

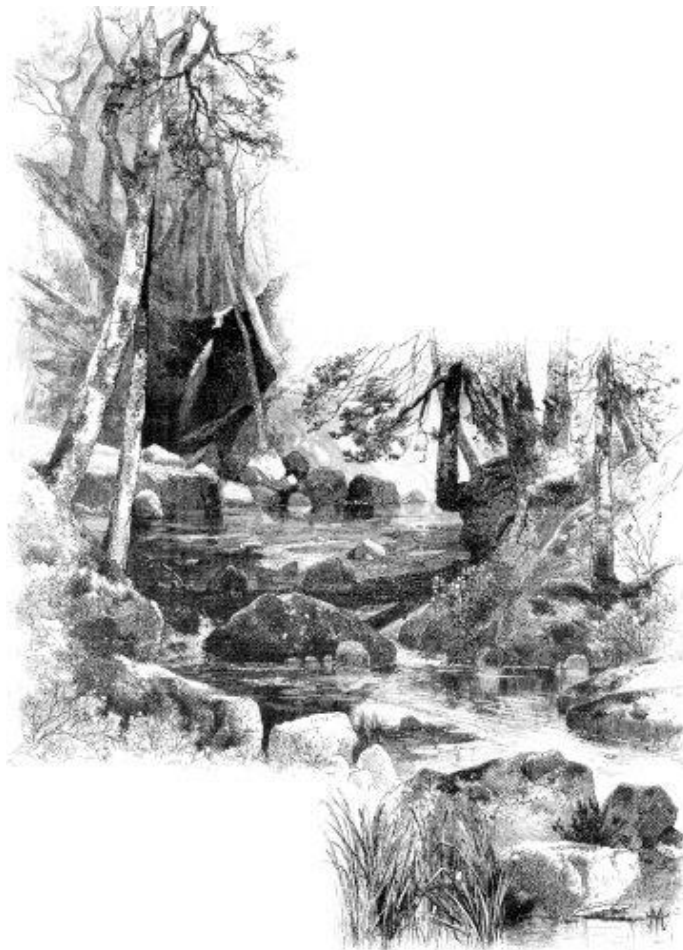


THE LITERACY
COMPANY

Year 4

Literacy at Home:

Poetry





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These materials have been created by *The Literacy Company* to support home learning with literacy. We hope you enjoy using them and would appreciate your feedback. Please follow our Facebook page or Twitter to keep up to date with any new releases.



The Literacy Company



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We have also created 'The Lit Co Community' page which can be accessed through the following link:

<https://www.theliteracycompany.co.uk/the-lit-co-community/>

We would love to see some of the work you have produced, so start writing!



The Brook

I chatter, chatter, as I flow
To join the brimming river;
For men may come and men may go,
But I go on forever.

I wind about, and in and out,
With here a blossom sailing,
And here and there a lusty trout,
And here and there a grayling.

I steal by lawns and grassy plots,
I slide by hazel covers;
I move the sweet forget-me-nots
That grow for happy lovers.

I slip, I slide, I gloom, I glance,
Among my skimming swallows;
I make the netted sunbeams dance
Against my sandy shallows.

I murmur under moon and stars
In brambly wildernesses;
I linger by my shingly bars;
I loiter round my cresses.

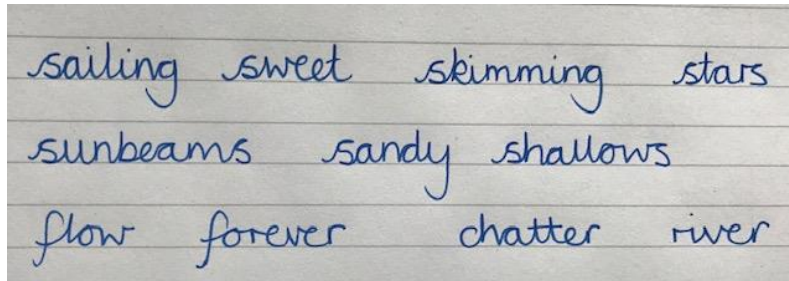
And out again I curve and flow
To join the brimming river;
For men may come and men may go,
But I go on forever.

by Alfred Tennyson



Read the poem 'The Brook'.

1. Highlight any words you don't know. Use a dictionary, look them up online or discuss them with an adult. Write your own sentence for each of the new words you have learnt.
2. Illustrate the poem. Look at the noun phrases in the poem and try to include them in your illustration, e.g. *a lusty trout, a grayling, sweet forget-me-nots, skimming swallows.*
3. Answer the questions below:
 - What is the poem about?
 - Who is speaking in the poem?
 - List three animals that appear in the poem.
 - List three plants that appear in the poem.
 - What speed is the brook moving? What clues are there?
4. Practise your handwriting by copying out several lines of the poem as neatly as you can using a joined style. Try to choose a good pen and ensure you are sitting correctly at a table to do this. Warm up by practising with these words:



5. Think about the journey that a river, stream or brook might take that is different to the one in the poem – there might be one near you that you could think about. Make a list of all the plants, creatures and landscapes it might see on its journey. Draw a picture of the journey, this might help you to picture it.

