Banks, who became his trainer when Tom was eight years old. From that age onwards, Tom was part of an increasingly intensive training programme - including regular lessons and training camps in other cities. He has admitted that he found being away from home very difficult as a young child. When Tom was placed in a competitive squad and began travelling to diving events, his father decided he would give up his job and accompany Tom on the road. Had he not been there, Tom might not have become so successful.

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Who Was Mary Seacole?

Mary Seacole (born Mary Grant) was a British-Jamaican woman who became famous in the 19th century as 'Mother Seacole' due to her work caring for injured soldiers in the Crimean War.

Mary's Early Life

Mary Anne Grant was born in 1805 in Kingston, Jamaica. Her father was a Scottish soldier and her mother was a well-known Jamaican 'doctress', who treated people using herbal remedies (such as aloe vera and ginger). Mary also had two siblings, Edward and Louisa.

As a child, Mary was fascinated by her mother's work and practised the skills she learned using dolls and pets as patients. By the age of 12, she was helping her mother as a nurse. Because of her father's connections, she was also able to travel twice to visit England in her teens and this made her quite unusual for a black person at that time.

When she was 31, Mary married a naval officer called Edwin Horatio Seacole. She was a good businesswoman and together they ran a successful store. Unfortunately, her husband died only eight years later. In 1853, she went to Panama, where her brother lived, and opened a hotel for the gold miners there. She continued to look after ill people and even risked her own life to care for the victims of an illness called cholera.



The Crimean War

The Crimean War began in 1854. Mary was determined to help the soldiers so she travelled to London and offered to go with Florence Nightingale's nurses. However, this was a time of racial prejudice, which meant that black people were not allowed to do certain things. The government refused to co-operate with her, probably because of racial narrow-mindedness.

Instead, Mary and Thomas Day (a family friend) went to Crimea together taking medicines and stores. There they set up the 'British Hotel', which was a simple building that provided medicine and hot food to fortify the soldiers. Additionally, she sold clothing and blankets to make them comfortable. Unlike Florence Nightingale, Mary Seacole treated the soldiers' injuries even in the thick of the fighting. They called her 'Mother Seacole' because she was so kind. She said in her autobiography, "It was the grateful words and smiles which rewarded me."

Mary's Old Age

At the end of the war in 1856, Mary returned to England with very little money. However, veteran soldiers started a campaign to help her and she was therefore able to live comfortably until her death on 14th May, 1881. Some people have criticised her fame because she was not a real nurse like Florence Nightingale but she must be regarded nowadays as an excellent role model for doing good work in difficult and dangerous situations.



Name:

Date:

Writing a Biography

What is the date and place of their birth and death?

Who are their family members? What do you know about them?

What accomplishments did they achieve in their lifetime?

What were some of the major events in their life?

What impact have they had on society? How will they be remembered?

Week 6 Monday

- * Learning Outcome / Objective
- * I can research information.
- * I can use bullet points consistently to record my notes.

Bullet points

Note taking – informal

- * Bullet points to have capitals to start;
- * Bullet points to have semicolons to end each line;
- * Bullet points to have a full stop for the last one.

Research Philip Gross

- * Remember to use your search codes 'and' 'or'
- * Remember to check the website address for authenticity
- * Remember to cross check your information for accuracy.

What might you want to know?

- * Date and place of birth?
- * Family?
- * Influences?
- * Schooling?
- * Successes and achievements?
- * Quotes?

Week 6 Tuesday

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

Planning

	Title	Opening	P1	P2	P3	Closing
Picture						
Purpose	Grab interest	Main successes to justify biography	Early life	Schooling	Career	Summary
Key feature to use	Alliteration?	Emphasis and exaggeration – humour	Dates – list colon	Parentheses	Colon for dependent clauses	Semi colon for longer list quote

Week 6 Wednesday

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

Week 6 Thursday

- * Learning Outcome / Objective
- * I can complete my biography.
- * I can edit and improve my writing.
- * I can judge the effectiveness of the writing's purpose.

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Week 6 Friday

- * Learning Outcome / Objective
- * I can evaluate my learning.
- * I can reflect upon my successes and achievements.
- * I can set my own next steps targets.

Aleppo Cat

First, months
of flash, thud, shudder,

then the wailing...

Months,
that's half a young cat's life

and three or four more of her nine
already used up.

