



Year 6 Maths and English Home Learning |

Summer Term



W.C. 15th June 2020

English

<https://www.bbc.co.uk/bitesize/tags/zncsscw/year-6-and-p7-lessons/1>

After watching the videos and having a go at the practise activities, have a go at these activities..

Extensions – You may wish to deepen your learning by looking at the suggested worksheets (work from them not on them)

In addition, there is also work on Purple Mash

Purple Mash spelling quiz: selection of words from Spring term; write a human acrostic poem.

Spelling activities



Statutory Spelling Word Activity Mat: correspond

1

Use a dictionary to define the word **correspond**.

Which word class does the word **correspond** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Add the word **correspond** to these sentences.

I _____ with a friend in Canada.

Will you _____ with me?

The seasons in England _____ with those in Japan.

I like to _____ with my grandad because his letters are funny.

Write the syllables of the word **correspond** inside the hands.



Which letter from the word **correspond** is missing below?

r p s o c

d o n e

Trace the word **correspond**.

correspond

Complete the word **correspond**.

corre_____

_____pond

_____es

cor_____po_____

Write your own statement containing the word **correspond** as a verb.

Write a synonym and an antonym for the word **correspond**.

Synonym: _____

Antonym: _____

Edit and improve these words so that they correctly spell the word **correspond**.

corispond

corraspond

corespond

Statutory Spelling Word Activity Mat: criticise

2

Use a dictionary to define the word **criticise**.

Which word class does the word **criticise** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Add the word **criticise** to these sentences.

Why do you have to _____ all the time?

Fred always seems to _____ my art.

I didn't mean to _____ you.

Before you _____ someone, put yourself in their shoes.

Write the syllables of the word **criticise** inside the hands.



Which letter from the word **criticise** is missing below?

r c e t

i i s c

Trace the word **criticise**.

criticise

Complete the word **criticise**.

crit_____

_____cise

_____i_____

cri_____is_____

Write your own statement containing the word **criticise** as a verb.

Write a synonym and an antonym for the word **criticise**.

Synonym: _____

Antonym: _____

Edit and improve these words so that they correctly spell the word **criticise**.

crittise

crittersize

critisize

Statutory Spelling Word Activity Mat: curiosity

3

Use a dictionary to define the word **curiosity**.

Which word class does the word **curiosity** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Add the word **curiosity** to these sentences.

Her _____ made her go into the woods.

With _____, Max peeked under the bed.

My _____ got the better of me.

"Did the book pique your _____?" asked Mr Hall.

Write the syllables of the word **curiosity** inside the hands.



Which letter from the word **curiosity** is missing below?

y r o c
i t s u

□

Trace the word **curiosity**.

curiosity

Write a synonym and an antonym for the word **curiosity**.

Synonym: _____

Antonym: _____

Complete the word **curiosity**.

cur_____

_____ity

_____os

cu_____si_____

Write your own statement containing the word **curiosity** as a noun.

Edit and improve these words so that they correctly spell the word **curiosity**.

cureocity

curioscity

curriosity

Statutory Spelling Word Activity Mat: definite

4

Use a dictionary to define the word **definite**.

Which word class does the word **definite** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Add the word **definite** to these sentences.

Please give me a _____ answer today.

Is it _____ that Maya will come?

You need a _____ plan before you go.

Cost is a _____ factor in where we will go on holiday.

Write the syllables of the word **definite** inside the hands.



Which letter from the word **definite** is missing below?

n d t f
i e e

□

Trace the word **definite**.

definite

Write a synonym and an antonym for the word **definite**.

Synonym: _____

Antonym: _____

Complete the word **definite**.

def_____

_____ite

_____in

de_____i_____

Write your own statement containing the word **definite** as an adjective.

Edit and improve these words so that they correctly spell the word **definite**.

deffinite

definate

definnut

Statutory Spelling Word Activity Mat: desperate

5

Use a dictionary to define the word **desperate**.

Which word class does the word **desperate** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Add the word **desperate** to these sentences.

"Are you _____?" asked Ms Patel.

Thea is _____ to visit Stonehenge.

I'm in _____ need of help.

The lady who phoned 999 sounded _____.

Write the syllables of the word **desperate** inside the hands.



