



Writing: Year 6 – Summer 2 Week 2

	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
Writing	<p>1. Watch the poet Karl Nova perform his poem ‘Poetry?’</p> <p>Think about the following questions: Why do you think he has chosen to punctuate the title in this way? Do you think this is an example of poetry? Do you think everyone would see this as poetry? Why or why not?</p> <p>2. Read the poem Poetry? In Resource 1A and answer the reading for writing questions.</p> <p>2. Look at the image in Resource 1B. It is Karl Nova's Rhythm and Poetry front cover. He was awarded the CLPE poetry prize.</p> <p>Think about the following questions: What is rhythm? Why do you think Karl Nova has chosen this title for the collection? What do you expect from the rest of the poems in the collection?</p> <p>3. Read an extract from an interview with Karl Nova by Books for Keeps in Resource 1C to learn more about his earlier life and influences.</p>	<p>1. Watch Karl Nova explain why he thinks poetry is important.</p> <p>2. Watch Karl Nova perform his poetry Change for National Poetry Day 2018.</p> <p>3. Read Change in Resource 2A. Think about the following questions: which words are the most important? Which words does Karl Nova emphasise/slow down/speed up?</p> <p>4. Answer the reading for writing questions on Change in Resource 2B.</p> <p>5. Read Change aloud, considering your tone, facial expression, volume and actions. Share your performance with an adult.</p>	<p>1. Read Change in Resource 2A from Day 2. You will be writing your own version of this poem. The poem repeats the first three lines and then describes four main changes:</p> <ul style="list-style-type: none"> • Writing from notebooks to his mobile phone because times have changed • The Earth moving and our lives growing • The seasons changing • Change being quick and difficult to describe <p>2. Make a mind map about 4-6 changes in your life, e.g. moving to secondary school.</p> <p>3. Write your own poem about change using the beginning of Karl Nova's poem. Resource 3A will help you organise your ideas. Watch the teacher video to help you write your poem.</p> <p>4. Read your poem aloud, thinking about how Karl Nova read his poem Change.</p>	<p>1. Watch Karl Nova perform his poem Four Seasons.</p> <p>2. Read Four Seasons in Resource 4A. What does Karl Nova mean by 'covering the ground like a shawl'?</p> <p>3. Write down/highlight examples of poetic devices. Think about rhyming, syllables, simile, personification and the structure and order of the stanzas.</p> <p>3. Write a plan for your version of Four Seasons. Think about personification, similes and other poetic devices Karl Nova uses to describe each season. Use Resource 4B to help you plan.</p>	<p>1. Read Four Seasons in Resource 4A from Day 4.</p> <p>2. Write your version of the poem Four Seasons. Watch the teacher video to help you write your poem.</p> <p>3. Edit your poem using ARMS and CUPS in Resource 5A. Can you think of a more powerful simile? Has your poem followed the same rhythm as Karl Nova's poem?</p> <p>4. Publish your poem. Choose one of the publishing sheets or create your own publishing sheet by creating a border showing all four seasons.</p> <p>5. Read your poem aloud, thinking about how Karl Nova read his poem Four Seasons in Day 4.</p>
Resources	<p>Resource 1A: Poetry? By Karl Nova and questions</p> <p>Resource 1B: Front cover of Rhythm and Poetry</p> <p>Resource 1C: Interview extract</p>	<p>Resource 2A: Change by Karl Nova</p> <p>Resource 2B: Reading for Writing questions</p>	<p>Resource 3A: Poem organisation</p>	<p>Resource 4A: Four Seasons by Karl Nova</p> <p>Resource 4B: Plan</p>	<p>Resource 5A: ARMS and CUPS</p>





Reading: Year 6 – Summer 2 Week 2

		Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
Reading	Whole class	The Unteachables Chapter 1	The Unteachables Chapter 2 The Unteachables Chapter 3	The Unteachables Chapter 4	The Unteachables Chapter 5 The Unteachables Chapter 6	The Unteachables Chapter 7 The Unteachables Chapter 8
	*	Windsurfer Winner	Windsurfer Winner	Windsurfer Winner	Windsurfer Winner	Windsurfer Winner
	**	Drive to the Hoop	Drive to the Hoop	Drive to the Hoop	Drive to the Hoop	Drive to the Hoop
	***	Cycling Champion	Cycling Champion	Cycling Champion	Cycling Champion	Cycling Champion
Spelling		Prejudice Physical Persuade Parliament Opportunity				

See below for: Resource 1A, Resource 1B, Resource 1C, Resource 2A, Resource 2B, Resource 3A, Resource 4A and Resource 5A.



Resource 1A: Poetry? by Karl Nova

When I was a kid
poetry seemed boring
complex words on a page
that almost left me snoring
I felt no connection
that language seemed foreign
if it fought for my attention
it was pointless warring
I was introduced to texts
held in high esteem
I did recognise the genius
but they meant nothing to me
all that changed
when I heard an M.C
speak a poetic language that really hit deep
it's like I woke up
from being fast asleep
everything seemed to slow down
I felt my soul leap
I was amazed
how his words transformed him
from being a skinny geek
into someone enormous
He gained energy
as he kept performing
Something awakened in me
that was dormant
it deeply moved me
to pick up a pen
and put down lines of my own
lots of gems
I discovered, buried deep in my soul

I dug deeper
struck oil and found gold
now I share all these riches
that I've found
communicating feelings and thoughts
through sound
now that's poetry I'm glad
that I've found
the kind that speaks to me
right here and right now.

