









SPELLING MENU

1. ABC Order  Write all of your spelling words in alphabetical (ABC) order.	2. Word Parts Write your words. Then use a coloured pencil to divide the words into syllables. e.g. <u>jump</u> ing cater <u>pill</u> ar	3. Other Handed Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.	4. Vowel Spotlight Write your words using one colour for the vowels and another colour for the consonants. (vowels: a, e, i, o, u)
5. Use Technology Type out your spelling words on the computer. Try to use at least 4 different fonts. 	6. Pyramid Words s s p s p e s p e l s p e l l s p e l l i s p e l l i n s p e l l i n g (or make them boat shaped, star, smiley face, etc.)	7. "Ransom" Words "Write" your words by cutting letters out of a newspaper or magazine and gluing the letters on a piece of paper to spell your words. 	8. Rainbow Words Write your spelling words with coloured pencils. Make each letter a different colour. 
9. Scrambled Words Write your words. Then write them again with the letters mixed up. Can you unscramble them again the next day? e.g. watch - cwhta	10. Silly Sentences Write 3 or more sentences that use all your spelling words. 	11. Prefixes and Suffixes Underline the prefixes and suffixes in the words you are learning. Make sure you know what they mean. e.g. <u>im</u> portant happi <u>ness</u>	12. Word Search Create your own word search with your spellings. Show the answers to your puzzle in a different colour. 
13. Flashcards Make and practice with flashcards. Put the word on one side and definition (meaning) on the other. 	14. Picture & a Story Draw a picture defining each word. Write a sentence about your picture using the word.	15. Words without Vowels Write all of your words replacing vowels with a line. Go back and see if you can fill in the vowels. e.g. q--st--n = question	16. Train Words Write the entire list end-to-end as one long word. Write each new word in a different colour. e.g. trainbackstop
17. Write a Story, Poem or Song with Words Write a story using all your spelling words. Underline the words you used.	18. Bubble Letters Write your spelling words out in bubble writing. 	19. Words Within Words Write each spelling word and then write at least 2 words made from that word. e.g. catch - cat, hat	20. Picture words Draw a picture and hide your spelling words in the picture.

Practice these spellings using the methods you ^{S1} use in class.

describe

were

beautiful

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S1

LO: To perform poetry.

I will be successful if...

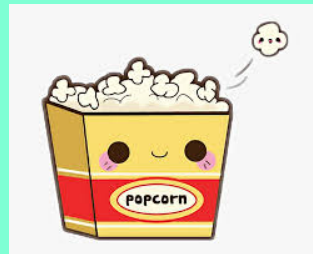
- I can perform a poem.
- I can use tone and pitch in my voice.
- I can show emotions through poetry.

S1

 <https://www.youtube.com/watch?v=7BxQLITdOOc>

 <https://www.youtube.com/watch?v=z1cfVQyrQ3Q>

Task: Read this poem and use hand actions to help you understand it. Take a photo of your actions!



Flying Popcorn.

A piece of popcorn escaped the pan and flew across the kitchen like superman.

It ping-ponged back and forth between the oven and the freezer. Then it shot up to the ceiling like a daredevil trapeezer.

I tried and tried to catch it, but it never missed a trick. So finally I gave up and ate a licorice stick.

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S2

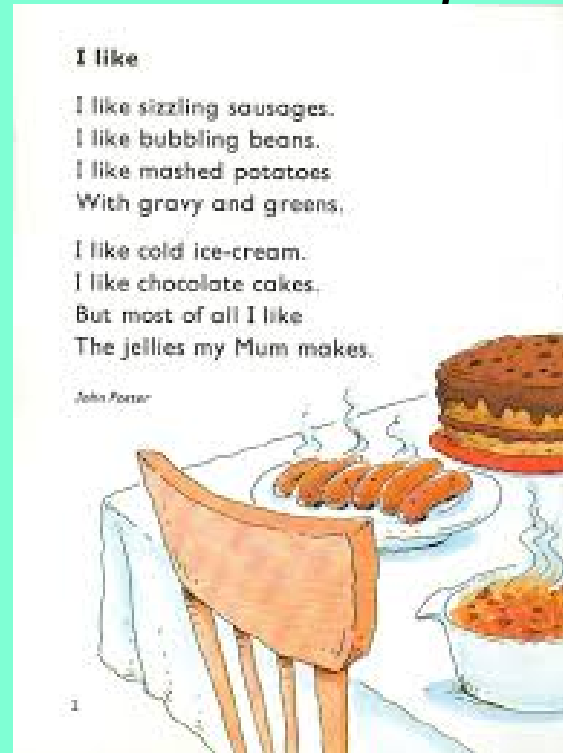
LO: To draw a poem.

