

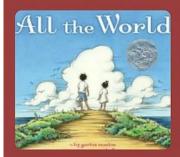
What are the benefits of poetry?

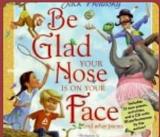
- 1. Build Reading, Speaking, & Listening Skills
- 2. Explore Language & Vocabulary
- 3. Inspire Writing
- 4. Encourage Creative Thinking
- 5. Build a Love for Reading

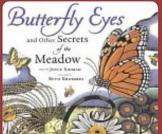


Year 5 - Writing objectives

Unition	Modonat	ion Year	5				
Child's name:	rioderat	ion real					
	الم مطاح ما						
Working towar	A A	B	C	D	3	F	Collection
Using co-ordinating conjunctions	- "			U	-	'	Odlection
Using subordinating conjunctions							
Using capital letters,							
Using Pull stops.							
Using question marks.							
Using exclamation marks.							
Using apostrophes for contraction.							
Can use fronted adverbials followed by a comma.							
Can use possessive apostrophe for single and plural							
nouns.							
Can use standard English verb inflections (we were							
instead of we was)							
Can punctuate direct speech correctly.							
Spelling most words correctly (years 3 and 4)							
Spelling some words correctly (years 5)							
Producing legible handwriting.							
Working at	the exper	ted stand	lard			-	
Can generate ideas, drafts, redrafts and edit written	THE EXPO	, coo ocano	G. G.			1	
work to ensure the meaning and impact on reader is							
clear.							
Beginning to identify the audience for and purpose of							
the writing.							
Beginning to describe settings, characters and							
atmosphere and integrating dialogue to convey							
character and advance the action in narratives							
Beginning to use a range of devices to build cohesion							
within and across paragraphs.							
Beginning to use some organisational and							
presentational devices to structure text and to guide							
the reader e.g, headings, and bullet points.							
Beginning to use the correct tense throughout a							
piece of writing.							
Beginning to ensure the correct subject and verb							
agreement when using singular and plural,							
Using prepositional phrases effectively to add detail, qualification and precision.							
Using expanded noun phrases effectively to add							
detail, qualification and precision. Using commas to clarify meaning or avoid ambiguity in							
writing.							
Using relative clauses beginning with who, which, where,							
when, whose, that or with an implied (i.e. omitted)							
relative pronoun.							
Using brackets, dashes or commas to indicate					1		
parenthesis.							
Using modal verbs or adverbs to indicate degrees of							
possibility.							
opelling most words correctly (years 5)							
Producing legible joined handwriting.							

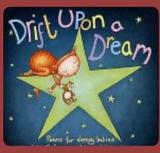


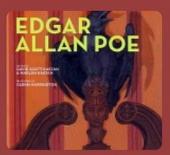




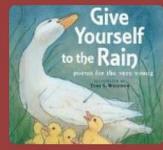


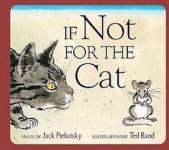


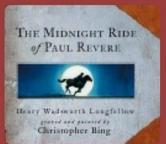


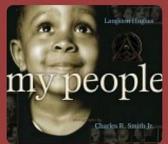




















Task 1:

Poetry Detective

Poem title:						
Diamante	Tanka	Limerick	Kennings			
Narrative	Haiku	Shape poem	Ballad			
Sonnet	Epic	Nonsense	Free verse			
Cinquain	Reverse	Riddle	Acrostic			
Something else _						

https://www.youtube.com/watch?v=iBFSiGDZC-Y





Kid's Poems and Stories With Michael Rosen

Task 2: Can you annotate the poem?





Task 3: Can you add another verse to the Jabberwocky poem?