Which letter from the word **desperate** is missing below?

d p r e
e a s e

Trace the word **desperate**.

desperate

Complete the word **desperate**.

des _____

_____ ate

_____ er _____

de _____ ra _____

Write your own statement containing the word **desperate** as an adjective.

Write a synonym and an antonym for the word **desperate**.

Synonym: _____

Antonym: _____

Edit and improve these words so that they correctly spell the word **desperate**.

dessprate

dessperite

despirate

Monday

<https://www.bbc.co.uk/bitesize/tags/zncsscw/year-6-and-p7-lessons/1>

Analysing and performing poems

Use the following link to find out about poetry

<https://www.bbc.co.uk/bitesize/topics/z4mmn39>

Poetry

Poetry is a form of literature and a very wide genre of writing. It is a form of imaginative writing that can be written by anybody. People choose to write poetry based on many different things. Expressing thoughts and feelings about something in a creative way is what poetry is all about.

The main aim of poetry is to involve and stimulate the thoughts of the reader. Poetry can connect with a reader on an emotional level too.

Poetry has many different forms, and can be written in many different ways. They can be short or long, fun or sad, real or imagined, structured or unstructured, rhyming or not. There is a lot of freedom when writing poetry and because of this, the writer is able to express their thoughts and feelings in very unique ways.

There are many different types of poem including:

acrostic	sonnet	epic	blank verse
simile	colour	tetractys	pantoum
diamante	ballad	haiku	echo verse
limerick	renga	kenning	riddle
shape	cinquain	ode	free verse
tyburn	senryu	lyric	tanka

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Features of Poetry

Examples

- Acrostic
- Cinquain
- Free verse
- Haiku
- Limerick
- Narrative
- Nonsense
- Shape
- Sonnet



Structure

- Written in verses
- Each line starts with a capital letter
- A comma usually at the end of each line



Language Features

- Alliteration
- Figurative language
- Imagery
- Metaphor
- Onomatopoeia
- Pattern
- Personification
- Repetition
- Rhyme
- Rhythm
- Simile
- Verse



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Poetry Toolbox



rhythm

Create a fun pattern that makes it easy to remember.



line breaks

Write in shorter lines to slow the reader down.



metaphor

Tell the reader that something is something else.



simile

Tell the reader that something is 'like' or 'as' something else.



imagery

Give them help to form a picture in their mind.



personification

Give human qualities to something that isn't human.



alliteration

Start some words in a line using the same sound or letter.

repetition

Repeat a word or phrase.



rhyme

Use words with similar sounding final syllables.



onomatopoeia

Use words that mimic the sound of the noun or verb they describe.



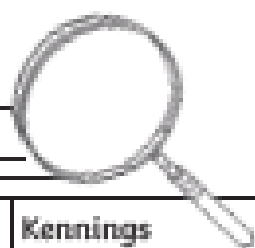
Use this website to read a variety of poems

<https://childrens.poetryarchive.org/explore/?key=&type=&poet=&theme=130&form=&age=259>

Then complete the activities below

Mild

Poetry Detective



Poem title: _____

Diamante		Tanka		Limerick		Kennings	
Diamond		Haiku		Shape poem		Ballad	
Narrative		Epic		Nonsense		Free verse	
Sonnet		Reverse		Riddle		Acrostic	
Cinquain		Something else _____					

What is the poem about?

Does the poem rhyme?

Yes ☐

No ☐

Copy all of the rhyming words
that you can find in the poem.

What is your favourite word or phrase in the poem?

Explain why you like it.

What is your least favourite word
or phrase in the poem?

Explain why you don't like it.



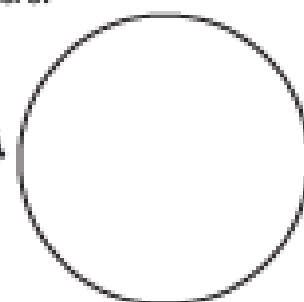
How does the poem make you feel? Explain your answer.

Draw how the poem makes
you feel here!

Would you recommend this poem to a friend?

