

Page 118 Table-top planet

Poetry objective: To explore language effects in poetry.

Setting the homework: Make sure that the children understand the terms 'literal' (realistic, factual) and 'figurative' (imaginative, symbolic). Read the example to the children and discuss how the author has taken a simple object and looked at it in an imaginative way.

Differentiation: All the children should be able to do this activity.

Back at school: Share examples of the literal-figurative poems.

Page 119 All in a good clause (2) – Core skills

Objective: To revise the use of clauses in sentence construction.

Setting the homework: Revise necessary terminology – 'adverb', 'clause', 'subordinate clause', 'conjunction'. Add that there are two types of conjunctions:

- coordinating, which join clauses with equal weight. The commonest coordinating conjunctions are *and* and *but*
- subordinating, which join a clause of lesser importance to the main clause. Subordinating conjunctions are listed.

Differentiation: Less confident learners should be encouraged to use common sense in choosing suitable conjunctions.

Back at school: Go over the exercise and encourage children to use subordinating conjunctions to create interesting sentences.

Poetry – Unit 2 **Classic/narrative poems**

Page 120 The Highwayman

Poetry objective: To engage in the active reading of a narrative poem.

Setting the homework: Ensure the poem is read through together and that the children are aware of the power of expression, intonation and action. Possible examples should be given of each.

Differentiation: Less confident learners may wish to focus on one specific area – for example, actions or expression, or just one verse. Different groups could take on different verses.

Back at school: Share some of the performances the children have been practising and possibly record some. Identify the effective elements of each, sharing opinion as to what improves or makes the performance.

Page 121 Creating a scene

Poetry objective: To explore how writers use language to create a dramatic effect.

Setting the homework: Read through the extract and highlight a few key examples. Ensure all children understand what they are looking for in terms of vocabulary and imagery.

Differentiation: Ask children of differing abilities to identify a specific number of examples (maybe four or eight). Ask more confident learners to create their own examples.

Back at school: Discuss and share any examples the children have created themselves.

Page 122 The Mistletoe Bough

Poetry objective: To engage in the active reading of a narrative poem.

Setting the homework: This is a well-written poem with a fascinating story and worthy of extended study. Explain that the best way to bring out the excitement of the story is to read the poem with the rhythm of natural speech, pausing at punctuation, not at the end of lines. Explain to the children that they have to read the poem and retell the story to their helper.

Differentiation: Less confident learners will require help to ensure full understanding of the story in the poem.

Back at school: Talk about the story in the poem and discuss similar incidents today – for example, children who get trapped in abandoned fridges. Further work could include one or more of the following: dramatise the poem; write a prose version or a modern version; study the rhyme and rhythm patterns; study the language.
