

**WEEK 3**

POETRY

# Poetic features

POETRY

Tuesday - Adjective-day

Serene

# Word of the Day Activities

I think it means...

Create a mnemonic for the word.  
(Big elephants can't use small exits is a mnemonic for because)

Dictionary definition:

Write a sentence with the word.

Practise spelling the word using pyramid  
spell.  
S  
SE

Create a quick acrostic poem  
for the word.

Write it in a piece of speech.

Synonym (words with a similar meaning)

S  
E  
R  
E  
N  
E

How many words can you find within the  
word?

Antonym (words with opposite meaning)



## Learning Objective:

How can I write a poem about the River Tiber ?

## Success Criteria:

- I can use the story of Remus and Romulus as inspiration for a poem
- I can identify the language techniques used in a piece of poetry
- I can plan what I am going to write in each stanza of his poem.

## Vocabulary:

Alliteration

Onomatopoeia

Rhyming

Stanza

Versa

Adjective

Fronted

Adverbial

# POETRY

Poetry is a form of imaginative writing that can be written by anybody. People choose to write poetry based on many different things. Expressing thoughts and feelings about something in a creative way is what poetry is all about.

The main aim of poetry is to involve and fuel the thoughts of the reader.

Poetry can connect with a reader on an emotional level too.

Poetry has many different forms, and can be written in many different ways.

They can be short or long, fun or sad, real or imagined, structured or unstructured, rhyming or not.

There is a lot of freedom when writing poetry and because of this, the writer is able to express their thoughts and feelings in very unique ways.

# There are many different types of poems including:

acrostic

sonnet

epic

blank verse

simile

colour

tetractys

pantoum

diamante

ballad

haiku

echo verse

limerick

renga

kenning

riddle

shape

cinquain

ode

free verse

tyburn

senryu

lyric

tanka

# Adjectives in Poetry

Adjectives are describing words. They are used in poetry to create many different effects and visual pictures to the reader. The adjectives can be used for a more in-depth description of a noun, or they can be used to add more excitement and attention within a line or verse.

Roaring roads,

Noisy cars,

Beaming headlights,

Tall streetlamps,

Dark, cold night.

This video may help:

<https://www.youtube.com/watch?v=HWB8rTg0jzQ>

# Verbs in Poetry

Verbs are doing words. They show actions within a sentence.

Verbs are used in poetry to create a range of effects. They are used to create more interesting sentences, and to help describe what different people and objects are doing.

Some examples of verbs:

The boy **ran** along the shoreline.

The women **held** her baby tightly.

It **followed** her to school one day.

# Using Onomatopoeia

Onomatopoeia is when a word imitates its natural sound, or suggests the sound a certain object makes.

It is used in poetry to create a sound effect to make the description more expressive and interesting.

Some examples of onomatopoeia:

bang

crash

pop

smash

drip



buzz

tick tock

whoosh

wham

pow

# Using Rhyme

Rhyme occurs when two words sound the same when spoken out loud. These words usually have the same ending sounds, however they don't need to be spelt the same.

Rhyme is used in poetry to create something interesting to read.

It is used to create a pattern within a poem.

Some examples of rhyme:



Fright and night

Would hood

Should could

Hail and pale

Male and stale

Air and fare

Two and do

Day and sway

Pause and claws

Bears and stairs

# Alliteration

Alliteration is when the sound or letter at the beginning of each or most of the words in a sentence is the same.

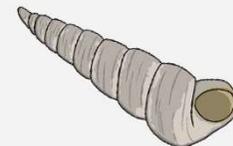
Alliteration is used in poetry to create many different effects. It can be used to create a greater and more interesting description of different themes, people and objects.

Some examples of alliteration:

Sally sells sea shells by the sea shore.

All authors allow authority after midnight.

Theresa tripped and tumbled tremendously over the tree.



# Simile

A simile is a figure of speech. It is when one thing is compared to another using the words 'like' or 'as'.

Similes can be as descriptive as the writer chooses.

Similes are used in poetry to give the reader a more descriptive and in-depth understanding about a particular object or person.

Some examples of simile:

**As busy as a bee** - This is comparing someone's level of energy to the speed of a bee.



**As snug as a bug in a rug** - This is comparing someone who is very cosy to how comfortable a bug would be in a rug.

**Runs like a cheetah** - This is comparing the speed that someone can run to the speed of a cheetah which is quite fast.

**As white as a ghost** - This is comparing a person's skin colour to a ghost, usually because they are frightened, sick or scared of something.

# Metaphor

A metaphor is a figure of speech which describes a place, object or subject as something unlikely and uncommon.

Metaphors are used in poetry to create an image of judgement and comparison in the mind of the reader.

Some examples of metaphor:

Her eyes were glistening jewels.

She is the sunshine which brightens up our day.

The kids at school are all brains.

In Andrew's eyes, Rebecca is the sun.

He is my knight in shining armour.

The world is a stage.

This video may help:

<https://www.youtube.com/watch?v=u0SBVNU02LU>



# Personification

<https://www.youtube.com/watch?v=VqBZMR83wCg>

# Stanza

A stanza is a group of lines gathered together by rhythmical pattern and meter. A stanza with four or more lines can be referred to as a verse. The length and pattern of a stanza decides what type of poem it is. Stanzas are made by leaving a blank space before and after it.

Two lines = Couplet  
Three lines = Tercet

Four lines = Quatrain  
Five lines = Cinquain

Stanzas are used in poetry to provide structure and form.

Some examples of stanzas:



I love to dance,  
I love to prance.  
What my heart would do,  
But be sad and blue,  
If I could not dance.

First Stanza

Dancing feels nice,  
But it come at a price.  
Dancing tutus and shoes  
My gosh you can't lose!

Second Stanza

<http://childrenspoetryarchive.org/poem/river>

What do you think?

What do you like or dislike?

# YOUR TASK

- Hard - Give 1 example each poetic feature (not stanza)
- Harder - Give 3 example each poetic feature (not stanza)
- Hard - Give 5 example each poetic feature
- Herculean - write a poem using a many features as possible

## The River

The River's a wanderer.  
A nomad, a tramp,  
He doesn't choose one place  
To set up his camp.

The River's a winder,  
Through valley and hill  
He twists and he turns,  
He just cannot be still.

The River's a hoarder,  
And he buries down deep  
Those little treasures  
That he wants to keep.

The River's a baby,  
He gurgles and hums,  
And sounds like he's happily  
Sucking his thumbs.

The River's a singer,  
As he dances along,  
The countryside echoes  
The notes of his song.

The River's a monster  
Hungry and vexed,  
He's gobbled up trees  
And he'll swallow you next.

By Valeire Bloom

What poetic techniques can you see?  
Can you find them?

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What has each stanza focussed on?

Is there a structure to the poem?