Glossary

Warring: fighting, quarrelling

High esteem: admiration, respect

M.C: 'Master of Ceremonies', a rapper using rhyming verses

Dormant: asleep, inactive

Reading for Writing questions:

1. What was the main influence in Karl Nova's life which made him become a poet?

The main influence was...

2. Explain the change of view Karl Nova has about poetry. Before, Karl Nova viewed poetry as / thought that poetry was ... (copy evidence from the text). Now, he sees it as / think it is... (copy evidence from the text).

3. What does Karl Nova mean by 'I dug deeper struck oil and found gold'?

Karl Nova means that he...

4. Write down two positives to writing poetry Karl Nova gives in the poem.

One positive is that...(copy evidence from the text). Another one is that... (copy evidence from the text).

5. How does this poem make you feel about poetry? *It makes me feel... / It shows that poetry...*
6. How does Karl Nova create rhythm in his poetry? *He creates a rhythm by...*
7. Find a word which is a synonym for unknown.
8. *I was introduced to texts / held in high esteem / I did recognise the genius / but they meant nothing to me.*
What does Karl Nova mean in these four lines? *He means that even though...*
9. Highlight the rhyming words. Is there a pattern? What effect does this have?
The use of rhyming words makes/creates...
10. In your own words, summarise what this poem is telling the reader about Karl Nova's life. *It shows that his life...*

Resource 1B: Front cover of Rhythm and Poetry by Karl Nova



Resource 1C: Interview extract

When did you become a writer of poetry? What helped you develop into the award-winning poet you are today?

I started writing poetry at the suggestion of my younger sister. I was going through a lot in my teens and she noticed that I'd always written a lot of little raps and things and told me I should write more. So I started writing for myself; I wasn't going to show it to anyone. I had stacks of notebooks, but I would hide them under my bed. Then I got into music and started making songs and performing rap, all the time still writing poetry, but doing it for my own recreation. What really took it to the next level was when I started doing workshops with schools and I realised I needed more material to bridge the gap between myself and the students. Working with them reminded me of everything I went through in my teens and as a child, and that's where poems like *Peer Pressure* came from.

How has your background as a hip hop artist contributed to the way you write poetry?

How is it different to writing your music?

This is a really interesting question. Being a hip-hop artist feeds into my work as a poet, I don't really separate them in my mind, but when they come out on paper I know which will be a song and which will be a poem for a book or a recital. When I started writing raps, I wanted to write so well that if someone looked at my lyrics on paper and read them, they knew they were as good as if they were hearing me perform them or if they were hearing them over music. I wanted it to be like standard poetry. I was also inspired by people like Saul Williams, who is an amazing spoken word artist, and by watching Def Jam poetry DVDs; this was a real turning point for me. They would perform the most incredible poetry, which inspired me to want to be as good as these artists were. When I was writing the book, I wanted to be an authentic voice and for that voice to be heard clearly. I started thinking of poets I like, like Maya Angelou, who has a very unique voice in her performance and also in her writing and that's what I aspired to do.

How do you see the impact of your poetry on the children you visit?

I have a philosophy that poetry is written to be spoken. I wanted to make sure that I am a fresh voice that the reader can identify with and that the poetry in the book was as alive on the page as if I was standing in front of them performing it. I've seen the effect my performances have on children when I visit schools. I really want to show that rap is a valid form of literature; when I perform, I can really see their minds opening to the idea that rap is poetry and that poetry is wider than they thought it could be. I'm taking all the literary

devices they are learning about, simile, metaphor, onomatopoeia, hyperbole and I'm feeding it back to them through rap. It both validates their own experience and affirms what they are learning in school. Then, when I throw the writing challenge back at them, what they produce is amazing. They understand the themes in my poems and it inspires them to write about what's important to them in their own authentic voice; I've seen them write about mental health, the impact of social media, real and important things they are going through. One day I'd like to be able to capture the poems the children write themselves and put them into a book, they really are that good.

Interview can be found at:

<http://booksforkeeps.co.uk/issue/231/childrens-books/articles/rhythm-and-poetry-karl-nova-clippa-winner-2018>

Resource 2A: Change by Karl Nova

Change is always happening
It's a fact my friend, it's like fads and trends
It's like I used to write poems with pads and pens
Now I type 'em in my phone
I've got stacks of them
Them being notebooks I once wrote in
My head in the clouds daydreaming and floating
Even when sitting still, we're in motion
As the Earth rotates, change isn't slowing
Growth brings change and as we are growing
Life makes me wonder with eyes wide open
The seasons run their annual relay
Spring passes the baton to summer
Whose quick pace and speed runs its lap,
hands over to Autumn
Autumn is cool but not cooler than Winter
I'm talking about change
Even when things seem the same
It has a mysterious way about it that seems strange
Like it seems to happen suddenly
It's hard to explain
Even change changes
I mean, that's its name
Change is always happening
It's a fact my friend, it's like fads and trends
It's like I used to write poems with pads and pens
Now I type 'em in my phone
And I'm rapping them

Change.