I will be successful if...

- I can understand the concept of rhyme.
- I can use careful drawing skills to draw images.
- I can create imagery through poetry.

LO: To write a poem.

S2



Remind yourself of what
you did yesterday.

S2

Listen to these poems!

<https://www.youtube.com/watch?v=csbban5TtQk>

 <https://www.youtube.com/watch?v=iD62-bxpno0>

LO: To write and perform a poem.

S2

What am I?

One pair of shining eyes
Four slinking feet
Four muscly legs so strong
and an echoing heart beat.

Sprinting, pouncing, hunting,
Camouflaged and powerful,
leaping like lightening,
then watching the prey fall.

Pray for all who come near it,
hear it's beastly roar,
With stripes like black and orange spears,
Who dares to go near those claws?

Task: Choose a poem. Write it out and draw a picture for each line. You also may use the popcorn poem/What am I?

I went to the fridge

I went to the fridge.
I opened the door.
There on the shelves
Inside I saw
Ten fish fingers
Nine strawberry yoghurts
Eight beefburgers
Seven slices of ham
Six large eggs
Five cold sausages
Four chunks of cheese
Three bottles of milk
Two cans of Coke
And a big bowl of blackcurrant jelly.

John Foster

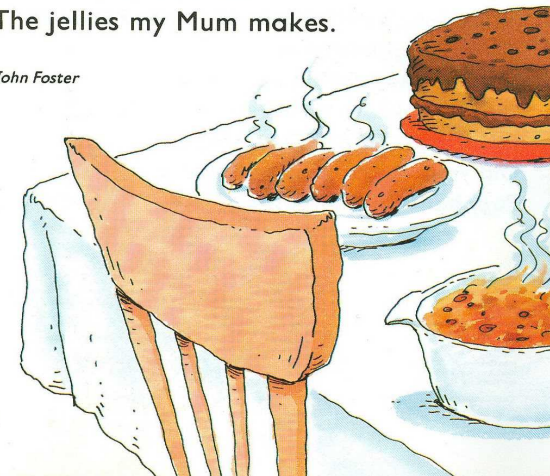
4

S2

I like

I like sizzling sausages.
I like bubbling beans.
I like mashed potatoes
With gravy and greens.

I like cold ice-cream.
I like chocolate cakes.
But most of all I like
The jellies my Mum makes.

John Foster

2

Practice these spellings using the methods you ^{S3} use in class.

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S3

LO: To practice the language used in poems.

I will be successful if...

- I can think about ideas for my poem.
- I can collect ideas and vocabulary to use in my poem.
- I can create imagery through poetry.

S3

Similes - A Computer Task Sheet

What is a Simile(Sim-il-ee) ?

A Simile is when we compare things by using the words '**like**' or '**as**' to define or describe something compared with something else.

For example:

1. ... **as** hot **as** an oven (meaning - very hot)
2. ... **like** a red rag to a bull (meaning – very angry)

S3

Below, is a poem that has been composed (made up) entirely of Similes:

AS

As wet as a fish – as dry as a bone;
As live as a bird – as dead as a stone;
As plump as a partridge – as poor as a rat;
As strong as a horse – as weak as a cat;
As hard as flint – as soft as a mole;
As white as a lily – as black as coal;
As plain as a pike – staff - as rough as a bear;
As heavy as lead – as light as a feather;
As steady as time – uncertain as weather.

Task A: This poem has a very definite pattern. With an adult, discuss what the pattern is.

S3

Task B: Create your own simile poem by filling in the gaps below. Make your ideas as unusual as you can. Your poem doesn't have to rhyme.

