

Year 2 Writing

Poetry!

Week one

This week you will be creating shape poems called calligrams!

Day one

Go through the Powerpoint attachment- Day one- which teaches you about shape poems (calligram poems) and what they need to include.

After that, choose a topic of your interest and create a mind map of all the things that you know about your topic- What it is? Where it is? Appearance? Senses? All the information possible. Keep this mind map as you will add to it!

Day two – Alliteration

Alliteration is words that start with the same sound (silky, slippery snake or tiny teacup)

Go through the Powerpoint- Day two- see attachments – to learn about alliteration. As your day unfolds, see how many alliterations you can say to your family.

Today I'd like you to create a list or mind map of all the alliterations that you could use for your shape poem. Remember the words have to SOUND the SAME!

Day three- similes

A simile is when you compare one thing to another using as or like- *As quick as a lion or you can swim like a fish!*

Watch this clip, with an adult, to help you (I know it's KS2 but it explains it clearly):

<https://www.bbc.co.uk/bitesize/topics/zfkk7ty/articles/z9tkxfr>

Today I would like you to create a list or mind map of all the similes that you could use in your shape poem about your topic.

Day four- adjectives

Today I would like you to add to your mind map from day one. In a different coloured pen or pencil, I would like you to add all the different adjectives and expanded noun phrases that you could use in your calligram poem about your topic.

Day five- Writing your poem

Top tips:

- Remember to stay inside the lines of the picture, starting a new line when you get close to the edge.
- Don't forget to use full stops and capital letters.
- Try to use alliteration or similes if you can; this will make your shape poem more exciting and descriptive.

Today is the day that you write your poem but before you do, you need to draw an outline of the topic. For example, if my

calligram poem was about a fish, I would draw a fish outline so I can write inside it!

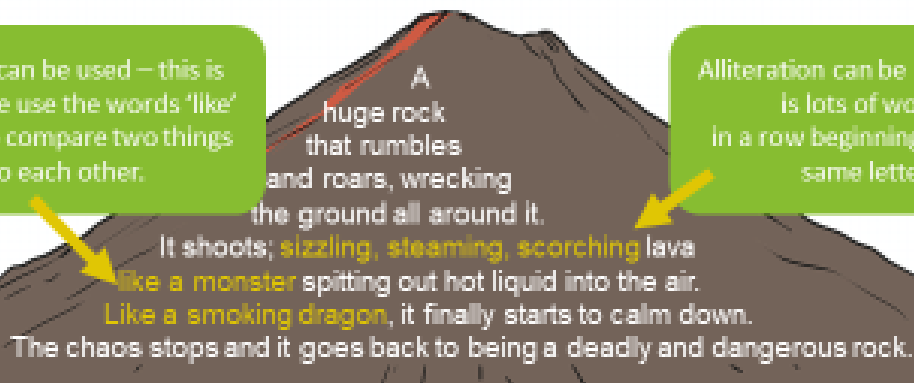
Now remember,

The Features of a Shape Poem

What did you notice about the shape poems we looked at?

Similes can be used – this is where we use the words 'like' or 'as' to compare two things to each other.

Alliteration can be used – this is lots of words in a row beginning with the same letter.



Full stops and capital letters are used just like you would use in sentences.

Each line can be a different length or be curved to form the shape of the object that is being described.

The lines don't have to rhyme.

If you're not sure about how to start your poem, I would start to talk about the main part of it. For example, if it was a lion, you could say...

I am as loud as an erupting volcano and I can bite.

Or

If your topic is a rain drop, you could say...

A tiny wet droplet from the clouds above but harmless when I fall.

I look forward to reading your poems!



Day six- Instruction writing

Today, you are going to invent something or choose to instruct me on how to make something... but you have to know how and in what order.

Create a flow diagram on what the stages of your instructions are. Use pictures, arrows, numbers and labels to clearly show what happens at each stage.

Day seven- Imperative verbs and adverbs

Today, you are going to remind yourself what imperative verbs are.

