

DAY 3 Compare and contrast narrative poems

Key features	Stages	Additional opportunities
<p>Enquiry: compare how a common theme is presented in different poems</p>	<p>Introduction Create a comparison chart that is similar to photocopiable page 184 on a flipchart or whiteboard and provide the children with copies of both <i>The Visitor</i> and <i>The Bully Asleep</i>. Discuss with them similarities and differences between the two poems, using the following categories: theme, structure and organisation, characters, plot and so on. Model for the children how to explain in writing the images that the writer has used, as well as the other features. Remind them of the need for full sentences in this activity.</p> <p>Independent work Provide copies of photocopiable page 184 'Poem comparison' for the children. Working in pairs, ask them to complete the sheet, identifying in as much detail as possible the language features and other features they know about their poems. Remind them that they need to explain their thoughts in as much detail as possible.</p> <p>Plenary In whole-class discussion draw the children's attention to the similarities and differences between the poems. Discuss in more detail the themes in each poem. Why do the children think that Ian Serraillier and John Walsh chose to write about these ideas? What do they think they were trying to say?</p>	<p>Extend: ensure children provide detailed references to text in their responses</p> <p>Support: modify the grid provided to support the lower ability by using simple questions that practice retrieving information</p>

Guided reading

Read with the children a number of different narrative poems, for example *The Listeners* by Walter de la Mare, *The Pied Piper of Hamelin* by Robert Browning and so on. Discuss how the narrative structure is used in a poetic form. Take time also to discuss the effects of different word choices on the reader.

Assessment

Through children's responses, oral and written, informally assess the extent to which they are able to infer and deduce characters' behaviour and motivations. Refer back to the learning outcomes on page 175.

Further work

Encourage the children to have a go at writing a poem using the structure of *The Bully Asleep*. Use drama techniques to explore the effects of bullying. Link this to the school's anti-bullying policy and PSHE.