

English Home learning

Week Beginning 11th January 2021

Notes for parents:

Questions for adults to ask children are in **blue**. Please always encourage really full answers.

Always insist that your child writes neatly, uses capital letters, full stops and any other relevant punctuation.

Day	What am I learning to do?	Tasks Questions for adults to ask children are in blue .	Reflecting on my learning	What do I need for this activity?
Monday	Listen to a range of poetry; Discuss words and phrases that capture the reader's interest and imagination; Write poetry in a similar style.	<p>Over the next few weeks, we are going to be looking at poetry, and in particular one type of poetry.</p> <p><u>Task 1</u> - Read <i>Ten Things Found in a Wizard's Pocket</i> by Ian McMillan, without telling your child the name of the poems. What do you notice about the poem? (It's a list) Can your child guess who the poem is about? Can you remember what a simile is? If not, watch this video to remind you https://www.bbc.co.uk/bitesize/topics/zfkk7ty/articles/zgtxfr</p> <p><u>Task 2</u> - Re-read <i>Ten Things Found in a Wizard's Pocket</i> to remind you of the structure. You will write a similar poem called: <i>Ten Things Found in a Child's Pocket</i>.</p> <p>First go around your home looking for interesting things that could fit into a pocket. Try to collect a varied assortment, smaller and larger, old and new, natural and manmade, precious (get permission!) and junk, etc. Then look at your pile. Handle the objects. Think about how you will describe them. On a piece of paper make some notes, developing interesting noun phrases, e.g. one battered toy car with three wheels, etc. Look for ways to make your word choices full of impact. Use Building Images to guide you. For an extra challenge include one thing that you could not really put in a pocket, e.g. the last lick of an ice cream in summer etc. On a piece of paper, write your poem, starting a new line for each object.</p>	Which lines of my poem could I improve, by changing words or extending my description?	<p>Ten Things Found in a Wizard's Pocket</p> <p>Building Images resource</p> <p>Pencil</p> <p>Paper</p> <p>Household objects</p>

Tuesday	<p>To use similes to create a vivid picture; To perform your own work out loud.</p>	<p><u>Task 1:</u> With a grown-up, read and enjoy Today, I Feel by Gervase Phinn. Read the poem aloud and try to express the emotions of the poem as you read. Did you spot the similes? Watch the video from yesterday if you're not sure what a simile is. Then, by yourself if you can, read As, as, as... and look for similes in this poem.</p> <p><u>Task 2:</u> Today you will be writing a simile poem which lists food you like called: I like Food. First, list the food you like. Then think of an adjective that you can use to help expand each food into a simile, to create a line for your poem e.g. I like pizza as hot as melting lava. It does not have to be realistic! <i>If your child finds writing a challenge, they can complete the writing frame with their ideas instead of writing it all out.</i></p> <p><u>Task 3:</u> Read your writing aloud to hear what it sounds like. Then perform it to someone at home. Watch these children reading their own animal poetry. These poems use similes to create their images. Which words have most impact for you?</p> <p>https://www.bbc.co.uk/bitesize/clips/zjftsbk</p>	<p>What did your grown-up think about your poem? Which parts of your performance did they enjoy the most?</p>	<p>Paper Pencil Today, I Feel by Gervase Phinn As, as, as... Writing frame</p>
Wednesday	<p>Read a range of texts and show comprehension of what has been read.</p>	<p><i>Read Land of the Ocean Noise without sharing the title.</i> This is another list poem, a type of list poem called a kenning. Kennings (which means to describe) started as word games that the Anglo-Saxons and Vikings enjoyed, a bit like a riddle. Kennings describe something without naming it, e.g. milk lapper = a cat. What do you think this poem is about? The sea. Can you think of other kenning names for the sea, e.g. mermaid's bath, never-ending drink? What about for a cat? Mouse catcher, leg winder? Today you will read kennings and, like the Anglo Saxons, they will try to work out what is being described. A clue to get you started: each is an animal.</p> <p><u>Task 1:</u> Read or listen to the Kennings 1-5, thinking about the images they create and the animals they might be describing. On a piece of paper, write the numbers 1-5 and name the animal you think is being described, or tell your answers to someone. Next look at the Clue Sheet. This has the answers hidden amongst other animal images – are your guesses there?</p> <p><u>Optional task:</u> Try adding some more lines to your favourite kenning, following the pattern.</p>	<p>Which words/phrases gave you clues about what the poem was describing? Which kenning did you like the best? Why?</p>	<p>Pencil Paper Land of the Ocean Noise Kennings 1-5 Clue Sheet</p>

Thursday	To identify and use nouns, adjectives and verbs.	<p>Look more closely at Kenning 1. Can you spot the pattern? Each line begins with a noun which is followed by a verb with the suffix -er. We can use this pattern to write our own kenning poems.</p> <p><u>Task 1:</u> Choose a new animal to write a kenning about. Collect ideas using the layout of the Ideas Recorder. Copy this on a piece of paper – the inside is for verbs and outside is for nouns. Look at the Ideas Recorder – Example to see how to do this.</p> <p>First write lots of interesting verbs inside the centre shape (green), the sort of things your animal likes to do. Then add the suffix -er to the end of each verb.</p> <p>On the outer oval, write some nouns which the verbs might happen to and point them to the verb+er.</p> <p><u>Task 2:</u> Choose your best 5 phrases and write on a piece of lined paper to make a kenning.</p> <p><u>Task 3:</u> Read your kenning to someone in your household, without telling them the title of your poem. Can they guess which animal you are writing about?</p>	Which is your favourite line of your kenning? Why?	<p>Kenning 1</p> <p>Pencil</p> <p>Paper</p> <p>Ideas Recorder and</p> <p>Example</p>
Friday	To identify and use nouns, adjectives and verbs.	<p><u>Task 1:</u> Read Younger Brother by Trevor Millum. The things listed are all nouns. Look at the PowerPoint: Nouns, adjectives and verbs and watch the first three videos from this website, to remind you about these word types https://www.bbc.co.uk/bitesize/topics/zrqqtfr. Look back at the poem and identify some of the nouns, adjectives and verbs in it.</p> <p><u>Task 2:</u> Read The Teacher's Day in Bed by David Orme, and In the Cave by Sean Forbes. Choose which one is your favourite. Print out or copy the table, showing nouns, adjectives and verbs. Add words from your chosen poem onto the table.</p>	Can you teach a grown-up how to spot a verb, adjective and noun? Can you explain to them why you have put some of your words in each section?	<p>Younger Brother by Trevor Millum</p> <p>The Teacher's Day in Bed by David Orme</p> <p>In the Cave by Sean Forbes</p> <p>Nouns, adjectives and verbs table (or paper)</p> <p>Pencil</p>