

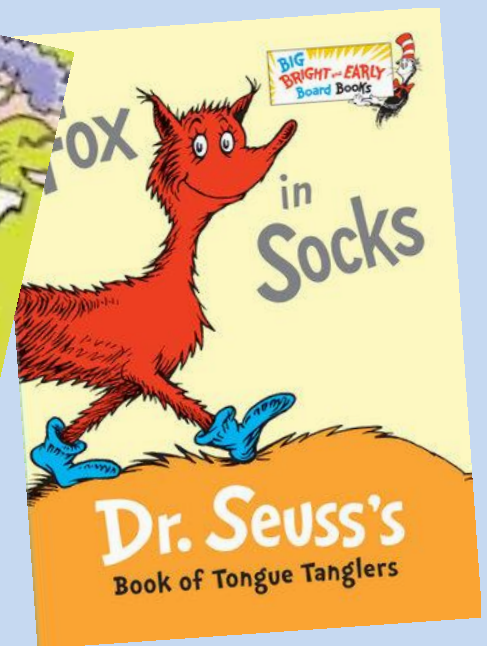
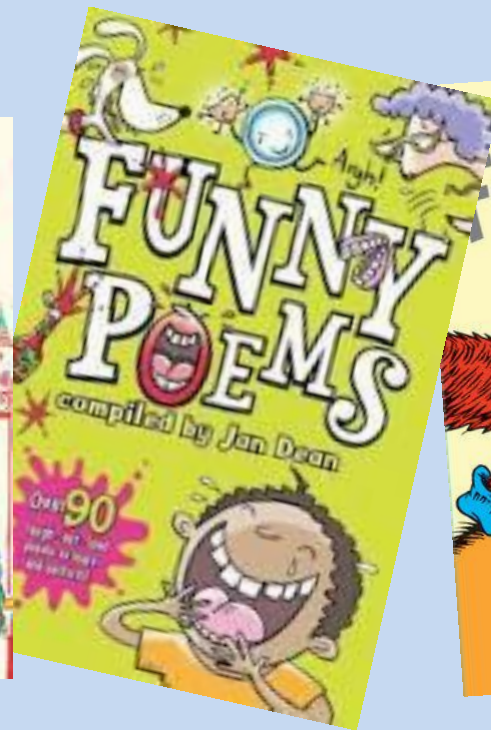
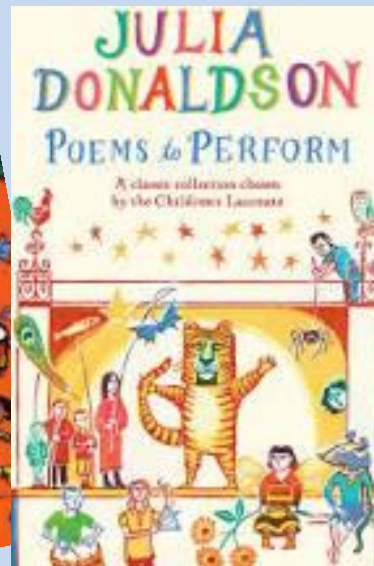
Today, we are going to put all our poems together so they are all in one place with our main focus being handwriting practise.

You have two options today you can either:

- Create a poem book with all your poems you have made over the past week, writing them up neatly and illustrating them nicely. You could make a really nice book making a front cover and title etc.
- Create a teaching resource explaining the rules for each type of poem you have created using your poem as an example.

Here is a list of all the poems we have looked at over the past week:

- Haiku
- Acrostic
- Kennings
- Cinquain
- Limerick



# POETIC FEATURES/TECHNIQUES

These are some other features you may want to include to make a poem better. You may want to use/include this particularly if you are creating the teaching/learning resource.

- Simile

A simile describes something or someone 'like' or 'as' something else.

Example: 'She was as white as a ghost'.

- Alliteration

Alliteration is the repetition of the same starting sound in several words of a sentence. Example: 'Peter Piper picked a peck of pickled pepper.'

- Rhyme

A rhyme is a word that is identical to another in its terminal sound.

Example: 'Cat and hat' and 'While and mile'.

- Rhythm

Rhythm refers to the pattern of sounds made varying the stressed and unstressed syllables in a poem.

Remember our main focus today is handwriting and presentation. You could make this look really nice if you put in the effort. Your booklet will come in handy for tomorrow's lesson too!

Handwriting



a b c d e

f g h i j k

l m n o p

q r s t u

v w x y z

*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

revisit

revise

reapply

require

request

The prefix 'im'  
meaning  
not/opposite.

The prefix 're'  
meaning to do  
it again.