

To the Week 9

## VIPERS and ENGLISH

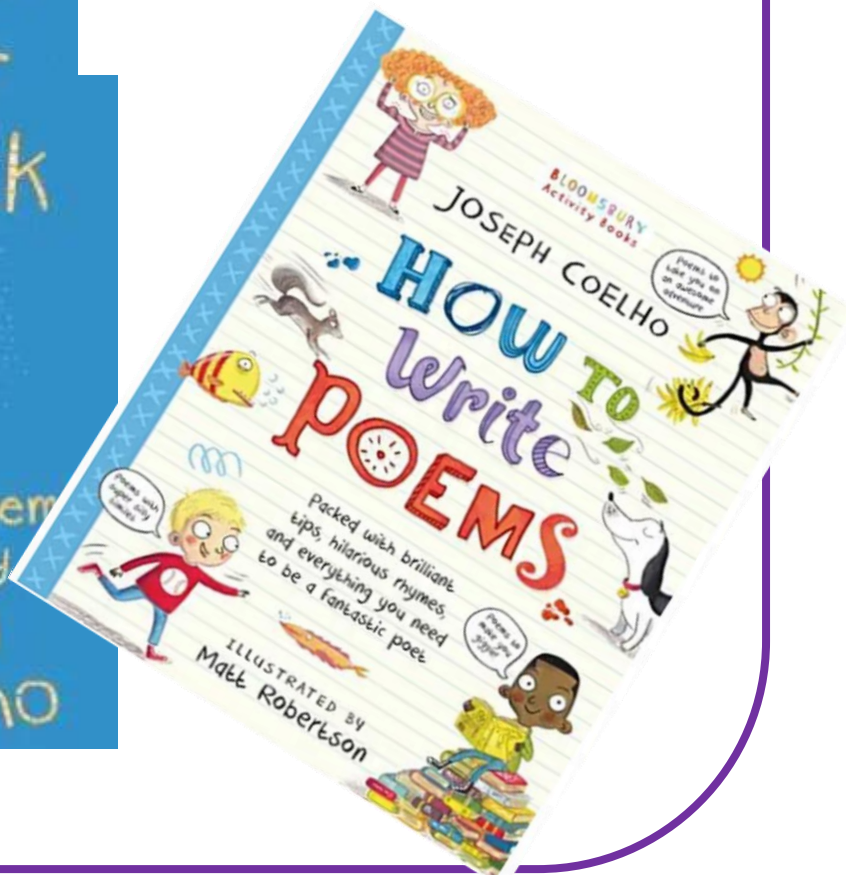
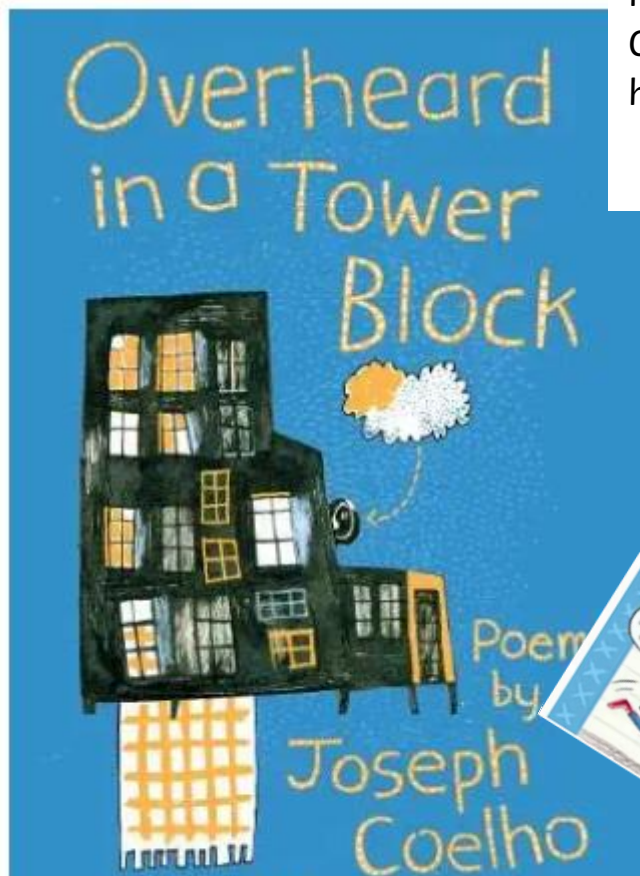


For the next few weeks we are going to be reading and performing poems by Joseph Coelho. Find out more about him here:

[https://www.thepoetryofjosephcoelho.com/portfolio\\_page/how-to-write-poems/](https://www.thepoetryofjosephcoelho.com/portfolio_page/how-to-write-poems/)

Also this week, there is the Puffin Festival. On Friday, we are going to be watching a film and writing a poem based on the letters of the alphabet.