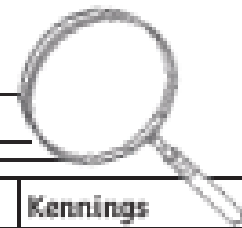
Yes ☐

No ☐



Medium

Poetry Detective



Poem title: _____

Diamante		Tanka		Limerick		Kennings	
Diamond		Haiku		Shape poem		Ballad	
Narrative		Epic		Nonsense		Free verse	
Sonnet		Reverse		Riddle		Acrostic	
Cinquain		Something else _____					



What is the poem about?

Does the poem rhyme?

Yes ☐ No ☐

Is there a rhyming pattern?
If so, what is it?

Copy all of the rhyming words that
you can find in the poem.

How does the poem make you feel?
Explain your answer.

Would you recommend this poem to a friend?

Yes ☐ No ☐

What is your favourite word or phrase in the poem?

Explain why you like it.

What is your least favourite word
or phrase in the poem?

Explain why you don't like it.

Are there any similes or metaphors in the poem?
If so, find and copy one.

Does the poem follow a repeating pattern or
rhythm? You may need to count syllables,
words or lines.



Spicy

Poetry Detective



Poem title: _____					
Diamante		Tanka		Limerick	
Diamond		Haiku		Shape poem	
Narrative		Epic		Nonsense	
Sonnet		Reverse		Riddle	
Cinquain		Something else _____			



What is the poem about?

Is there a rhyming pattern?
If so, what is it?

Has the poet used imagery (figurative language) in the poem?

Similies	
Metaphors	
Personification	
Other	

Copy an example of imagery
from the poem

How does the poem make you feel?
Explain your answer.

Who would you recommend this poem to?
Explain your answer

What is your favourite word or phrase in the poem?

Explain why you like it.

What is your least favourite word
or phrase in the poem?

Explain why you don't like it.

If you could change this word or phrase, what would
you change it to?

Does the poem follow a repeating pattern or rhythm?
You may need to count syllables, words or lines.



Does the poem contain any
of the following?

Repetition of words or phrases	
Onomatopoeia	
Alliteration	
Assonance	

Tuesday

To use Assonance, Onomatopoeia and Alliteration in poetry

<https://www.bbc.co.uk/bitesize/tags/zncsscsw/year-6-and-p7-lessons/1>

Onomatopoeia



Onomatopoeia is a common form of figurative language, in which an author creates a sound for the reader by using a word which physically makes the required sound when read.

Example:

The wolf threw him into a dank cell and **clanged** the door shut.



crash

rumble

thump

cackle

slap

knock

click

smash

tap

chirp

roar

drip

bang

whisper

patter

murmur

How many examples of onomatopoeia can you think of?



visit [twinkl.com](https://www.twinkl.com)

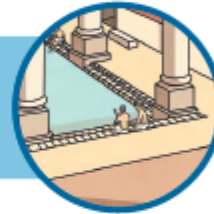
Alliteration



Alliteration is a well-known device in which the author puts together two or more words with the same first letter. The words do not have to be right next to one another. This helps to create a pleasant sound when the words are read and adds to the atmosphere.

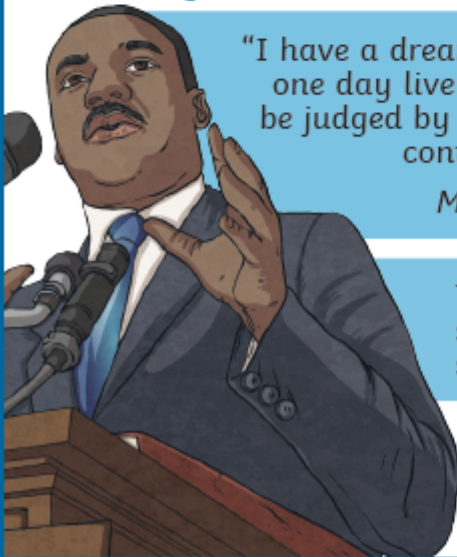
Example:

Marble pillars supported **cool**, shaded balconies and **clear, crystalline** pools filled stone basins.



These 'C' sounds are crisp and clean and remind the reader of cold water.

A famous alliterative phrase is:



"I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character."

Martin Luther King, Jr.

These 'C' sounds are hard and strong and help the speaker to sound determined and confident.

