

## Writing: Year 4 – Summer 2 Week 2

	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
<b>Writing</b>	<p>We are going to be focusing on a poet called Joseph Coelho and poems from his collection: Werewolf Club Rules. (1A)</p> <p>Today you will be researching to find out more about our focus poet: Joseph Coelho.</p> <p>Use his website: <a href="https://www.thepoetryofjosephcoelho.com/">https://www.thepoetryofjosephcoelho.com/</a> to learn more about him and his poetry.</p> <p>As you are researching, take notes.</p> <p><b>Create a poster or fact file</b> all about Joseph Coelho.</p> <p>You may want to include:</p> <ul style="list-style-type: none"> <li>- Facts about his early life</li> <li>- Who his inspirations are</li> <li>- The titles of some of his poems</li> <li>- His achievements</li> <li>- His poetic style</li> </ul>	<p>Listen to '<a href="#">I am a writer</a>'.</p> <p>Watch this <a href="#">recap video</a> on similes and metaphors.</p> <p>Highlight any unusual or unfamiliar words/phrases. Research or ask an adult to help you clarify the meaning.</p> <p>Read the poem '<i>I am a writer</i>' (2A). In this poem, Joseph Coelho uses vocabulary and metaphors associated with writing and poetry like: ink, pen, sharpener, rubber, beats, melodies.</p> <p>Brainstorm other vocabulary that could be linked to writing and poetry. <i>Example: lines, paper, rhythm, rhyme.</i></p> <p><b>Write 3 new verses</b> for 'I am a writer', using different metaphors linked to writing and poetry.</p> <p><i>Example:</i> <i>I am the lines on the paper,</i> <i>neat, straight and guiding.</i></p> <p><i>I am the rhythm and beat,</i> <i>the pulse of the poem.</i></p>	<p>Listen to '<a href="#">A little bit of food</a>' then read 'A little bit of food' (3A).</p> <p><b>Answer these questions (3B):</b></p> <ol style="list-style-type: none"> <li>1. What do you like and dislike about the poem?</li> <li>2. Have you found connections with other poems? If so, which poems?</li> <li>3. What else can we learn about the poet from hearing him read this poem?</li> <li>4. Note down any language that is unfamiliar and find out what it means.</li> <li>5. What are the differences between Joseph Coelho's performed version and written version?</li> </ol> <p>Practice performing 'A little bit of food'. Add your own actions to bring it to life and try to move the verses around like Joseph Coelho does.</p> <p><b>Perform the poem</b> for a friend or family member.</p>	<p>Poetry can be a tool to express yourself and also as a release of feelings, good or bad.</p> <p>Listen to '<a href="#">Gingerbread Man</a>' (4A)</p> <p>Answer these questions:</p> <ol style="list-style-type: none"> <li>1. On first reading, who did you think was the bully?</li> <li>2. When did they see that it was actually the other child, not Billy?</li> <li>3. How has the poet used the written language to trick the reader?</li> <li>4. How do you think the poet feels, reflecting back on this childhood experience now?</li> </ol> <p>Read the range of school-based poems from Resource 4B.</p> <p>Look at how the poems are shaped and structured. Identify which poems from resource 4A and 4B use rhyme, repetition, and pattern.</p> <p>Which poems are free verse? Which poems are written in couplets? Which are organized in verses?</p>	<p>Recap the themes of Joseph Coelho's school-based poems from yesterday. Which memories of school did he use?</p> <p>Brainstorm: What are your memories of school? Think back to memorable experiences, favourite moments, lessons, topics. Like in <b>Gingerbread man</b>, poetry allows us to reflect a range of feelings and expressions, not always good or humorous ones.</p> <p>Choose a school memory to write a poem about.</p> <p><b>Write a poem</b> about your school memory. Use the structure of one of Joseph Coelho's poems you have studied this week.</p> <p>Watch <a href="#">this video</a> to guide you.</p>
<b>Resources</b>	Resource 1A Resource 1B – Support	Resource 2A Resource 2B – Support <a href="#">Similes and Metaphors Video</a>	Resource 3A Resource 3B – Support	Resource 4A Resource 4B Resource 4C – Support	<a href="#">Guide to writing a poem</a> Resource 5A – Support