Add some verbs to describe the how the river or stream you have chosen might move, sound or look like. Choose some words from the poem for inspiration to start you off:

- *Move: weave, twist, meander, drift...*
- *Sound: trickle, babble, murmur...*
- *Look like: shimmer, sparkle, ripple*



6. Find examples of the poet using adverbial phrases (telling you how, where or when) in 'The Brook'. Develop some descriptive adverbial phrases for your stream or river journey. For example:

- *twisting through the city (where)*
- *murmur softly into the trees (how and where)*
- *after dark I shimmer under the glow of the moon (when and where)*

7. Write your own version of the poem in first person using your own river, stream or brook journey you have created. Keep the first and last verses the same. Just change the verb 'chatter' on the first line to your own verb and where your water might be flowing to.

For example:

*I babble, babble, as I flow
To join the rolling sea;
For men may come and men may go,
But I go on forever.*

*I twist through the city
Interrupting paths and roads,
And here and there riverside fisherman,
And here and his paddling retriever...*

8. Practise reading aloud your poem or the original. Decide which words need volume and emphasis. Perform to a family member and/or record to send into school so that your teacher can listen. You may wish to publish (handwrite, illustrate and decorate) your final poem. Don't forget to edit and proof-read!



Further ideas to inspire learning are available on our website:

Gateway: Hook the pupils into the context of learning
Learn a poem by heart

Session 1:

Listen and respond
Show pupils a variety of pictures of tigers both in the wild and in captivity (see resources).
How do the pictures make you feel?

Speak audibly and fluently
Ask pupils to sort the pictures into those they think are captive tigers and those which they think have been photographed in the wild.
Can you explain your choices?

Participate in performances
How do you feel about wild animals being kept in captivity?

Learn poetry by heart
Give pupils the opportunity to discuss in small groups and make notes about their reasoning. Pupils should be given the opportunity to explain their thoughts to the whole class or to another group.

Prepare poems for performance
Introduce the poem 'A tiger in the zoo' by Leslie Norris (see resources).
Model reading with intonation.
Why has the poet written this poem? What is his viewpoint? What form of poetry is this?

Explain and discuss understanding of reading
Give pupils a few minutes to unpick the poem in pairs or small groups. They should discuss language they like, language they're unsure about the meaning of, what type of poem it is and what they like or dislike about it. Take feedback from pupils about their thoughts.
How has the poet drawn contrasts between the caged tiger and a wild tiger?
Ask pupils to create two lists of verbs that the poet has used to describe the tiger's movements. Create a second list to show the contrast in the descriptions of the places.
e.g.

	Cage	Wild
Tiger's movement	stalks lacked in stalking ingoring stares	lurking sliding snarling baring terrorising
Place description	concrete cell behind bars	shadow long grass water hole jungle's edge

Pupils record their thoughts and ideas about the poem as poetry graffiti (see resources for additional guidance), in a poetry journal or on the recording sheet provided (see resources).

Create a visual map to support pupils in learning 'A tiger in the zoo'. Spend time rehearsing the poem as a class and in small groups, focusing on appropriate intonation and expression.

Two poetry units of work

The Lost Lost Property Office

List poems based on lost things by Roger McGough and Michael Rosen are used as models for comparison, writing and performance

Windrush Child

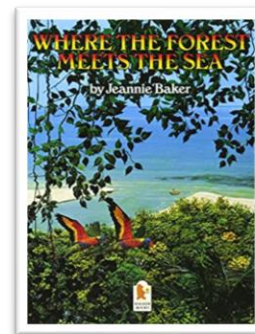
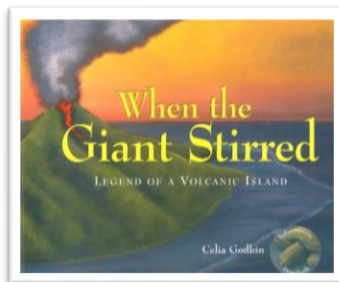
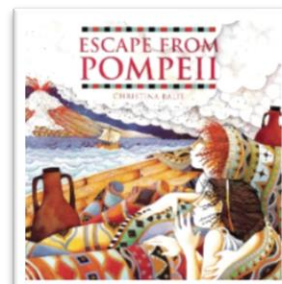
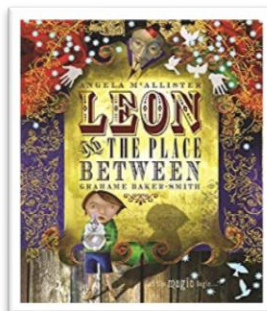
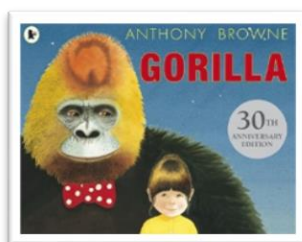
With links to the Caribbean and leaving home, Windrush Child by John Agard is the focus with an outcome of a free verse, narrative poem

Please refer to our website for further information:

<http://www.theliteracycompany.co.uk/poetry-resources/>



Our award-winning resource ***Pathways to Write*** currently has six units of work available for Year 4.



Click here: <http://www.theliteracycompany.co.uk/product/pathways-to-write-year-4/>