Dear Parents,

We have put these slides together in order to help the children with the writing process.

If you are able to go through the slides with them that would be very helpful.

Most of the activities can be completed independently but your child would find it easier if they are able to talk through their ideas, even if it is in your home language.

We want to ensure your child is not at a disadvantage when they return to school.

If you have any questions please email the school learning@wembleyprimary.brent.sch.uk

Year 6 Team

Poetry

Day 1 - Features

Poetry during difficult times or in response to an event is evident in English literature.

Can you think of any poems which were written in response to an event?

In Flanders Fields

In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.

We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie,
In Flanders fields.

Take up our quarrel with the foe:
To you from failing hands we throw
The torch; be yours to hold it high.
If ye break faith with us who die
We shall not sleep, though poppies grow
In Flanders fields.

BookLife

What do you think this poem is about?

Why do you think the poet wrote it?

How does it make you feel?

- Watch this video about the history of John MacCrae’s poem ‘In Flander’s Fields’

https://youtu.be/pAWfiTM2KsA

This is the Place – Tony Walsh 2012

- Watch Tony Walsh perform his poem
- https://youtu.be/ccN1rfm4Ufg

Watch it again as he performs in front of an audience and notice how the audience react.

https://www.theguardian.com/global/video/2017/may/23/mancunians-forever-tony-walsh-reads-poem-manchester-vigil-video

Tony Walsh wrote the poem after a bombing at an Ariana Grande concert in 2012.

- What do you think the purpose of the poem was?

- What do you think the theme of the poem is?

- Tony Walsh wrote the poem to show the unity of Manchester, to offer comfort to a city who were devastated by a terrible atrocity.
- The audience’s reaction to the poem shows their pride in their city and their determination for the bombing not to define who they are.

What is the purpose of a poem?

Why would someone want to read a poem?

What features would you expect to see in a poem?

Listen to the poem being read https://www.bbc.co.uk/news/av/uk-politics-52158721/coronavirus-christopher-eccleston-reads-a-poetic-tribute-to-the-nhs

Read the poem over the next few slides.

As you read the poem make notes of you could use in your own poem.

I’ll tell you a tale, that’s been recently written,
Of a powerful army, so Great it saved Britain
They didn’t have bombs and they didn’t have planes,
They fought with their hearts and they fought with their brains,
They didn’t have bullets, armed just with a mask,
We sent them to war, with one simple task,
To show us the way, to lead and inspire us,
To protect us from harm and fight off the virus,
It couldn’t be stopped by our bulletproof vests,
An invisible enemy, invaded our chests,
So we called on our weapon, our soldiers in Blue,
“All Doctors, All Nurses, Your country needs you”
We clapped on our streets, hearts bursting with pride,
As they went off to war, while we stayed inside.

They struggled at first, as they searched for supplies,
But they stared down the virus, in the whites of its eye,
They leaped from the trenches and didn’t think twice,
Some never came back, the ultimate price,
So tired, so weary, yet still they fought on,
As the virus was beaten and the battle was won,
The many of us, owe so much to so few,
The brave and the bold, our heroes in Blue.
So let’s line the streets and remember our debt
We love you, our heroes,
Lest we forget.

Matt Kelly 2020

List the features you saw and examples.

- Parents – Please allow the children to list the features they found before moving on to the next slide.

Do not send this work in to be marked.

Were you able to find these features?

Poem is written in rhyming couplets

Emotive language

I'll tell you a tale, that's been recently written, Rhyme
Of a powerful army, so Great it saved Britain
They didn't have bombs and they didn't have planes,
They fought with their hearts and they fought with their brains, Repetition
They didn't have bullets, armed just with a mask, Emotive language
We sent them to war, with one simple task, Metaphor
To show us the way, to lead and inspire us,
To protect us from harm and fight off the virus, Emotive language
It couldn't be stopped by our bulletproof vests,
An invisible enemy, invaded our chests,
So we called on our weapon, our soldiers in Blue, Metaphor
"All Doctors, All Nurses, Your country needs you"
We clapped on our streets, hearts bursting with pride, Idiom
As they went off to war, while we stayed inside.

