

Section 2: Developing writing

Activity 1: Snap!

Objective

To select words and language drawing on their knowledge of literary features. (Year 6 Strand 9)

What to do

In this activity, children practise writing examples of similes, personification and metaphors.

- As a group, discuss what similes, personification and metaphors are. Give pairs of children photocopiable page 25 'Snap!' and work with them to write an example of a simile, a metaphor and personification on the first three cards. For example, using the theme of food: 'she ate like a horse' (simile); 'a mountain of sandwiches' (metaphor); 'sausages burst angrily in the frying pan' (personification).
- Encourage the children to think of their own examples on the same theme, filling in the remaining blank cards. Recap if necessary. For less confident learners provide more examples (such as 'popcorn popping like gunshots').
- Invite them to cut out the twelve cards and play a matching game, calling out 'Snap!' when they see two similes, two metaphors and so on.
- When the children are familiar with this, challenge them to add other forms of figurative language to cards, including assonance and alliteration.
- As an extension activity, write on cards examples of these devices from the three poems in Section 1 and encourage the children to categorise them. Challenge more confident learners to find these examples themselves and test each other.

Activity 2: My favourite meal

Objective

To select words and language drawing on their knowledge of literary features. (Year 6 Strand 9)

What to do

Children will explore the use of figurative language with an emphasis on assonance, alliteration and onomatopoeia.

- Explain to the class that they are going to describe the ingredients of their favourite meal and create a poem. Hand out photocopiable page 26 'My favourite meal' and use the sheet in a shared writing session to model the process.
- When the children understand what to do, ask them to work in pairs, decide on a meal and list the components and ingredients.
- Provide time for the children to work on a figurative description of each ingredient. Suggest that they write each description on a new line, to create lines that will form a poem.
- Try to ensure they use as many examples of figurative language as possible.
- As an extension activity, encourage the children to write an advert for one of the ingredients from their poem. Use these as part of a classroom display on figurative language.