

# kennings

Today, we are going to look at a different type of poem called a kennings. A kennings poem is made up of a series of two-word lines which give clues about a person, object, animal or event without actually naming what it is. The skill is in the word choices made.

Can you guess what these kennings are talking about and describing?

**What am I?**

Night prowler

Midnight howler

Meat hunter

Air sniffer

Hackle raiser

Pack member

Throat ripper

**What am I?**

Bird waker

Warmth provider

Skin burner

Drought maker

Plant feeder

Thirst maker

Tan painter

Summer lover

*What do you notice about these poems?*

Each line is made  
up of a two-word  
phrase

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Each line ends in  
er

- Kennings are like riddles – they describe a thing but don't tell you its name.
- They usually have only two words- a noun plus a noun OR a noun plus a verb.
- Poetic devices like alliteration can be used.
- They're great when you read them out loud so you can imagine the thing being described.

Once you've chosen a theme, the best thing to do is jot down as many words as you can think of that you associate with that theme.



eat

**mice** drinks milk nuzzle scratch

stalk **sleeps a lot** fur **night**

**hunter** hates **rubs ankles** purr

dogs

Then try to make these words a noun + a noun or a noun + a verb phrase such as, ear scratcher or night stalker.

Can you write a kennings using one of these themes? You may want to start by jotting down words you associate with the theme first.

- Ice-cream
- Dog
- Fireworks
- Football
- School

Extension: Once you have written a kennings for one of these themes, think of your own theme and write a kennings for that. Read it to someone and see if they can guess what you are! Have fun!

*If you have time at the end of this lesson spend some time practising your spellings using look, say, cover, write, check or ask someone else to test you on them.*

 <p><b>LOOK</b></p>	<p>Look at the word. How many parts are there? What are the tricky bits? Can you find any spelling patterns?</p>
 <p><b>SAY</b></p>	<p>Say the word to yourself. Break the word into syllables. How many parts are there? What sounds can you hear?</p>
 <p><b>COVER</b></p>	<p>Cover up the word so you cannot see it. Picture the word in your mind.</p>
 <p><b>WRITE</b></p>	<p>Write down the word, remembering how it sounds and what it looks like.</p>
 <p><b>CHECK</b></p>	<p>Check to see if it is correct. Tick the letters you got correct. Write the word correctly if you made any mistakes.</p>

This is the Year 3 and 4 spelling list. Children should be able to spell these by the end of Year 4. You could do your own spelling test with some of these or maybe create a game with them to help you learn them. Your weekly spellings may include some of these.

## Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	



I will put a set of spellings up each week that you can learn at home. It will have the previous weeks spellings and the next weeks spellings (you only get 5 new ones each week, recapping the 5 from the previous week). Spend about 10 minutes at the beginning/end of every SPAG lesson to learn this weeks spelling using look, say, cover, write and check.

If you are able to, ask someone to test you on these spellings at home.

## This weeks spellings

misuse

misplaced

misbehave

mistreated

misspell

reapply

revise

reapply

require

request

The prefix 'im'  
meaning  
not/opposite.

The prefix 're'  
meaning to do  
it again.