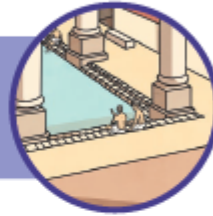
Assonance



Assonance is a useful device in which the author puts together words which have similar **vowel sounds**. The words do not need to be right next to one another. This helps to create a sound when read that supports the atmosphere.

Example:

Marble pillars supported **cool**, shaded balconies and clear, crystalline **pools** filled stone basins.



These 'oo' sounds make the sentence relaxing and calm.

Can you think of another 'oo' word that could be added to the sentence?



beautiful



smooth



blue



unusual



room

Mild



Poetic devices



Poets use onomatopoeia or these sound words more than most people. Can you think why? Read the following poem most of the lines contain onomatopoeia

Company Manners



Hands off the tablecloth
don't rumble belly
don't grab the grub
don't slurp the soup
don't crumble the crackers
don't mash the mushrooms
don't mush the potatoes
don't stab the steak
don't slap the saltshaker
don't pill the bread
don't swill the sauce
don't ooze the mayonnaise
don't slop the slaw
don't splatter the ketchup
don't gulp the olives

don't spit the pips
don't finger the lettuce
don't dribble the dressing
don't comp the celery
don't gobble the cobbler
don't guzzle the fizz
swallow don't wig
don't smack your lips
pat with a napkin
daintily dab
quietly quaff
fastidious sip
and gracefully sample
a nibbling tidbit.

EVE MERRIAM

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What examples of onomatopoeia can you find?

Onomatopoeia Worksheet

Match the following sentences with the onomatopoeia that describes them.

The sound of a fire burning
A toilet chain being pulled
The telephone
Jumping in a swimming pool
A dog barking
A gun shot
Walking on gravel
A window being broken
A mouse button being pressed

click
woof
crunch
crackle
smash
flush
ring
bang
splash

Use onomatopoeia to complete the sentences.

1. The old door _____ slowly open.
2. The hooves of the horse _____ in the distance.
3. The stream _____ gently.
4. The _____ of the crowd was deafening.
5. The car _____ its horn.
6. The bacon _____ in the frying pan.
7. The _____ of the chains.
8. The _____ of the leaking tap.

Medium

Read the poem below

Noise

I like noise.

The whoop of a boy, the thud of a hoof,
The rattle of rain on a galvanised roof,
The hubbub of traffic, the roar of a train,
The throb of machinery numbing the brain,
The switching of wires in an overhead tram,
The rush of the wind, a door on the slam,
The boom of the thunder, the crash of the waves
The din of a river that races and raves,
The crack of a rifle, the clang of a pail,
The strident tattoo of a swift-slapping sail -
From any old sound that the silence destroys
Arises a gamut of soul-stirring joys.

I like noise.

Jessie Pope.

Now try writing your own *I like...* poem. Look at the poem below for ideas.

Spicy

Pick one of the images below then write a description of the scene using onomatopoeia.



E.G: The waves **crashed** against the lighthouse and the wind....



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Extra challenge assonance

Understand

Circle the pairs of words which show **assonance**.

fate - late	mat - mate
find - found	low - lot
eye - tide	hot - snow
simple/silence	crumble/thunder

Circle the words which create **assonance** in these sentences.

Oh no! I don't know what to do.

The man's hat fell to the hard floor.

Mary stayed and made the lights fade during the school production.

Write two more words which share **assonance** with these words:

Light _____

Could _____

Explain

Explain, using your own words what **assonance** is.



Language Features Assonance

Why do we use **assonance** in our writing?
Create an example to prove your point.

Imagine that you are a witness to a gunfight between two cowboys. Write an exciting passage about their fight. Include and underline examples of **assonance** to enhance your writing.



Extra challenge:
• Can you include adverbs in your writing?