**Reading: Year 4 – Summer 2 Week 2**

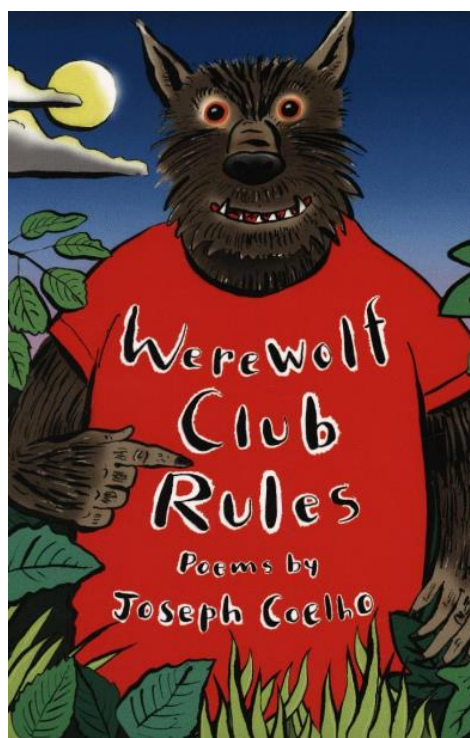
		Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
<b>Reading</b>	Whole class	<a href="#">Street Child – Chapter 14</a>	<a href="#">Street Child – Chapter 15</a>	<a href="#">Street Child – Chapter 16</a>	<a href="#">Street Child – Chapter 17</a>	<a href="#">Street Child – Chapter 18</a>
	*	<a href="#">Totally Wacky about the brain 1 - 15</a>	<a href="#">Totally Wacky about the brain 16 - 30</a>	<a href="#">Totally Wacky about the brain 31 - 50</a>	<a href="#">Totally Wacky about the brain 51 - 70</a>	<a href="#">Totally Wacky about the brain 70 - 78</a>
	**	<a href="#">Float and Sting 1 - 12</a>	<a href="#">Float and Sting 13 - 24</a>	<a href="#">The world of Olympics 1 - 12</a>	<a href="#">The world of Olympics 13 - 25</a>	<a href="#">Did the Romans eat chips?</a>
	***	<a href="#">The Rough, Story Age of the Vikings</a>	<a href="#">How Effective is Recycling 1 - 19</a>	<a href="#">How Effective is Recycling 20 - 39</a>	<a href="#">Lost: A Weird Tale of Survival 1 - 25</a>	<a href="#">Lost: A Weird Tale of Survival 26 - 45</a>
<b>Spelling</b>		<p>Words to learn – <b>scene, seen, sent, cent, scent, soul, sole, stair, stare</b></p> <p>Make sure you know the definition of each homophone by using each word in a sentence. Can you think of a way of remember how to spell each homophone?</p> <p>Practise spelling these using the school strategies.</p> <p>Challenge! Choose 5 more words that you find tricky and practise spelling those too.</p>				



**Resource 1A**



Joseph Coelho



Poetry Collection: Werewolf Club Rules

## All About Joseph Coelho

Who is he?

What poems has he written?

Who/what influenced and inspired him?

What are his poems like? What is his style?

## Resource 2A

# I am a writer - Poem from Werewolf Club Rules by Joseph Coelho

I am the clash and collide of the stars  
because I create worlds.

I am the awareness of the trees  
because I hear the wind.

I am the sweat of a rainbow  
because I refract all the colours.

I am the blood in a pen  
because I ink arteries.

I am the blade in a sharpener  
because I make nibs vanish.

I am the edge of a rubber,  
rounded, worn and softened by mistakes.

I am the conversation of notes,  
discussing melodies.

I am the holes in a flute,  
knower of unknown tunes.

I am the skin of a drum.  
Every hit, beat and bang  
bouncing off me,  
forming music from nothing.

**Resource 2B – Support**

**Ideas Bank:**

paper            lines            pencil            lead            keyboard  
notepad        journal            rhyme            rhythm  
repetition      beat            pattern            verse            words

Add your own ideas below:

**Verse Writing Support:**

I am the \_\_\_\_\_,

because I \_\_\_\_\_.

I am the \_\_\_\_\_,

because I \_\_\_\_\_.

I am the \_\_\_\_\_,

because I \_\_\_\_\_.

