

## English home learning tasks for two weeks

### Poetry - the power of imagery

#### Monday 4<sup>th</sup> May - exploring a range of poems based on the sea

First of all can you think of any stories or films which feature the sea?

The sea provides a dramatic setting and there have been many real-life tragedies at sea which have been portrayed in fiction and poetry. Look at the resource called 'Images of the sea' to support you in visualising this.

Today you will be reading 3 different poems - please ask an adult if you are unsure of any words/phrases and ask them to support you with reading unknown words. Read the poems more than once before answering the questions.

**The poems are in the document called 'poetry resources.'**

Tasks:

1. Read **The Sea** by James Reeves.
2. In the poem, the sea is spoken about as if it were a dog. This is a metaphor. Find all the ways in which the sea is compared to a dog in the poem.
3. Do you find this metaphor effective?
4. What rhyming words can you find? Is there a pattern to the rhyming?
5. Which parts of the poem are noisy? Which parts are quiet?
6. Can you find any groups of words which have the same letter sounds? (alliteration)
7. Can you find any words which describe the noise of something and sound like what they mean? (onomatopoeia).

1. Now read **Sea Fever** by John Masefield.
2. It has a very strong rhythm. What does the rhythm remind you of?
3. How is the man in the poem feeling? Find evidence to back up your answer.
4. Find examples of where you think the poet has chosen words particularly well. Give an example, explaining why you like it.

1. Now read **Saving Kimmeridge Bay** which was written by a nine-year-old girl. Read it aloud.
  2. What do you notice about the sounds of the poem? Which parts do you think work particularly well?
  3. Which words that the poet uses would you describe as 'strong vocabulary'? Which words might you use in your own poem about the sea?
- Which of today's poems have you enjoyed the most and why?
  - Choose your favourite words or phrases from any of the poems. Record them as you may like to use them when you write your own poem!
  - ☺ Well done today's lesson was a lot of reading! ☺

**Tuesday 5<sup>th</sup> May - exploring the features of poetry and exploring nouns, verbs and adjectives within poems.**

Now list some **features** of the poems that you have read. Write these down.

These could be ( e.g. *simile, metaphor, rhyme, rhythm, personification, alliteration, onomatopoeia.*) Discuss these terms and have a look at a copy of the Poetry Definitions sheet (*see poetry resources*) to support you.

Now can you suggest nouns whilst thinking about a stormy day by the sea? Record them as a list. Remember a noun is a person, place or thing.

E.g. *rain, shore, waves, clouds, etc.*

Some nouns are abstract, e.g. *darkness, despair.*

Add some 'feeling' words to your list.

Now add some strong verbs, e.g. *emerge, disappear* (doing words.)

Now look at the poem called '**At Sea**' and read it (*see poetry resources*). Each line has the pattern: adjective/noun/verb. What pictures does the poem create in your mind? Which words are used metaphorically rather than as literal description? Record these words.

E.g. *angry, rages, frantic, spits, cold despondency.*

**Challenge:** Can you use a thesaurus to edit and improve some of your word choices?

Keep your word list you might like to use the words when you write your own sea poem. ☺

### Wednesday 6<sup>th</sup> May - To write a sea poem

Now write a sea poem with 3 words in each line, using **At Sea** as a model for the structure (adjective/noun/verb).

Write your sea poem out neatly with cursive handwriting and draw pictures to go with it.

I would love to read your sea poems! ☺

Now look at the 'At Sea' - *prose narrative* to compare with the poem (see poetry resources). What differences do you notice?

(The language of poetry is usually more concise than descriptive prose.)

### Thursday 7<sup>th</sup> May - To revise noun phrases

Use the 'PowerPoint to support' to revise noun phrases and learn about the meaning of 'evocative language.'

Look at this sentence: *The clouds gathered over the stormy sea.*

Now discuss what we could do to make this really evocative. This means that it evokes (draws up) feelings. Expand the sentence so it is evocative..

For example: 'The low, brooding clouds gathered menacingly over the stormy sea while gulls wheeled ever lower, shrieking.'

Now look at the sheet in the poetry resources called '**Building expanded noun phrases to create evocative writing (Thursday)**' and complete it.

Next week we are going to learn about the Titanic and write our own poem about it. To start thinking about it I would like you to complete the following task:

Write 'Titanic' down in the middle of a piece of paper. What do you know about this ship? Write down a list of facts that you already know about the Titanic around the word. We will be reading a poem about the Titanic next week. It is probably the world's most famous shipwreck. We will use shipwrecks as a stimulus for more descriptive writing next week!