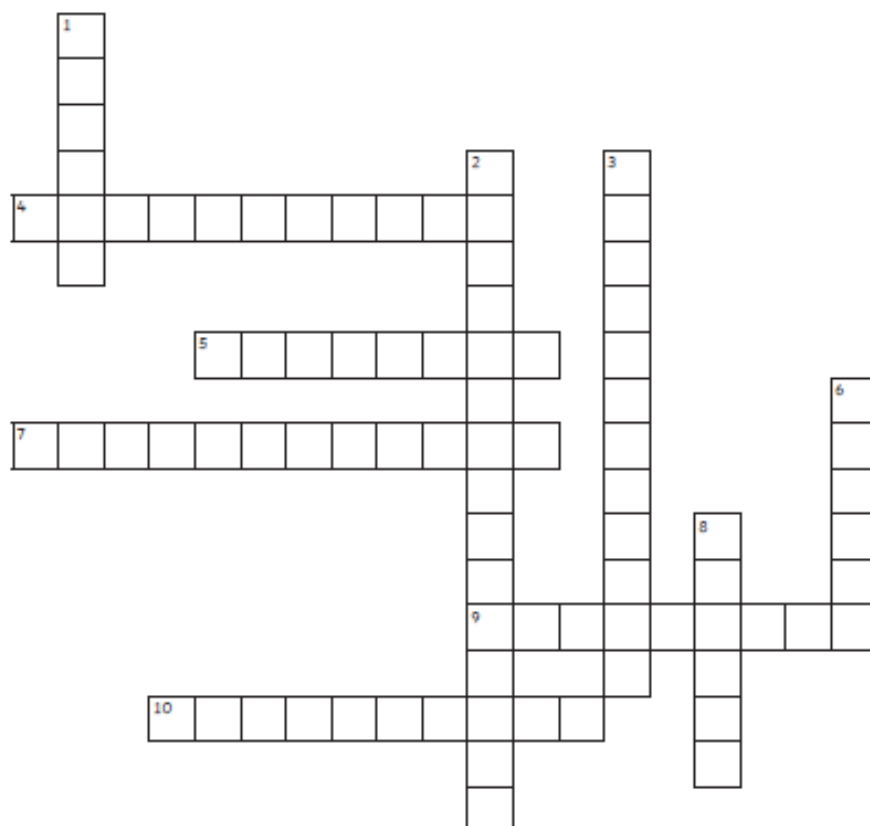
Resource author: Teach. Dr. ...

Remember to use alliteration and onomatopoeia as well!

Extension - Just for fun

Poetic Techniques You Should Know Crossword

Need to learn those tricky poetry techniques? Use the definition clues to help you work out the crossword puzzle answers.



Across

4. The pattern of rhyming words in a poem.
5. Describing something as if it is something else.
7. A word that sounds like the thing it is describing.
9. Using words that have matching vowel sounds in them.
10. Using a word or phrase numerous times for effect.

Down

1. A use of stressed and unstressed syllables to create a pattern.
2. Describing something non-human as if it were human.
3. Using two or more words together that start with the same letter.
6. Describing something using the words 'like' or 'as'.
8. Another name for a verse of poetry; a group of poetry lines.

Wednesday

<https://www.bbc.co.uk/bitesize/tags/zncsscw/year-6-and-p7-lessons/1>

Writing Limericks and Clerihews

Clerihew Poems

A clerihew poem is a funny poem about someone. They could be someone you know or a character from a book or movie.

Here is an example to get you started.

This is a poem about my teacher,

Write who the poem is about at the end of line 1.

She really is a funny creature.

The last word in line 2, rhymes with the name in line 1.

While teaching us she has perfected,

She'd forget her head if it wasn't connected!

The last words of lines 3 and 4 rhyme.

Clerihew poems don't have to be real and you can use a word that nearly rhymes, particularly if it makes your poem funny.

You need to be careful that the poem isn't going to hurt someone else's feelings so always ask for help if you are unsure.



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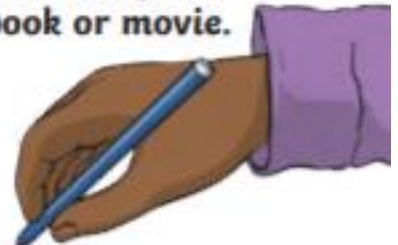
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Clerihew poems don't have to be real and you can use a word that nearly rhymes, particularly if it makes your poem funny.

You need to be careful that the poem isn't going to hurt someone else's feelings so always ask for help if you are unsure.

Let's write a Clerihew Poem.

1. Start by choosing who your poem is going to be about.
2. Brainstorm some facts about them and words you could rhyme with their name.
3. Now let's turn your ideas into a poem! This part might get messy as you change your ideas to improve your work.