Each line has between 10 and 12 syllables to give it a rhythm.

They struggled at first, as they searched for supplies,
But they stared down the virus, in the whites of its eye,
They leaped from the trenches and didn't think twice,
Some never came back, the ultimate price,
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Matthew Kelly 2020

Metaphor

Emotive language

Alliteration

Matthew Kelly compares fighting the corona virus to fighting aa war. There is lots of 'war' vocabulary – soldiers, trenches, fought, battle, heroes

There are other poetic devices that Matthew Kelly did not use but you could use in your own poem.

Poetic Devices

Poems use imaginative language to express a person's feelings and ideas. There are many different devices and techniques of poetry that can be used.

Onomatopoeia Simile Personification

Rhyme Metaphor Pattern Alliteration

Mood Repetition Hyperbole

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We will look at some of these in detail tomorrow.

In this lesson we have seen that poems can be an emotional response to an event.

- Matthew Kelly saw what his partner was going through and wanted to write something which would recognise the sacrifices NHS workers are making at this time.
- People responded to his poem on line as they were touched by its words.

- Look for poems which have been written in response to an event. It will help you when you come to write your own poem.

Day 2 – Using similes and metaphors

Metaphor

Metaphor is the **figurative** device that compares something directly with something else in order to create a **resemblance** .

Figurative – using or containing a non-literal sense of a word or words.

Resemblance – similar in appearance or quality to somebody or something else.

I always remember the metaphor ‘the moon was a ghostly galleon’ from ‘The Highway Man’ to help me know the difference between a simile and a metaphor.

The poet is saying the moon **is** a ghostly galleon. This makes it a metaphor.

If the poet had said ‘the moon was **like a** ghostly galleon’ then it would be a simile.

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

The snake moved like a ripple on a pond.

It was as slippery as an eel.

Jess is as graceful as a gazelle.

Watch the video and complete the quiz.

https://www.bbc.co.uk/bitesize/topics/zfkk7ty/articles/z9tkxfr

Look at the following text and identify the similes and metaphors buried in the sentences:

The Door

Creaking like a floorboard, the door cautiously opened. Eeeeek. As it moved, its hinges were shattering glass, emitting a shrill, squeaky sound. Dust tumbled from the door frame as delicately as a floating feather. My heart raced. The air was filled with grime, dancing in the shafts of light. What lay beyond the door had been a mystery for many years. I took a deep breath. I was an archaeologist, no, an adventurer, treading in the footsteps that had been undisturbed for so long. What would I find? My eyes were darts, searching for the target. What would I spot first? My lips became trembling leaves, my fists clenched like a bunch of bananas. Then I saw it…

Look at the following text and identify the similes and metaphors buried in the sentences:

The Door

Creaking **like a floorboard**, the door **cautiously opened**. Eeeeek. As it moved, **its hinges were shattering glass**, emitting a shrill, squeaky sound. Dust tumbled from the door frame **as delicately as a floating feather**. **My heart raced**. The air was filled with grime, **dancing in the shafts of light**. What lay beyond the door had been a mystery for many years. I took a deep breath. **I was an archaeologist, no, an adventurer**, treading in the footsteps that had been undisturbed for so long. What would I find? **My eyes were darts**, searching for the target. What would I spot first? **My lips became trembling leaves**, **my fists clenched like a bunch of bananas**. Then I saw it…

Task 1 – Most of you should do this as it will help you write your own poem.

- Think about the NHS workers. What similes could you use to describe their qualities e.g. bravery, kindness

- Think about the corona virus. What metaphors and similes could you use in your poem to describe it?

Task 2 – If you are unsure about task 1

The car moved like a snail.

The house was a zoo.

The librarian was as sweet as candy.

The stars are diamonds in the sky.

The puppy was as fast as a cheetah.

The test was a breeze.

He is a walking dictionary.

Abigail is as tall as a giraffe.

My dad is a teddy bear.