Follow this link to see the Puffin Festival be introduced by Joseph Coelho- you might well recognise him! <https://youtu.be/IOE1HscTT10>



# Monday: VIPERS

Vocabulary

Infer

Predict

Explain

Retrieve

Summarise



[Grab your reader's attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]

Got to

<https://poetrysociety.org.uk/education/learning>

[-an-abecedarius-](#)

he poem 'I am a

Poets should always read their poems aloud and the best way to appreciate their work is to hear them reading. Keep going back to this page!

## Overall aims of this teaching sequence.

- To explore and understand the importance of poetry as a genre.
- To know how to listen and respond to a wide range of poems from a single poet collection.
- To understand that poems are written for different reasons.
- To interpret poems for performance.
- To gain and maintain the interest of the listener through effective performance of poems.
- To be able to use art as a means of responding to a poem, visualising and inferring and extending and enriching language.
- To recognise figurative language in poetry and interpret its effect on the reader.
- To draft, compose and write poems based on real and personal experiences using language with intent for effect on the reader.

## Thinking about the poem...

What do you find out about the poet from reading this poem?

How does he view writing? What does he like about it? How does it make him feel?

Watch the video on poetryline of Joseph Coelho talking about his writing

<http://www.poetryline.org.uk> What else does this tell us about him? You could also link to Joe's website: <http://josephcoelho.com/> to learn more about him.

### I am a writer

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

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

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

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

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

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

I am the conversation of notes,  
discussing melodies.

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

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



Find the meanings of  
these words:

Collide

Awareness

Arteries

Nibs

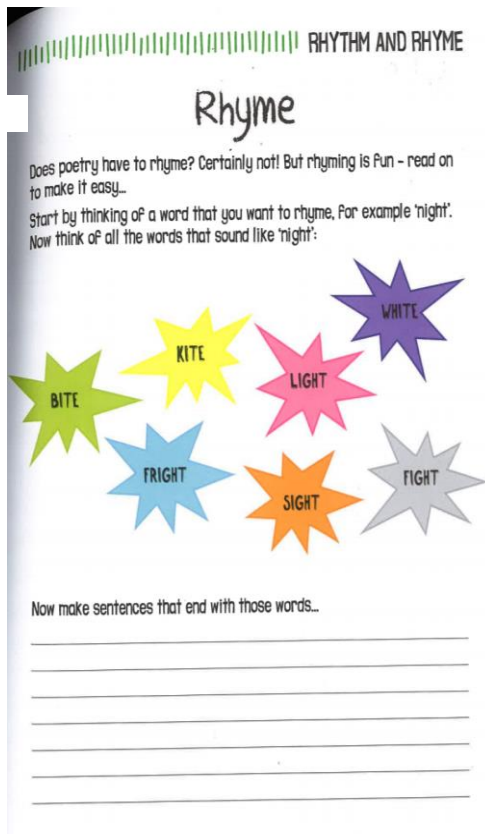
# Monday : English

## Listen out for the rhyme!

Rhyme is when two words sound alike... sky, lie, fry, pie or grass, glass, pass or sunny and funny.

When you read a poem aloud, you can use the rhyme to help you read with rhythm.

1. Read aloud this poem called The Poet.
2. Find the rhyming pairs and look carefully at the pattern.
3. What do you notice?



## The Poet

*Poem from A Kid in My Class by Rachel Rooney*

The light through the blind is a poem,

the way it illuminates air.

And the shadows that fall

on the floor and the wall

are signs that a poem is there.

The tick of the clock is a poem,

even the spaces between.

The echo of heels

and corridor squeals

are proof that a poem has been.

An empty white page is a poem,

a place where the magic occurs.

It's a home from a home

where ideas can roam.

At least for the poet, hers.



# Monday English cont.

## RHYTHM AND RHYME

YOU ARE  
A POET

How about using two  
rhymes? It's not so  
tricky: just make  
two lists of rhyming  
words like this:

CHAIR  
HAIR  
CARE  
BEAR  
STARE  
LAIR

SHAKE  
BAKE  
CAKE  
SNAKE  
LAKE  
RAKE

Now create your sentences, but this time mix them up, like the example  
below... See what you can do with these rhyming endings, and don't worry  
about it making sense!