## Resource 3A

# Little bit of food - Poem from *Werewolf Club Rules* by Joseph Coelho

A little bit of rice,  
a little bit of pea,  
on my plate  
for my tea.

A little bit of jam,  
a little bit of toast,  
in the mornings  
when I love it most.

A little bit of banger,  
a little bit of mash,  
in my belly  
for a tasty bash.

A little bit of curry,  
with a poppadum,  
tastes great  
but it burns my bum!

A little bit of *fufu*,  
a little bit of stew,  
eat with your fingers,  
that's what we do.

A little bit of food,  
on my plate,  
eat it all up,  
feeling great.

## **Resource 3B – Support**

1. What do you like and dislike about the poem?

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2. Have you found connections with other poems? If so, which poems?

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3. What else can we learn about the poet from hearing him read this poem?

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4. Note down any language that is unfamiliar and find out what it means.

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5. What are the differences between Joseph Coelho's performed version and written version?

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**Resource 4A**

# Gingerbread Man

*Poem from Werewolf Club Rules by Joseph Coelho*

Billy chased me round the playground  
with hands full of fists

Billy yelled at me across the football pitch  
with a mouth full of stings.

Billy spat, jibed and cawed  
as I ran away singing...

“You can't catch me, I'm the Gingerbread man.”

Billy had red hair.  
I was cruel and called him names.

## Resource 4B – Joseph Coelho’s School Based Poems

### **School tomorrow - excuses for Mum** - Poem from *Werewolf Club Rules* by Joseph Coelho

Back at school tomorrow.

Not tomorrow!

One more day off please.

I'm sick.

I'm not ready.

I haven't done my homework.

We don't do much the first week back.

Miss won't mind if I miss one day.

My uniform is dirty.

I can't remember where school is.

I want to stay home with you.

We should spend more quality time together.

I need a few more days to grow up.

I won't know anyone – they'll all be older.

The school fell down during the summer.

The school has flooded.

The school ran away.

The school is still on holiday.

I can't go to school tomorrow...

My foot hurts.

My leg hurts.

My arm hurts.

My face hurts.

My belly hurts.

I have the runs.

I have heat stroke.

I have the plague!

I'll stay at home and clean and cook.

I'll pay the bills,

sort out the tax,

handle the builders,

get the shopping.

I won't see my friends.

I'll miss that topic about the Romans.

I won't find out my results.

I won't get to laugh in assembly,

or joke with Mr Lindon.

I won't play football.

I won't make a circuit.

Or get to quote Shakespeare...

## **Golden Time** - Poem from *Werewolf Club Rules* by Joseph Coelho

Golden time –  
jewelled minutes  
and silvered seconds?

Golden time -  
a diamond clock  
with ruby numbers.

Golden time -  
a free hour  
doing what I please?

Golden time -  
hands clasped on mouth  
catching laughter with a new friend.

Golden time -  
the inhale of breath  
as the idea chimes.

Golden time -  
a room of beaming faces  
every heart in sync.

## **School Dinner** - Poem from *Werewolf Club Rules* by Joseph Coelho

A *slice* of gravy

A *spit* of jelly

A *smear* of custard

A *husk* of sausage

A *dribble* of beans

A sickly *sliver* of meat

A cold snotty *mush* of veg

A yellowed *rock* of sugar

A browning *mash* of fruit

A *lump* of milk

A *scab* of pizza.

A packed lunch please.

## Resource 4C – Support

1. On first reading, who did you think was the bully?

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2. When did they see that it was actually the other child, not Billy?

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3. How has the poet used the written language to trick the reader?

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4. How do you think the poet feels, reflecting back on this childhood experience now?

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## Resource 5A – Support

### School Memories Ideas Bank:

Playtimes                      Sports Day                      Trip to...                      friends  
World Book Day                      Swimming Lessons                      PE  
School Dinners                      Class Party                      Class Assembly

Add your own ideas below:

## Poem Structure Support

**Title:** \_\_\_\_\_

A \_\_\_\_\_ of \_\_\_\_\_

A \_\_\_\_\_ of \_\_\_\_\_

A \_\_\_\_\_ of \_\_\_\_\_

A \_\_\_\_\_ of \_\_\_\_\_

A \_\_\_\_\_

A \_\_\_\_\_

A \_\_\_\_\_

A \_\_\_\_\_

A \_\_\_\_\_ please.