

## Year 5 Writing Poetry



### Monday

LI: I can read, perform and plan a poem.

**Purpose:** Poems can help you say, help you show how you're feeling, but they can also introduce you to feelings, ways of being in the world, people, very much unlike you, maybe even people from long, long ago.

**Audience:** The audience is meant to find significance in the poem's meaning, and it is the poet's duty to write in a way that will speak to his intended audience.

Today you are going to read some poems and listen to them being performed.

These poems are by Michael Rosen

[https://youtu.be/AoL66gUg\\_es](https://youtu.be/AoL66gUg_es) Plastic Bag Tree

<https://www.youtube.com/watch?v=Mkp063V0JiY> I Know Someone

<https://www.youtube.com/watch?v=zlcfVQyrQ3Q> No Breathing in Class

Which of these do you like best? Why? What poetic devices has he used?

#### Wind on the Hill

No one can tell me,  
Nobody knows,  
Where the wind comes from,  
Where the wind goes.

It's flying from somewhere  
As fast as it can,  
I couldn't keep up with it,  
Not if I ran.

But if I stopped holding  
The string of my kite,  
It would blow with the wind  
For a day and a night.

And then when I found it,  
Wherever it blew,  
I should know that the wind  
Had been going there too.

So then I could tell them  
Where the wind goes...  
But where the wind comes from  
Nobody knows.

A A Milne

#### The Moon

The moon has a face like the clock in the  
hall;  
She shines on thieves on the garden wall,  
On streets and fields and harbour quays,  
And birdies asleep in the forks of the trees.

The squalling cat and the squeaking mouse,  
The howling dog by the door of the house,  
The bat that lies in bed at noon,  
All love to be out by the light of the moon.

But all of the things that belong to the day  
Cuddle to sleep to be out of her way;  
And flowers and children close their eyes  
Till up in the morning the sun shall arise.

Robert Louis Stevenson

Read the two poems. Try reading these aloud. Are they easy to read? Do you prefer to listen to poetry or read it yourself? What about the two below?

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### What Are Heavy?

What are heavy? Sea-sand and sorrow:  
What are brief? Today and tomorrow:  
What are frail? Spring blossoms and  
youth:  
What are deep? The ocean and truth.

Christina Rossetti

### The Tyger

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

### Tips to writing poetry

- Be a magpie- If you want to write poetry, you need to look at the world around you. You could start from something you've seen, or something you've heard someone say, or something you remember.
- Repetition is a brilliant way to pull a poem together. Rhyming is a form of repetition, but you don't have to write poems that rhyme. You could make the last line of the poem the same as the first line, or have a little phrase that you repeat, or even repeat a chunk of three or four lines. When you use repetition, it gives your poem a shape and meaning.
- Poets always describe things by saying they're like something else. For example, one of Shakespeare's most famous poems describes someone as being 'fairer than a summer's day'. You can compare things by using phrases such as "like," "as lovely as," "more than" and "less than." These are **similes and metaphors**.

Look very closely at things until you find something that it's similar to: you might cut an apple in half and think it looks like a cross-section of the world. Remember, comparisons don't always have to be beautiful and nice: you might think that a crow looks like a wounded soldier.

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- Poetry can be a way of telling jokes. For example, limericks are usually very funny. One way to make people laugh is to steal the shape of your poem from something unexpected. You could use the format of the instructions for assembling a piece of furniture to write a poem about how to have a bath, for example. Or you could use the structure of your school rules, or the Once upon a time shape of fairy tales, or even the Highway Code. When you surprise people by mucking around with things that are quite formal, they'll find your poem funny.
- Another good way to write poetry is to make it sound like the thing you're describing. Robert Louis Stevenson's poem, *From a Railway Carriage*, has a rhythm that sounds like the wheels of a train going clickety-clack, clickety-clack. If you were writing about the school dinner hall, you could use short sentences that interrupt each other to make it sound noisy and busy. If you were writing about a river, you could make your sentences long and flowing. Your poem might even end up sounding like a song or a rap.

Think of some topics, words, ideas or feelings that you can write your poem about tomorrow.

### Poetry Ideas

Themes I could write about:

Feelings I want to express:

Poetic devices I will use:

Words I want to include:

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Tuesday

LI: I can write a poem.

<https://www.youtube.com/watch?v=r3FZyXFS6bU> Watch this clip on how to create a poem based on one word.

<https://www.youtube.com/watch?v=S5Qin926qjY> This time, Simon Mole will go through rhyme.

<https://www.youtube.com/watch?v=ePngT-NFKno>

Success Criteria:

- Use ideas around you and from your favourite poems
- Use a range of devices e.g. repetition, alliteration, personification, metaphors, onomatopoeia etc.
- Remember to think about what you are trying to tell your audience- how do you want them to feel?
- Make sure the rhythm works- count the syllables carefully. How many stanzas are you going to write?
- If you are using rhyme, it needs to make sense (watch the rhyme link at the beginning of page)
- Have fun!

Use your ideas from yesterday to help you write your poem.

## Year 5 Writing Poetry



Wednesday

LI: I can edit and proofread my writing

### Proofreading and Editing

Like any good author, you must remember to always check your writing for any mistakes and edit it to make it even better. Brilliant writing takes time and lots of drafts!

Start by **proofreading**. This is where you are checking your writing for **spelling mistakes**, making sure your **grammar is correct** and that your **punctuation is accurate**. Your writing should be clear and easy to understand for someone else to read.

Make sure you read your writing aloud- it is much easier to hear mistakes. Ensure you read exactly what you have written, not what you think you have written!

Now it's time to **edit**.

Remember to:

- Add- poetic devices e.g. personification, similes, metaphors, repetition, alliteration etc
- Take away- cross out words that aren't needed
- Replace- change words use better vocabulary
- Aloud – read it aloud. How does it sound? Is the rhythm of your poem consistent?

Refer back to the success criteria:

- Use ideas around you and from your favourite poems
- Use a range of devices e.g. repetition, alliteration, personification, metaphors, onomatopoeia etc.
- Remember to think about what you are trying to tell your audience- how do you want them to feel?
- Make sure the rhythm works- count the syllables carefully. How many stanzas are you going to write?
- If you are using rhyme, it needs to make sense
- Have fun!

When you have done all of these, please read it to someone in your house.

What do they think? Do they understand what you are trying to get across?

Have they any suggestions in ways to improve it? Do you agree? Will you make those changes?

When you are happy with your changes, redraft your writing. Remember to think about your handwriting and presentation.

The Year 5 teachers are looking forward to reading your writing.

Maybe you could share them for our last Google Meet.

Enjoy Learning!