Hush,

ears perked, head cocked,
she's listening

to the sound

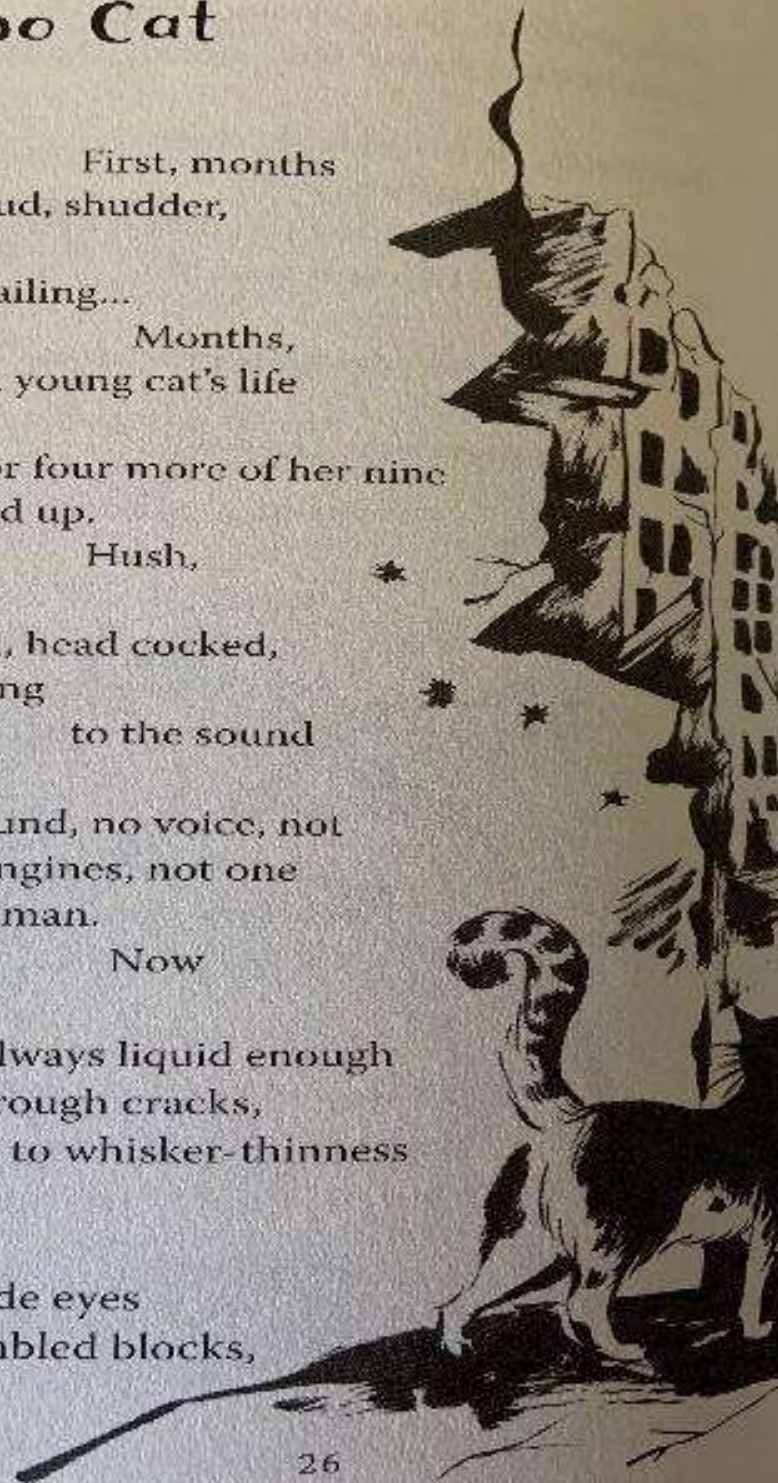
that's no sound, no voice, not
a throb of engines, not one
sound of human.

Now

she slinks, always liquid enough
to shrink through cracks,
now starved to whisker-thinness

— pauses,

wide eyes
between tumbled blocks,



Arctic Terns

Towards the Point, there's no
more that a tree can do
except to crouch low - just a few
scrub oaks, a stunted willow

then there's nothing but lichen
at home on the stones
- or here and there an inch-high
yellow flower that's here and gone

between tides. The boulders
huddle close into each other's
shelter, tight against the cold
as the stone-spit narrows, and the weather

grips you, and the emptiness.

Then, at the last
rock, when you think there can't be less
of everything, this! Falling out of the vast

North sky, all clash
and clamour, shriek and wheel
like knife grinders in flight (the rush
of their wings is the whetstone and steel):

sea-swallows, Arctic Terns
like cold flames, like the sun's

white shadows, like a crown of thorns
at our heads... At our feet, among the stones,

their nests... It is suddenly clear:
this emptiness is full
and we're the one thing too much here
as we turn and trip and stumble,

quick, before the tide turns on us too.

It's nothing personal. Go home.



*Terns are known as sea swallows because of their grace in the air,
but will attack anything that comes near to their nests among the
stones.*

Dark Sky Park

- * 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?

