

## Phase ① Being funny

### Learning outcome

Children can recognise lines with humorous language.

### Success criteria

I can say what makes a poem seem funny.

### Setting the context

Ensure the children have had experience of listening to poems and discussing them with others.

### Assessment opportunity

Read the poem 'Eletelephony' from the photocopiable page, encouraging the children to show their reactions to the text using facial expressions. Give partners the text to look at together. Ask them to read out parts to each other so that they can identify the words that make them laugh. Ask them to write down those words and explain to their partner why they find them funny and what they notice about their sounds. Can the children list some proper words that get confused with one another in the poem? What nonsense words do they become?

### Assessment evidence

At level 1, the children will recognise that some words sound silly and the poem does not really make sense. At levels 2-3, the children should realise that some words are invented, based on a confusion of the sounds in the other words. This activity will provide evidence towards Reading AF6.

### Next steps

**Support:** Work with a group of children and use only verse 1 of the poem. Record their oral comments.

**Extension:** Challenge the children to add a verse about the elephant's tail to the poem.

### Key aspects of learning

**Enquiry:** Children will play games and assess how funny language can be in poems.

**Reasoning:** Children will explain the ways in which language is humorous.

## Phase ① Sounds silly

### Learning outcome

Children can recognise and create lines with humorous language.

### Success criteria

- I can identify funny words in a poem.
- I can create a funny poem using words that start with the same sound.

### Setting the context

Prior to this assessment, ensure the children have had experience of alliteration and tongue-twisters. Tell them you are going to read a poem aloud and they are going to give their opinion by holding up a voting board. Provide everyone with 'silly' and 'serious' cards.

### Assessment opportunity

Read the children the poem 'Betty Botter' from the photocopiable page, and ask them to vote whether they think it is a silly or a serious poem. Invite them to tell a partner why they voted as they did. Give children the interactive activity 'Identifying alliteration'. Read the instructions together but let the children highlight the words independently. Afterwards, give them the photocopiable page 'Tongue-twisters' to complete.