

# Year 2 Literacy at Home:

## **Poetry**





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
- ② @TheLCUK
- theliteracycompany

We have also created 'The Lit Co Community' page which can be accessed through the following link:

https://www.theliteracycompany.co.uk/the-lit-cocommunity/

We would love to see some of the work you have produced, so start writing!



### What is pink?

What is pink? a rose is pink By a fountain's brink. What is red? a poppy's red In its barley bed. What is blue? the sky is blue Where the clouds float thro'. What is white? a swan is white Sailing in the light. What is yellow? pears are yellow, Rich and ripe and mellow. What is green? the grass is green, With small flowers between. What is violet? clouds are violet In the summer twilight. What is orange? Why, an orange, Just an orange!

#### By Christina Rossetti

www.theliteracycompany.co.uk ©For use at home and in schools only. Not for commercial use.



#### Read the poem 'What is pink?'

- Highlight all the words that you can find which rhyme. What do you notice about these words? Where are they in the poem? Make a list of any other words you can think of to rhyme with them *e.g. green*, *between, mean, clean.* Which can you make the longest rhyming string with? An online rhyming dictionary could help you.
- 2. Answer the questions below:
  - List all the colours mentioned in the poem.
  - Which fruits are described in the poem?
  - Which flowers are described in the poem?
  - Which is your favourite description? What do you like about it?
- 3. Re-read the poem and highlight any words you are unsure of *e.g. brink, violet, rich, ripe, mellow, barley.* You could use an online children's dictionary to look these words up. Then draw images to match each description in the poem. Can you put them all together to make one picture?
- Re-write lines of the poem thinking about a new object (noun) for each colour. Make a list to help you think of alternatives first *e.g.* Blue – sea, sapphires, bubble gum ice-cream, a baby's blanket
- 5. Now you have new objects for each colour, can you think of a description for each one. Remember you need to try and make this part rhyme with the colour! Use some of your rhyming string ideas to help you *e.g. What is blue*? <u>the sea</u> is **blue** <u>Guided the fishing boat's crew</u>
- 6. Which colours are missing from the poem? Can you write some extra lines for a new set of colours? Remember they need to be ones you can find a rhyme for *e.g. black, brown, gold, grey* What is black? a cat is black Clawing, rolling on its back



7. Write up your poem practising your handwriting. Are there any letters you can join? You could focus on the digraphs and trigraphs in your writing:



Decorate your finished poem using images and colours to match your ideas. Don't forget you can share these with us on our website page <a href="https://www.theliteracycompany.co.uk/the-lit-co-community/">https://www.theliteracycompany.co.uk/the-lit-co-community/</a>.

8. Poems are made to be performed so think about sharing your poem with your family or recording it to show to school. How fast will you read it? How loud? Which words to you want to make stand out? Could you add some music? Many pieces of classical music make us think of colours. Try listening to some online and see if they fit your poem *e.g. Bach: Brandenburg Concerto No. 2* 



#### Further ideas to inspire learning are available on our website:

8 <del></del>	Gateway: Hook the pupils into the context of learning Learn a poem by heart
Session 1: Use spoken	Show pupils images from the resources linked to the poem without revealing the title. In pairs or small groups, ask them to describe and label what they can see.
language: speculating, hypothesising, imagining and	Predict from the images what the poem could be about and discuss any questions pupils have, adding them to the learning wall or a class poetry journal.
exploring ideas Participate in	Model reading the poem to pupils emphasising the rhythm and rhyme (see resources for poem).
Partogate in discussion about books, poems and other work	Ask them to discuss any further questions they have been left with now they have heard the poem. Were there any words they dian't understand? Did their predictions match what happened. What do they think has happened? Unpick and discuss any vocabulary they identify. This will be built upon in session 2.
	Read the poem again but this time over the top of a video image of it which has the sound turned down.
	https://www.bing.com/videos/search?q=owHand+the+pussycat+video&view=detail&mi g=13609A747A065CB7698613609A747A065CB769868608M=viBE
	Discuss with the pupils if the video matched their ideas. What was the same/different? Re-watch the video again and this time encourage pupils to join in with any parts they can recall (encouraging them to use the images from the video for recall).
	Ask pupils to discuss the poem they have heard today talking about their likes, dislikes, similarities to other things they may have read and any questions they are still left with.
	Use the grid from the resources to support this.
8⊷∗	Use the grid from the resources to support this. Pathway: Identify Poetry keys Compare similar poems; Collect vocabulary and ideas
Session 2:	Pathway: Identify Poetry keys
	Pathway: Identify Poetry keys: Compare similar poems; Collect vocabulary and ideas Remind pupils of the poem looked at in the previous session. Re-read and see what they can recall and join in with. Discuss how it can be made easier to remember by using images. Together pick out key
Session 2: Speak audibly and fluently Continue to build up a repertoire of	Pathway: Identify Poetry keys Compare similar poems; Collect vocabulary and ideas Remind pupils of the poem looked at in the previous session. Re-read and see what they can recall and join in with.
Session 2: Speak audibly and fluently Continue to build up a repertoire of poems learnt by heart	Pathway: Identify Poetry keys Compare similar poens; Collect vacabulary and ideas Remind pupils of the poen looked at in the previous session. Re-read and see what they can recall and join in with. Discuss how it can be made easier to remember by using images. Together pick out key elements and draw an image to represent it, e.g. owi, pussy cat, boat, sea. Label as appropriate including vocabulary identified by pupils that they are unsure of. Ask pupils to create their own drawing using images of the poem, adding key words to support their recall. For pupils requiring support, you may want to us still from the
Session 2: Speak audibly and fluently Continue to build up a repertoire of poems learnt by	Pathwap: Identify Poetry keys: Compare similar poems; Collact vecobulary and ideas Remind pupils of the poem looked at in the previous session. Re-read and see what they can recall and join in with. Discuss how it can be made easier to remember by using images. Together pick out key elements and draw an image to represent it, e.g. owi, pussy cat, boat, see. Label as appropriate including vecabulary identified by pupils that they are unsure of. Ask pupils to create their own drawing using images of the poem, adding key words to

#### Two poetry units of work

#### The Owl and the Pussycat

Experimenting with words and structured language patterns linked to a classic poem

#### Night Sounds

A focus on the senses and night-time to create a poem with a similar structure to Berlie Doherty's Night Sounds

Please refer to our website for further information: <u>http://www.theliteracycompany.co.uk/poetry-</u> resources/



Our award-winning resource **Pathways to Write** currently has six units of work available for Year 2.



Click here: http://www.theliteracycompany.co.uk/product/pathways-to-write-year-2/

www.theliteracycompany.co.uk

©For use at home and in schools only. Not for commercial use.