Glossary

Fads and trends: behaviours that achieve short-lived popularity but fade away.

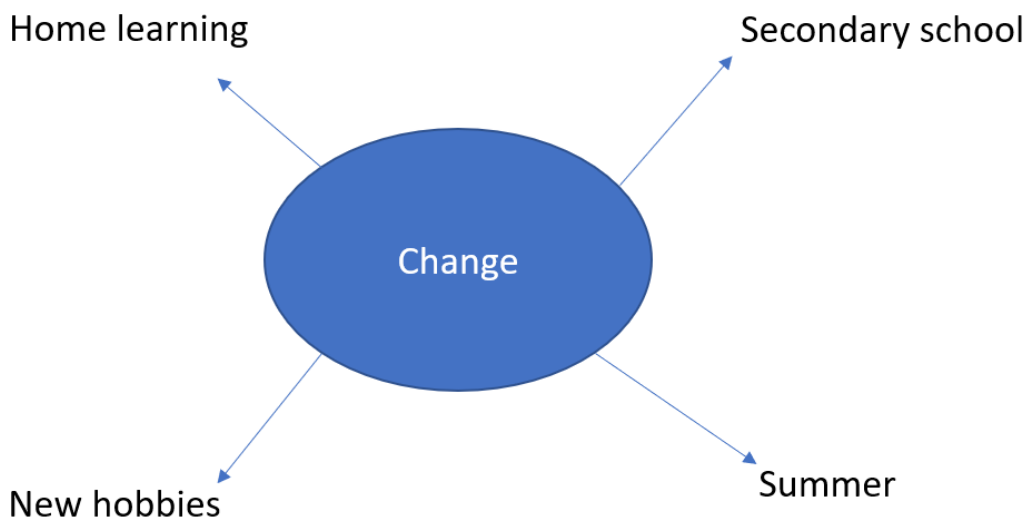
Annual: occurring once every year.

Baton: a short stick or tube passed from runner to runner in a relay race.

Resource 2B: Reading for Writing questions

1. Why is change like fads and trends? *It is because change means that...*
2. Name two changes the poet describes. *One change is... (copy evidence from the text). Another change is...(copy evidence from the text).*
3. What line shows the poet is curious about change?
4. Find an example of personification *(to give human characteristics to something non-human)* in the poem. Why do you think Karl Nova has used this poetic device?
5. What message do you think Karl Nova is sending? *He is saying that...*
6. What is your opinion of the poem? *I think the poem is... because...*

Resource 3A: Poem organisation



Change is always happening
It's a fact my friend, it's like fads and trends
It's like I used to go to a primary school
Now I'm at secondary
Secondary being such great fun
Fun being my new friends I've made
My head in new books, new subjects, new knowledge

Resource 4A: Four Seasons by Karl Nova

Summer is the best time
so let me start right here
It's my favourite season
I wish it could last all year
The sun feels real near
and it can get so hot
which funnily leads to
some people complaining a lot

After that comes Autumn
some call it the fall
because the leaves change colour
and fall, covering the ground like a shawl
The temperature is cooler
Most times you'll need a light jacket
The holiday is over and back to school
go the students to their classes

Winter sneaks up on you
you start to feel the chill
the festive season approaches
anticipation builds
The Christmas lights come on
The big day arrives

We countdown to the new year

The nights are cold like ice

Spring appears on the horizon

after short dark days and long nights

Jack Frost loses his icy grip

The flowers come out, a beautiful sight

Holiday ends, students back in school again

The excitement of the new year fades

as the months go on it gets warmer

summer returns again with heat waves

Glossary

Shawl: a piece of fabric worn over the shoulders or head.

Poetic devices

Personification: to give human characteristics to something non-human.

Simile: to compare two things by highlighting the similarities between them using words such as "like", "as", or "than".

Stanzas: a group of lines in a poem; a verse.

Resource 4B: Plan

You can use these table to gather your ideas but you don't need to fill up all the boxes. Some examples have been added for you.

Seasons	Personification/Similes	Words / Phrases to describe the following			
		What you see	What you hear	What you smell	What you feel
Summer			Cricket's chirps		Never seems to last long
Autumn			Owl hoots		
Winter	Dormant and waiting trees Icy teardrops crying out for the warmth				
Spring	Soil unclenches its hard grasp			Blooming flowers	

Resource 5A: ARMS and CUPS

REVISING

The 'content' checking

A.R.M.S.

Add

Add interesting or precise sentences and words

Remove

Remove sentences you don't need

Move

Move words or sentences to a more suitable place

Substitute

Change words and sentences for new ones to avoid repetition or use of boring words

EDITING

The SPAG checking

C.U.P.S.

Capitalise

First word in a sentence and proper nouns: names, places, titles, days, months

Usage

Inflection of nouns and verbs

E.g. we was were / one dogs

Punctuation

. ! ? , - ; ' "

Spelling

Check words you are not sure how to spell, including homophones