



THE LITERACY
COMPANY

Year 5

Literacy at Home:

Poetry





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These materials have been created by *The Literacy Company* to support home learning with literacy. We hope you enjoy using them and would appreciate your feedback. Please follow our Facebook page or Twitter to keep up to date with any new releases.



The Literacy Company



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We have also created 'The Lit Co Community' page which can be accessed through the following link:

<https://www.theliteracycompany.co.uk/the-lit-co-community/>

We would love to see some of the work you have produced, so start writing!



Pleasant Sounds

The rustling of leaves under the feet in woods and under hedges;

The crumpling of cat-ice and snow down wood-rides, narrow lanes,
and every street causeway;

Rustling through a wood or rather rushing, while the wind halloos in
the oak-top like thunder;

The rustle of birds' wings startled from their nests or flying unseen
into the bushes;

The whizzing of larger birds overhead in a wood, such as crows,
puddocks, buzzards;

The trample of robins and woodlarks on the brown leaves, and the
patter of squirrels on the green moss;

The fall of an acorn on the ground, the pattering of nuts on the hazel
branches as they fall from ripeness;

The flirt of the groundlark's wing from the stubbles - how sweet such
pictures on dewy mornings, when the dew flashes from its brown
feathers.

by John Clare



Read the poem 'Pleasant Sounds'.

1. Highlight any words you don't know. Use a dictionary to look them up or discuss them with an adult.
2. Find synonyms (words that have similar meanings) for the following and write in the table below:

| startled | crumpling | trampling | patter |
|----------|-----------|-----------|--------|
| | | | |
| | | | |
| | | | |

Online thesauri are very useful for finding effective synonyms if you have access to an iPad or PC.

3. Answer the questions below:
 - List three 'pleasant sounds' from the poem.
 - Name three things that make a sound in the poem.
 - What time of year is the poem set? How do you know?
 - Which are your favourite descriptions from the poem? Why do you like them?
4. Think about the sounds that you enjoy outdoors in the spring and summer – collect some of your own ideas and ask other people in your house for their ideas too.
5. Write down some verbs to describe the sounds you like that you think are pleasant or comforting linked to spring. Use a thesaurus to extend your vocabulary. For example:
 - *waves: rhythmic rolling and retreating*
6. Develop some descriptive phrases. Use a thesaurus to extend your vocabulary and consider figurative language you might use (similes, metaphors, personification). For example:
 - *frothing waves of peace on the shore*
 - *breeze gently sighs*
7. Write your own version of the poem choosing sounds of spring or summer using the original poem as a model.



For example:

*The rhythmic rolling and retreating frothing waves of peace on the shore,
Delicate crunching of sand beneath my feet while the breeze gently sighs, ...*

8. Practise reading aloud your poem or the original. Decide which words need volume and emphasis. Perform to a family member and/or record to send into school so that your teacher can listen. You may wish to publish (handwrite, illustrate and decorate) your final poem. Don't forget to edit and proof-read!



Further ideas to inspire learning are available on our website:

Gateway: Hook the pupils into the context of learning
Learn a poem by heart

Session 1:

Listen and respond
Show pupils a variety of pictures of tigers both in the wild and in captivity (see resources).
How do the pictures make you feel?
Ask pupils to sort the pictures into those they think are captive tigers and those which they think have been photographed in the wild.
Can you explain your choices?

Speak audibly and fluently

Participate in performances
How do you feel about wild animals being kept in captivity?
Give pupils the opportunity to discuss in small groups and make notes about their reasoning. Pupils should be given the opportunity to explain their thoughts to the whole class or to another group.

Learn poetry by heart
Introduce the poem 'A tiger in the zoo' by Leslie Norris (see resources).
Model reading with intonation.
Why has the poet written this poem? What is his viewpoint? What form of poetry is this?

Prepare poems for performance
Give pupils a few minutes to unpick the poem in pairs or small groups. They should discuss language they like, language they're unsure about the meaning of, what type of poem it is and what they like or dislike about it. Take feedback from pupils about their thoughts

Explain and discuss understanding of reading
How has the poet drawn contrasts between the caged tiger and a wild tiger?
Ask pupils to create two lists of verbs that the poet has used to describe the tiger's movements. Create a second list to show the contrast in the descriptions of the places.
e.g.

| | Cage | Wild |
|-------------------|--|---|
| Tiger's movement | stalks locked in stalking lingering stares | lurking sliding snarling baring terrorising |
| Place description | concrete cell behind bars | shadow long grass water hole jungle's edge |

Pupils record their thoughts and ideas about the poem as poetry graffiti (see resources for additional guidance), in a poetry journal or on the recording sheet provided (see resources).

Create a visual map to support pupils in learning 'A tiger in the zoo'. Spend time rehearsing the poem as a class and in small groups, focusing on appropriate intonation and expression.

Two poetry units of work

A Tiger in the Zoo

Endangered animals are the focus for this poetry unit. A range of poetry is looked at including William Blake's Tyger, Tyger and there is a focus on making effective language and authorial choices

The Sea

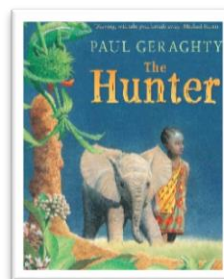
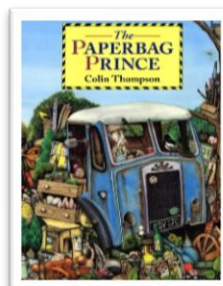
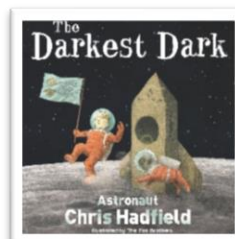
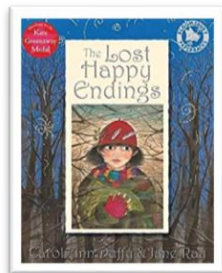
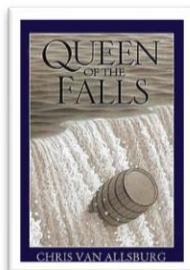
A wide variety of poems are explored linking to the theme of the sea with an outcome of a narrative poem linked to a journey across the sea

Please refer to our website for further information:

<http://www.theliteracycompany.co.uk/poetry-resources/>



Our award-winning resource ***Pathways to Write*** currently has six units of work available for Year 5.



Click here: <http://www.theliteracycompany.co.uk/product/pathways-to-write-year-5/>