My brother eats like a pig.

Her heart was as big as the ocean.

Peter is an angel.

Day 3

LO: To use powerful adjectives and verbs to create emotive language.

You will be writing a poem about the Corona Virus. Today we will look for powerful adjectives and verbs that we will be able to use in our poem.

By using powerful adjectives and verbs we create emotive language which will cause the reader to feel a particular emotion when they read the poem.

For my poem I want the reader to feel proud of the NHS and also recognise the seriousness of the virus.

Before you start remember:

- Purpose – Recognise the work of the NHS and record what life is like during lockdown
- Audience – People who enjoy poetry, people in the future
- Text – Poem

Think about some nouns or feelings you associate with the coronavirus or being in lockdown.

Here are some of my ideas but you might have some better ones.

- isolated
- monster
- trapped
- Thursday clapping
- queuing for food
- no flour
- no eggs
- learning at home
- masks
- gloves
- hand gel
- hospital
- virus
- pandemic
- sunny days
- doctors

Now choose a few of those words to describe using powerful adjectives

- E.g. Doctors – brave, heroic, valiant, courageous, fearless,

Now choose a few of those words to describe using powerful verbs

- Virus – spread, infiltrate, invade, assault, infest, attack, occupy

Task 1

- Use these adjectives and verbs as well as your metaphors and similes from the previous lesson to create a mind map which will help you write your poem.
- It would also be helpful to come up with a theme e.g. war
- You can also think of alliterations you could use as well as a word or phrase you want to repeat.
- Look at the Year 5/6 spelling list, you might be able to fit some of them in!

Day 4

LO: To write a poem.

- Purpose – Recognise the work of the NHS and record what life is like during lockdown
- Audience – People who enjoy poetry, people in the future
- Text – Poem

It would be great if we could send some poems to the local paper or post them on Twitter.

Read my model poem.

I have tried to keep every line to ten syllables so that it has a rhythm. You could use your own rhythm.

My poem doesn’t rhyme but if you want yours to rhyme you can.

Similes and Metaphors are important to use in the poem in order for the reader to create pictures in their mind.

- Look at the model poem ‘Like a Thief in the Night’.
- Can you find similes and metaphors I have used to create pictures in the mind of the audience.

Like a Thief in the Night

Like a thief in the night you came to our shores,

Wherever you rested you left your mark.

Before we knew it you had changed our lives,

We never thought life could be this way.

We put on our armour of masks and gloves,

As we prepare to enter the battle.

Queues snake through carparks on the hunt for food,

But flour and eggs are as rare as gold.

Our doctors and nurses are ready for you,

They're placing their precious lives on the line.

Some have lost their fight but we won't forget,

The price they have paid so we can be safe.

In years to come we'll look back on this time

With anger, fondness and pride.

It's all very different to our lives before

I hope it will change us for the better.

Did you find these?

- Like a thief in the night you came to our shores,
- We put on our armour of masks and gloves
- As we prepare to enter the battle
- Queues snake through carparks on the hunt for food,
- But flour and eggs are as rare as gold.

Day 5

LO: To edit and improve.

- Purpose – Recognise the work of the NHS and record what life is like during lockdown
- Audience – People who enjoy poetry, people in the future
- Text – Poem

It would be great if we could send some poems to the local paper or post them on Twitter.

Reread your writing or ask someone to read it.

- Does it make sense?

Have you used Year 5/6 spellings?

I have highlighted words which would suit this text type but you can use any. Try to include at least 5.

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

Have you used capital letters correctly?

- In a poem each line should begin with a capital letter as well as any proper nouns.

Look at your writing a section at a time.

I want to use another simile or metaphor in this part of the poem. I also want it to end on a positive note.

Edited version

In years to come we'll look back on this time

With anger, fondness and pride.

It was a test of our kindness and love,

We'll say we passed with flying colours.

Original

In years to come we'll look back on this time

With anger, fondness and pride.

It's all very different to our lives before

I hope it will change us for the better.

Task

- Using a green pen, edit your writing and rewrite your poem.