With an adult, watch this song...

<https://www.youtube.com/watch?v=oApd0goKJDM>

Imperative verbs are bossy verbs... they tell you what to do. They aren't polite at all!

Using the imperative verb word mat (Day 7 attachment) add imperative verbs to your flow diagram to help shape your writing.

Now talk through your entire instructions including the imperative verbs- this is great talk for writing and remember... you can't write it unless you have said it!

Now think about how you are going to do those verbs e.g. what manner are you going to cut the rope? Slowly? Quickly? What manner are you screw the bolt on? Carefully? Delicately?

The way in which you do the action is called an adverb!

Watch this with an adult,

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zgsgxfr>

(I know it is for KS2 but it is a good way to explain adverbs)

Now using a different coloured pencil, add adverbs to your flow chart.

I've provided a few examples (see Day 7 adverbs) to get you started!

Day eight- Let's get writing!

Go through Day eight Powerpoint

Read Day eight instruction example (attachment) - This will give you an idea of how to layout your writing and ideas to make them clear. I would suggest using lined paper to layout your instructions.

Today I'd like you to create your title and what you will need section. Use the Powerpoint to guide the layout of your writing.

I would up-level this by adding extra details...

Paper Plate Pets

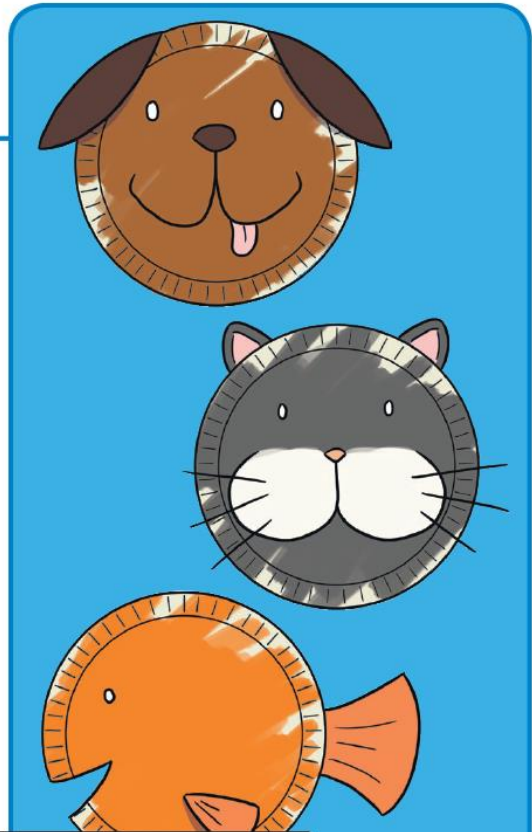
Clean

You will need:

- Paper plates (one per child)
- Paint
- Paintbrushes
- Different coloured sugar paper
- Scissors
- Glue sticks
- Glue spreaders
- Marker pens (optional)
- Decorative items, such as wool and googly eyes (optional)

Thin

Sharp



Day nine- Let's get writing!

Today, I'd like you to write the 'how to' part of your instructions.

Remember in most sentences,

- Time opener (to tell me when to do it)
- Imperative verb
- Adverb
- Conjunction
- Top tip (Don't forget or mind your fingers or be careful...)

Use your flow chart diagram to help you. You have already put adverbs and imperative verbs on it! Keep reading your writing

back to yourself to make sure that it makes sense. Have you missed a word out? Do you need to check spellings? Could you use a conjunction to join two of your ideas together? Will Miss Dell know when to do that instruction or should I add a time opener to help her?

Day ten- Edit

Today you are going to finish your instructions, edit and finalise.

Firstly, finish your writing gracefully.

Then, add illustrations carefully.

Next, read your writing through slowly.

After that, edit your work for spellings, punctuations and check that it makes sense.

Finally, give your instructions to someone to see if they can follow them sensibly.

Happy writing Pine! ☺