



THE LITERACY
COMPANY

Year 6

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 Kraken

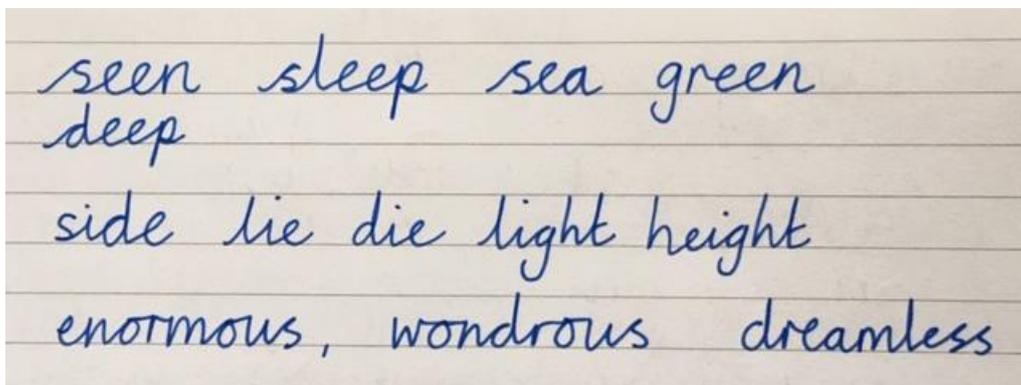
Below the thunders of the upper deep,
Far, far beneath in the abysmal sea,
His ancient, dreamless, uninvaded sleep
The Kraken sleepeth: faintest sunlights flee
About his shadowy sides; above him swell
Huge sponges of millennial growth and height;
And far away into the sickly light,
From many a wondrous grot and secret cell
Unnumbered and enormous polypi
Winnow with giant arms the slumbering green.
There hath he lain for ages, and will lie
Battening upon huge sea worms in his sleep,
Until the latter fire shall heat the deep;
Then once by man and angels to be seen,
In roaring he shall rise and on the surface die.

by Alfred Lord Tennyson



Read the poem 'The Kraken'.

1. Highlight any words you don't know. Use a dictionary to look them up or discuss them with an adult.
2. Answer the questions below:
 - Where does the Kraken sleep?
 - How does he sleep if it is 'uninvaded'?
 - Can you find examples of archaic (older) language?
 - How can you tell this sea monster has laid below the sea for a long time? Which words are used?
 - What happens to the Kraken on the surface of the water?
 - Name 5 adjectives used in the poem.
 - Which are your favourite descriptions from the poem? Why do you like them?
3. A kraken is a mythical sea monster. They come from Scandinavian/Norse myths. Krakens are rumoured to live off the coast of Norway. Draw what you think this sea monster looks like – use some of the words from the poem. Draw its setting deep below the ocean – what would it look like? Label your pictures with some words from the text.
4. Words cost 10p. You can spend 50p. Which words would you buy? Write a sentence to describe the sea monster using your words.
5. 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 joins:





6. Find synonyms (words that have similar meanings) for the following and write in the table below:

wondrous	ancient	slumbering	abysmal

Online thesauri are very useful for finding effective synonyms if you have access to an iPad or PC.

7. Look at how the poet uses lots of prepositional phrases in the poem. Try to spot and highlight them all e.g. *beneath in the abysmal sea, on the surface*.
Have a go at writing your own descriptive poem about a sea monster using the synonyms you found and prepositional phrases. Imagine your sea monster lives in an underwater sea cave or lair. There are no rules and don't worry about rhyming e.g.

*In his lair, the dreadful slumbering monster wheezes,
Inside a grimy, murky cave he has hidden for an eternity,
Lapping, splashing, spraying, the waves swell above him...*

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?
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?

Speak audibly and fluently
Participate in performances
Learn poetry by heart
Prepare poems for performance
Explain and discuss understanding of reading

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

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?

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 locked 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

A Tiger in the Zoo

Endangered animals are the focus for this poetry unit. A range of poetry is looked at including William Blake's Tyger, Tyger and there is a focus on making effective language and authorial choices

The Sea

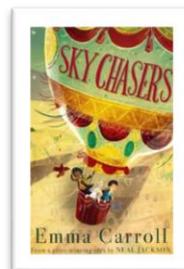
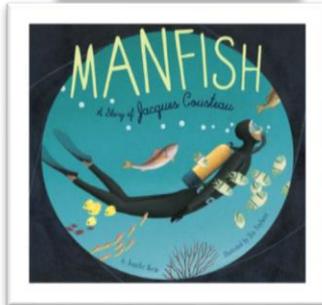
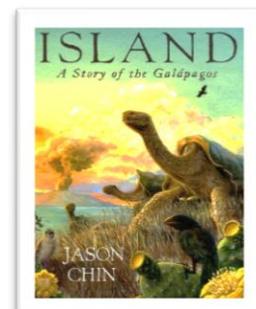
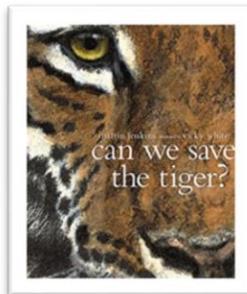
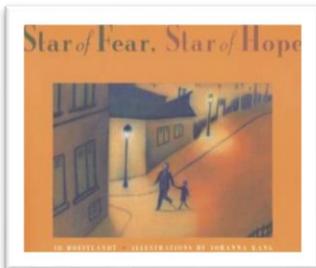
A wide variety of poems are explored linking to the theme of the sea with an outcome of a narrative poem linked to a journey across the sea

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 6.



Click here: <http://www.theliteracycompany.co.uk/product/pathways-to-write-year-6/>