## Friday 8<sup>th</sup> May – Bank holiday (No set tasks)

### Monday 11<sup>th</sup> May – research the Titanic

This week, we will be studying a famous poem about the Titanic. In preparation, today we are going to find out about the Titanic.

Task: Do some of your own research about the Titanic. Ensure that you include where she was built, what people said about her before she sailed, also information about the opulence of the interior. All of this information gives us a background to our reading of a very special poem that we will read tomorrow. Use the recommended websites to support you and read the key facts in **'Poetry resources' – Titanic – some background information (Monday)** and **use the questions about the sinking of the Titanic (Monday)**.

Write down some of the most interesting facts that you found out in bullet points.

### Tuesday 12<sup>th</sup> May – reading a poem about the Titanic

Today we will read a very famous poem about the Titanic. The poem is in the 'poetry resources' and is called **'The Convergence of the Twain.'**

This poem was written not long after the event by a well-known novelist/poet, Thomas Hardy. Hardy was struck by the fact that the Titanic was such a grand ship – the most beautiful, the richest, the largest, ship ever built. She was said to be unsinkable! Hardy felt that human beings were trying to be like 'gods' – as if nature could not touch them any more as they were so clever and so wealthy! His poem is a challenge to understand and I do not expect that you will understand all of the words, but you should not worry about that.

Perhaps an adult could read it to you so that you can try and listen to the poem as if it were music – just enjoy the sound of it.

**Parents: In the 'poetry resources' there is guidance about the meaning of the poem to help you to explain parts of it.**

For this next task your child needs paper and art materials. Your next task is for you to paint or draw how the poem makes you feel. You can either draw actual objects and/or people or you can sketch abstract shapes or colours. You are simply expressing your thoughts in a visual way, the feelings evoked by the poem and the sound of the words.

Spend time thinking about your drawing. You can plan it first if this helps. Then spend time drawing it.

Once you have finished reflect on how you felt and how you represented this through Art. I would love to see your pictures!

### **Wednesday 13<sup>th</sup> May - to understand cohesion within paragraphs**

Use the 'PowerPoint to support' to help you with understanding cohesion within paragraphs.

Now look at **The Convergence of the Twain** again.

Choose a few words or a phrase, that seems to you to evoke some feeling or image particularly well.

E.g. You might choose 'In shadowy silent distance...' or 'grotesque, slimed, dumb, indifferent'.

You will then be using this phrase to describe something or someone quite different in a **paragraph** of your own. It can be an event, a place, a thing, a person or just a feeling.

E.g. *The space monster emerged out of the gloom of the crater in the desert. It loomed up before us, grotesque, slimed, dumb, indifferent.*

### **Thursday 14<sup>th</sup> May - to understand what it was like from a survivor's point of view and plan your own Titanic poem**

Now we are going to return to our research about the Titanic. *What really happened on the night of 14<sup>th</sup> April?* Read the survivor's account (see 'poetry resources')

Then think about these questions:

*Were there enough lifeboats? Was the ship going too fast? Why did she hit the iceberg? What was the chaos like? How did it feel to be sinking? What were other people doing?*

You are now going to plan your own poem about the sinking of the Titanic.

These are your options: You can write from the point of view of: a survivor, of one of those who drowned, a star looking down, the iceberg, a relation or an unbiased observer like Hardy, etc. You should think what feelings you want to evoke, and what images you want to describe.

Today you should decide on: (i) point of view, (ii) feelings to convey, (iii) images to describe. You should list thoughts under each of the headings on the planning template (see *poetry resources*).

### Friday 15<sup>th</sup> May - to write my own Titanic poem

Finish your planning sheet from yesterday and use the opening clauses sheet (in the poetry resources) to support your ideas.

Now you are going to write the first draft of your own Titanic poem. Remember you can use some of the language and words that you listed from last week if you like.

Your first draft will have lots of crossing outs and corrections and changes.

This is because you are working on it and you may change your mind about what to write or how to express something. All poets work in this way, changing things as they go along.

Once you have finished, edit your poem - use the 'polishing your poem' sheet to help you from the poetry resources. Then write or type it out neatly.

Reflection: What is your favourite line and why?

Have you illustrated your final draft or left it up to the reader to decide what they would imagine in their own mind?

I would love to read your Titanic poem! ☺ Please send it to me if you would like to.

Well done on completing this poetry unit of learning!

Mrs Crockett ☺