Clerihew Poems

The diagram illustrates the structure of a Clerihew poem. It consists of several boxes and arrows indicating the flow of information:

- A pink box on the left contains the text "Who is the poem about?". A dashed arrow points from this box to a large orange box.
- The large orange box contains the text "Words that rhyme with their name." A dashed arrow points from this box to a smaller orange box.
- Below the large orange box are three more orange boxes. A dashed arrow points from the large box to the first of these three.
- A dashed arrow points from the second of these three boxes to the third.
- A dashed arrow points from the third of these three boxes to a fourth orange box.
- A dashed arrow points from the top of the fourth orange box to the bottom of the smaller orange box.

1. _____
Write who the poem is about at the end of line 1.

2. _____
The last word in line 2, rhymes with the name in line 1.

3. _____

4. _____
The last words of lines 3 and 4 rhyme.

Limericks

What is a limerick poem?

A limerick poem is a short, nonsense poem. These types of poems aim to entertain people and to make them laugh.

What is the structure of a limerick poem?

Limerick poems consist of five lines. The first, second, and fifth lines must have seven to ten syllables. These lines must also rhyme and have the same rhythm as each other. The third and fourth lines must have five to seven syllables. These lines must also rhyme and have the same rhythm as each other.

Limerick poems are known to follow an **AABBA** rhyming pattern.

Title

Line 1: 7-10 syllables (A)

Line 2: 7-10 syllables (A)

Line 3: 5-7 syllables (B)

Line 4: 5-7 syllables (B)

Line 5: 7-10 syllables (A)

An example of a limerick poem:

Mummy

There once was a very odd mummy,
Who always lied down on her tummy,
She looks very weird,
And everyone feared,
She would never cook anything yummy.



Some examples

<https://www.kidzone.ws/poetry/limerick.htm>

I went to the staffroom one day For a nice cup of tea during play But a troll had got in And was making a din Even though he had nothing to say.	There was a young man from Dealing Who caught the bus for Ealing. It said on the door Don't spit on the floor So he jumped up and spat on the ceiling
An artistic male cat called Greebo, To an evening class he decided to go. The teacher said, "That's not right Your page is all white!" Greebs said, "It is a polar bear in the snow."	There was a young lady from Ickenham Who went on a bus-trip to Twickenham. She drank too much beer, Which made her feel queer, So she took off her boots and was sick- in-'em.
There was an old person of Fratton Who would go to church with his hat on. 'If I wake up,' he said, 'With a hat on my head, I will know that it hasn't been sat on.'	There once was an old man from Esser, Whose knowledge grew lesser and lesser. It at last grew so small, He knew nothing at all, And now he's a college professor.
There was a young lady from Hyde, Who ate a green apple and died. While her lover lamented, The apple fermented, And made cyder inside her inside.	A mosquito was heard to complain, 'A chemist has poisoned my brain!' The cause of his sorrow was paradichloro- triphenyldichloroethane.
There once was a lass in the staffroom... who found a long and thin broom she waved it about with a scream and a shout and cleaned up the whole of her classroom..	I once had a blind date with Cilla. I took her to watch Aston Villa. She sang to the crowd And she sang very loud And that's why they threatened to kill 'er.

Mild

Read the following Limericks by Edward Lear

Limericks

A limerick is a short and funny poem. Read the following examples carefully, including examples by the English poet, Edward Lear.

There was an Old Man with a beard, Who said, "It is just as I feared!— Two Owls and a Hen, four Larks and a Wren, Have all built their nests in my beard. Edward Lear	There was an Old Man with a nose, Who said, "If you choose to suppose, That my nose is too long, You are certainly wrong." That remarkable man with a nose. Edward Lear
There was an old man in a tree, Whose whiskers were lovely to see; But the birds of the air, Pluck'd them perfectly bare, To make themselves nests on that tree. Edward Lear	There was a young schoolboy of Rye, Who was baked by mistake in a pie. To his mother's disgust He emerged through the crust, And exclaimed, with a yawn, "Where am I?"
There was a Young Lady whose bonnet, Came untied when the birds sate upon it; But she said: 'I don't care! All the birds in the air Are welcome to sit on my bonnet!' Edward Lear	There was a young lady from Leeds Who swallowed a package of seeds. Now this sorry young lass Is quite covered in grass, But has all the tomatoes she needs. 

