

Year 6 English - Summer 1 Week 1

	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
Reading	These Are the Hands by Michael Rosen	In the Land of Punctuation by Christian Morgenstern	Gameplay by Kwame Alexander	I Saw a Peacock With a Fiery Tail by Anonymous	Who Has Seen the Wind? by Christina Rossetti
	You can find the poems here.				
Writing	<p>This week, you are going to be looking more closely at the poems above. You are going to think about the main ideas of the poems and experiment with the ideas/ techniques the poets use to produce a poem.</p> <p>Read <i>These are the Hands</i> by Michael Rosen.</p> <p>Part One This poem was written to help children understand how the NHS medical care works and honour the service in its 60th year. <i>What do you notice about the structure of the poem?</i></p> <p>Part Two Think about another organisation/ institution you could write about using the idea of the function of hands: <i>e.g. school/ supermarket/ post office</i></p> <p>Write a list of all the functions hands might perform in that organisation: <i>e.g. the hands in a school could write out a maths sum.</i> Now organise them into a poem using the structure of Michael Rosen's poem.</p>	<p>Read <i>In the Land of Punctuation</i> by Christian Morgenstern.</p> <p>Part One Consider the following questions: <i>What is the poem's main idea? How does the poet present each form of punctuation? How does its character relate to how it acts? e.g. brackets/ parentheses used to contain noise/ imprison</i></p> <p>Part Two Consider this question: <i>If punctuation marks were people, what would they be like?</i> For example: <i>exclamation marks might be loud/ dramatic/ unfunny; commas might be hesitant; and ellipses might never finish their... sentences (because they are always interrupted) or always leave others on edge</i> Write, using a form/ structure of your choice, a poem about punctuation. For example, you could write a series of haiku (5-7-5 syllables) about several pieces of punctuation. You could write a poem about the day of a semicolon, thinking about the type of person you thought it would be. Have fun.</p>	<p>Read <i>Gameplay</i> by Kwame Alexander.</p> <p>Part One Consider the following questions: <i>What do you think the poem is about? How does the poem make you feel? What makes you feel like this? Why do you think the poet has chosen to write about this event?</i></p> <p>Re-read the poem. Consider the following question: <i>What words or phrases has the poet used that make an impact on you as a reader; that help create atmosphere or evoke emotion?</i></p> <p>Part Two Look at how the poem mirrors the energy and movement of a football/ soccer game by using powerful verbs. This poem is an acrostic poem because the bold letters spell out a word or phrase: soccer.</p> <p>Part Two: Think about a sport or other leisure activity that you enjoy. <i>What skills do you need to take part? What verbs might you use to describe what it involves?</i></p> <p>Note down your ideas. Write an acrostic poem inspired by <i>Gameplay</i> about your chosen sport.</p>	<p>Read <i>I Saw a Peacock with a Fiery Tail</i> by Anonymous.</p> <p>Part One This is a 'trick' poem: the trick is the two ways it can be understood - read a line at a time, or read from the middle of one line to the middle of the next.</p> <p>Read the poem in both ways.</p> <p><i>How does the meaning of the poem change depending on how you have read it?</i></p> <p>Part Two Write a poem based on this one using one of the senses: <i>e.g. I saw.../ I heard.../ I felt.../ I touched...</i></p> <p>You may wish to use the template suggested below. You may want to think about what you can hear/see/smell when you go on a walk.</p> <p>If you find writing a 'trick' poem difficult, try writing a poem based upon one of the senses that reads in only 'one' way.</p>	<p>Based upon your experiments with different types of poem this week, choose your favourite and write a poem inspired by it. Or you could revise and edit a first draft of a poem you have already written this week.</p> <p>Share your poem with someone at home. Think about where you could change the tone of your voice, your volume and your facial expressions when performing to your audience.</p>
Spelling	<p>Look at the Year 5 and 6 spelling list here. Choose 5 spellings to practise from this list. Use the ways from school that help you remember best. You can ask someone at home to test you.</p>				