JABB ERW OCKY 33 JABBERWOCK Y Beware the Jubjub bird, and shun O frabjous day! Calloo Callay! by Lewis Carroll The frumious Bandersnatch! He chortled in his TWAS BRILLIG, and t HE TOOK his vorpal sword in hand: TWAS BRU and the slithy toves I gyre and gimble in the Long time the manxome foe he sought ble in the wabe; An mimsy were the boroge So rested he by the Tumtum tree, the borogoves. And the mome raths oute And stood awhile in thought. e raths outgrabe. **REWARE the Jabberw** AND AS in uffish thought he stood, OCKY ws that bite, the abberwock, with eyes of flame, hiffling through the tulgey wood, ILLIG, and the slithy toves gimble in the wabe; d as it came! OK his vorpal ne, two! And strough an ere the borregoves. e manxome fo ide went snicker-snack! by the Tumtum and with its head the Jabbarwock, my son! in thought that bite, the claws that catch! nphing back. h thought bird, and shun with ey nious Bandersnatch! eg through OOK he vorpal sword in hand: And burbled as it came! manxome foe he sought ONE, two! One, two! And through and the e by the Tumtum tree. The vorpal blade went snicker-snack! ood awhile in thought. ad, and with its head DAS in uffish thought he stood, amphing back. berwock, with eyes of flame, AND HAST thou slain the Jabberwock? ough the tulgey wood, Come to my arms, my beamish boy! O frabjous day! Callooh! Callay! nd through and through He chortled in his joy. TWAS BRILLIG, and the slithy toyes Did gyre and gimble in the wabe; All mimsy were the borogoves, And the mome raths outgrabe. JABBERWOCKY by Lewis Carroll TWAS BRILLIG, and the slithy tove Did gyre and gimble in the wabe All mimsy were the borogo And the mome raths ou BEWARE the Jabb AST thou slain the Vabberwock' The jaws that bite, arms, my beamish boy! Beware the Jubja day! Callooh! Callay! The frumious B d in his joy. HE TOOK I word in hand VAS BRILLIG, and the slithy toves foe he sought Long time the id gyre and gimble in the wabe; So rested he b All mimsy were the borogoves, stum tree. BEWARE the Jabberwock, my son! And stood awl And the mome raths outgrabe. The jaws that bite, the claws that eatch! AND AS in t ought he stood, JABBERWOCKY Beware the Jubjub bird, and shun The Jahherwoo ves of flame y Lewis Carroll The frumious Bandersnatch! Came whiffling he tulgey wo TWAS BELL IG, and the slithy toves HE TOOK his vorpal sword in hand: And burbled as it Did gyre al ble in the wabe: ome foe he sought ONE, two! One, i All mimsy w The vorpal blade we And the mome r uterabe. He left it dead, and wi BEWARE the wock, my son! He went galumphing back The jaws that, the claws that catch! AND HAST thou slain the da bird, and shun Come to my arms are beandersnatch! TOOK his verpal sword in hand: O frabjous day! Carloon: Carlot He chortled in his joy. Long time the manxome foe he sought TWAS BRILLIG, and the slithy toves So rested he by the Tumtum tree, Did gyre and gimble in the wabe; And stood awhile in thought. All mimsy were the borogoves, AND AS in uffish thought he stood, And the mome raths outgrabe. The Jabberwock, with eyes of flame, JABBERWOCKY Came whiffling through the tulgey woo by Lewis Carroll And burbled as it came! TWAS BRILLIG, and the slithy toves ONE, two! One, two! And through a

The vorpal blade went snicker-snack!

Come to my arms, my beamish boy!

AND HAST thou slain the Jabberwock?

He left it dead, and with its head

He went galumphing back.

Did gyre and gimble in the wabe;

All mimsy were the borogoves,

And the mome raths outerabe

JARRERWOCKY

by Lewis Carroll

Did gyre and gimble in the wabe;

BEWARE the Jabberwock, my son!

The jaws that bite, the claws that catch!

All mimsy were the borogoves,

And the mome raths outgrabe.

Key features of poetry –

https://www.youtube.com/watch?v=_g-PqUhqlQM

I have never started a poem whose end I knew. Writing a poem is discovering.

Robert Frost

littleinfinite.com

Writing poetry –

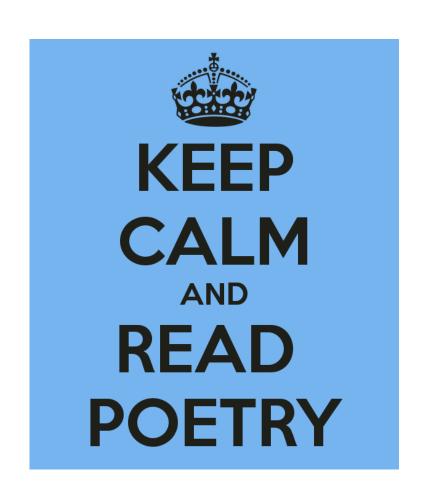
https://www.youtube.com/watch?v=mSjAjAy2ts4

Task 4: Can you create your own poem?





Task 5: Can you share your poem?



THANKYOU