1. Which limerick is your favourite? Why?

.....

.....

2. What similarities are there in each of the limericks and how they are written?

.....

.....

3. Write your own definition of a limerick in no more than ten words.

.....

.....

4. Find and underline the rhyming words in each of the limericks.

.....

.....

5. Which lines in each of the limericks rhyme? Write the rhyming pattern.

.....

.....

6. Count the syllables in each of the lines. Is there a pattern? Write it below.

.....

.....

Medium

Complete the limericks by choosing the correct rhyming words from the box below.

There was an Old Man with a beard, Who said, "It is just as I feared!— Two Owls and a , four Larks and a , Have all built their nests in my beard.  <i>Edward Lear</i>	There was an Old Man with a beard, Who said, "If you choose to suppose, That my nose is too , You are certainly , That remarkable man with a nose. <i>Edward Lear</i>		
There was an old man in a tree, Whose whiskers were lovely to see; But the birds of the , Pluck'd them perfectly , To make themselves nests on that tree. <i>Edward Lear</i>	There was a young schoolboy of Rye, Who was baked by mistake in a pie. To his mother's He emerged through the , And exclaimed, with a yawn, "Where am I?"		
There was a Young Lady whose bonnet, Came untied when the birds sate upon it; But she said: 'I don't ! All the birds in the Are welcome to sit on my bonnet!' <i>Edward Lear</i>	There was a young lady from Leeds Who swallowed a package of seeds. Now this sorry young Is quite covered in , But has all the tomatoes she needs. 		
long	disgust	hen	wrong
lass	air	crust	air

Spicy

Now write your own poem

My Limerick Planning Sheet

Before you begin writing your limerick poem, you should start by writing down different ideas that you have about your particular topic or object. Use the following template to help you with your ideas.

Choose a topic or object for your poem: _____

List some words that rhyme with your topic or object:

List some adjectives that describe your topic or object:

List some interesting facts about your topic or object:

NAME: DATE:

Write your own limericks using the guide to help you.



A First line - 8 syllables

There was a called

A Second line - 8 syllables

.....

B Third line - 5 syllables

.....

B Fourth line - 5 syllables

.....

A Final line - 8 syllables

.....

.....

Thursday

<https://www.bbc.co.uk/bitesize/tags/zncsscw/year-6-and-p7-lessons/1>

Writing Free verse and Narrative poetry



Watch <https://www.bbc.co.uk/bitesize/clips/zd9bwmn>

THEN

Read the following free verse poem by Kit Wright

I will put in the box

The swish of a silk sari on a summer night,
fire from the nostrils of a Chinese dragon,
the tip of a tongue touching a tooth.

I will put in the box

A snowman with a rumbling belly
a sip of the bluest water from Lake Lucerne,
a leaping spark from an electric fish.

...

I shall surf in my box
on the great high-rolling breakers of the wild Atlantic,

and then wash ashore on a yellow beach
the colour of the sun.

Read this extract from the poem. Can you find these poetic devices?

- alliteration
- onomatopoeia
- repetition
- rhyme
- use of the senses

Medium /Spicy

What will you put into your box?

Write your own Magic box poetry

- What about sounds, smells and textures?
- What sort of foods would go in?
- What colours and weather?
- What sort of dreams go in, and what sort of feelings?
- Are there things from the natural world, like rivers and mountains?
- Perhaps it has a window in it, or a door leading to somewhere else?
- What is your box made of?
- Where will it take you?

Try to include some of the following:

- Metaphors/Similes
- Alliteration
- Descriptive vocabulary/Imaginative ideas

- Here are some ideas I had, come up with some of your own, they can be your favourite things, or things you are scared of, or special dreams and memories you want to keep safe.

-

I will put in my box,

The silent whisper of a butterfly's wing,

A single drop of shimmering moonlight, pale and fragile, from a starry night,

A red hued feather, soft and intricate, from fiery phoenix.