As wet as _____ as dry as _____;

As live as _____ as dead as _____;

As plump as _____ as poor as _____;

As strong as _____ as weak as _____;

As hard as _____ as soft as _____;

As white as _____ as black as _____;

As plain as _____ as rough as _____;

As heavy as _____ as light as _____;

As steady as _____ uncertain as _____.

S3

SIMILES and METAPHORS

Similes and **metaphors** are both used to compare things. They help us to understand what things are like by creating pictures with words that we can see in our heads. Using them helps to make our writing more exciting and interesting.

Simile – Similes use the words '**like**' or '**as**' to compare things. For example:

'She was **as** sick as a parrot.'

'It was hot **like** the surface of the sun.'

Metaphor – A metaphor compares two things by saying that one thing **is** another thing.

For example:

'He has a heart of stone.'



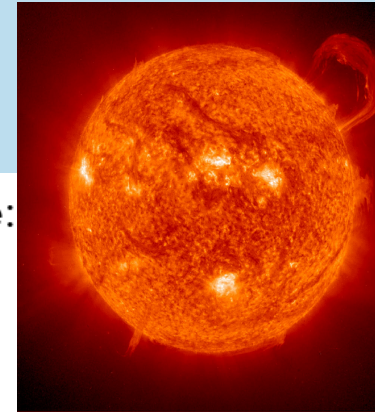
'My cat is a greedy pig.'



S3

Task: Write some similes and/or metaphors of your own about this picture:

Think about the colour, the shape, and what it would feel like.



Some words you could use:

blazing, fireball, golden, bright/ brighter, star, rays, flames, hot/hotter, sphere, globe; burning, sizzling, flaming, shining, fire, fiery, ball, lava, glowing

S4

Practice these spellings using the methods you use in class.

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S4

LO: To plan a poem.

I will be successful if...

- I can think about ideas for my poem.
- I can collect ideas and vocabulary to use in my poem.
- I can create imagery through poetry.

S4

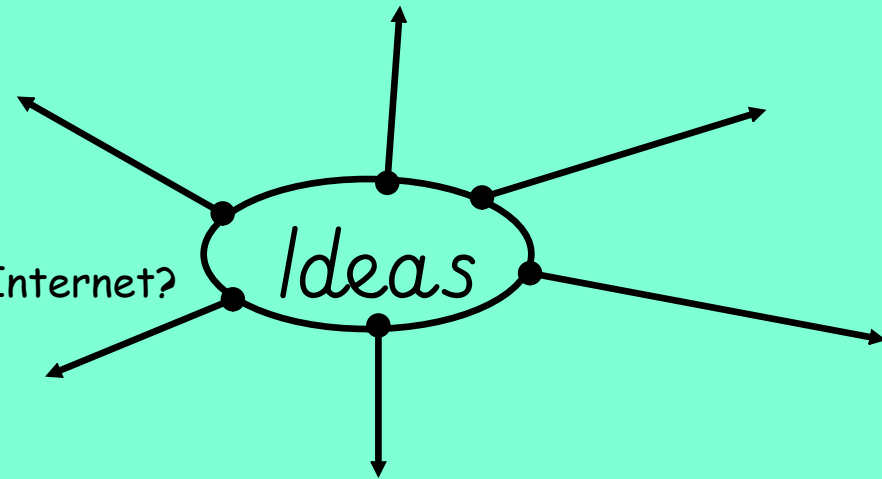
Have a look at some different types of poems:

<https://www.bbc.co.uk/bitesize/topics/z4mmn39>

-BBC bitesize-poems KS2

Task: Create a mind map of ideas about an animal for your poem.
Think of adjectives/rhyming/similes/alliteration.

- Are you going to have rhyme?
- What adjectives can you use?
- AP sentences?
- What resources will you use? Thesaurus? Internet?
- Will you use a storybook to inspire you?
- An animal?
- You? Your life?



Practice these spellings using the methods you ^{S5} use in class.

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S5

LO: To plan a poem.

I will be successful if...

- I can use my ideas to write a poem.
- I can present my writing neatly.
- I can use similes/metaphors.

LO: To write a poem. (of any length)

Activity: To start writing your poem on a piece of paper.

- Rhyme
- Stanzas (paragraphs)
- HANDWRITING
- Resources
- Character/animal/thing
- SPELLING
- Description
- Adjectives
- AP sentences