CHAIR  
SHAKE  
HAIR  
BAKE  
CARE  
CAKE  
BEAR  
SNAKE  
STARE  
LAKE  
LAIR  
RAKE

SILLY  
SIMILE  
ALERT

His cheeks went as red as a baboon's bum

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1. Vocabulary check:

Sprawled ragged blazing jarred scorched ponderously

2.

Tuesday : English

# Thursday and Friday:

## BIG Write Days- write two poems



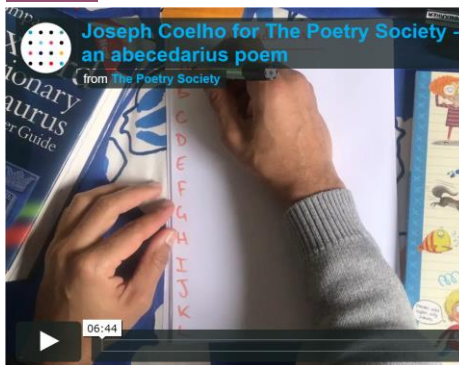
Think about what you know about figurative language and poetic techniques

1. Rhyme
2. Similes
3. Onomatopoeia
4. Punctuating direct speech
- 5 Using repetition for effect.

Try to use all of these in your writing

How to write abecedarius poems – ones where every line is in alphabetical order.

<https://poetrysociety.org.uk/education/learning-from-home/how-to-write-an-abecedarius-poem-with-joseph-coelho/>



### Top tips

Joe says 'An Abecedarius is a type of acrostic poem but instead of writing a word down the side of the page, you write the entire alphabet. Each letter of the alphabet becomes the starting letter for each sentence in the poem. An abecedarius is a lot of fun to write because you never know where it will take you. Allow the letters to guide you and have fun.

**Step 1** – Write the entire alphabet down the left-hand side of one or two sheets of paper – I like to use one colour of pen or pencil for my letters and another colour for my sentences.

**Step 2** – Start to write your poem, it can help to think of the poem as a story. Keep an eye on what letter you have coming next so that you can plan your sentences. Alternatively, your poem can be completely random with each sentence being about a different thing

**Step 3** – Have fun with your poem – don't worry if you mis-spell a word or have to cross something out. Writing poems should be fun so enjoy it..

**Repetition** – Repeating words and phrases in your poem can help give the poem a sense of rhythm and familiarity. In my poem I repeated 'Deep, dark woods'.

**Speech** – If your poem has a story you can use quotation marks to include speech, this can be handy if you are finding it hard to find a word to fit one of your letters.

**Cheat** – I always find that the letter 'X' is a particularly tricky letter to find words for so, I often cheat, instead of using words X' I use words that start with 'EX' because there are far more of these like 'explain', 'explode' and 'exterminate'.that start with

**Rhyme** – If you want an extra challenge see if you can make some of your lines rhyme. In my poem I made 'sky' rhyme with 'cry'.

# THE A-Z OF Amazing



**When to watch: Friday 12 June at 3:30**

Watch Rashmi Sirdeshpande for an Amazing lesson inspired by her poem in *The Puffin Book of Big Dreams*. Try writing your own poem after the event.

by \_\_\_\_\_

**A** is for **AMAZING**. It's what you are –  
don't let anyone tell you otherwise.

**B** is for \_\_\_\_\_

**C** is for \_\_\_\_\_

**D** is for **DREAMING** and  
dreaming BIG.

**E** is for \_\_\_\_\_

**F** is for \_\_\_\_\_

**G** is for \_\_\_\_\_

**H** is for \_\_\_\_\_

**I** is for \_\_\_\_\_

**J** is for \_\_\_\_\_

**K** is for \_\_\_\_\_

**L** is for \_\_\_\_\_

**M** is for \_\_\_\_\_

**N** is for \_\_\_\_\_

**O** is for \_\_\_\_\_

**P** is for \_\_\_\_\_

**Q** is for \_\_\_\_\_

**R** is for \_\_\_\_\_

**S** is for \_\_\_\_\_

**T** is for \_\_\_\_\_

**U** is for \_\_\_\_\_

**V** is for \_\_\_\_\_

**W** is for \_\_\_\_\_

**X** is for \_\_\_\_\_

**Y** is for **YOU** and being yourself  
because no one does it better.

**Z** is for \_\_\_\_\_