My box will be fashioned from fragments of memory, delicate and reading lesson

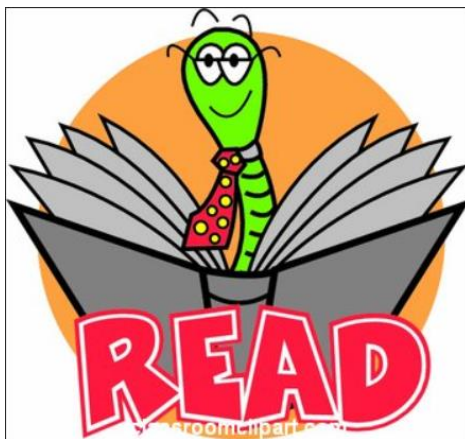
sweet.

The lid will be made from the finest silk, translucent and pale

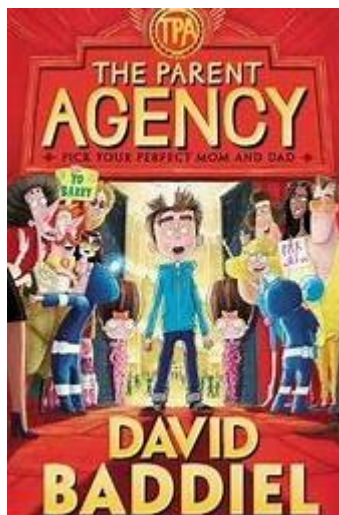
It will take me to the furthest edges of the earth.

Friday

<https://www.bbc.co.uk/bitesize/tags/zncsscw/year-6-and-p7-lessons/1>



Reading lesson



The Parent Agency

David Baddiel

Reading Comprehension

A narrative poem

The Tyger

By William Blake

Tyger Tyger, burning bright,
In the forests of the night;
What immortal hand or eye,
Could frame thy fearful symmetry?

In what distant deeps or skies.
Burnt the fire of thine eyes?
On what wings dare he aspire?
What the hand, dare seize the fire?

And what shoulder, & what art,
Could twist the sinews of thy heart?
And when thy heart began to beat,
What dread hand? & what dread feet?

What the hammer? what the chain,
In what furnace was thy brain?
What the anvil? what dread grasp,
Dare its deadly terrors clasp!

When the stars threw down their spears
And water'd heaven with their tears:
Did he smile his work to see?
Did he who made the Lamb make thee?

Tyger Tyger burning bright,
In the forests of the night:
What immortal hand or eye,
Dare frame thy fearful symmetry?



Tyger Tyger By William Blake

Answer in full sentences.

1. What do you think the poem is about?

- (a) Different animals which live in forests. ☐
(b) An artist painting a picture of a tiger. ☐
(c) The poet asking who has created an animal as beautiful and fearsome as a tiger. ☐

2. Explain what you think the poet meant when he described the animal as 'burning bright'.

3. When and where might this animal be found?

4. Write down two examples of alliteration from the poem.

5. In verse 4, Blake is suggesting that such a powerful animal must have been created by...

- (a) a sculptor ☐
(b) a painter ☐
(c) a blacksmith ☐
(d) a carpenter ☐

Tick one option.

6. Is this a modern poem? Explain your answer.

Medium

Tyger Tyger By William Blake

Answer in full sentences.

1. What do you think the poem is about?

2. Explain what you think the poet meant when he described the animal as 'burning bright'.

3. When and where might this animal be found?

4. Write down four examples of alliteration from the poem.

5. What might 'sinews' be? Explain your reasoning.

6. In verse 4, Blake is suggesting that such a powerful animal must have been created by...

- (a) a sculptor ☐
(b) a painter ☐
(c) a blacksmith ☐
(d) a carpenter ☐

Tick one and explain your reasoning.

Tyger Tyger By William Blake

7. Who is 'he' in verse 5?

8. Is this a modern poem? Explain your answer.

Spicy

7. In verse 4, Blake is suggesting that such a powerful animal must have been created by...

(a) a sculptor ☐

(b) a painter ☐

(c) a blacksmith ☐

(d) a carpenter ☐

Tick one and explain your reasoning.

8. Who is 'he' in verse 5?

9. Why do you think the word 'tyger' is spelt with a 'y' instead of an 'i'?

10. Is this a modern poem? Explain your answer.
