



Keyworth Primary School

6MC English Learning Letter - w/c Monday 4<sup>th</sup> May

Dear 6MC,

Your writing lessons this week will be focusing on the genre, poetry. In particular, we will be learning about and writing in the style of **Slam Poetry**. See below for your lessons, following each step. Read through the teaching (in the middle) and complete the tasks on the right, using paper and pencil.

If you want, you could also go online, to **Google Classroom**, to receive further explanation and support.

Don't forget, email anytime, through Google Classroom or 2email, if you have any questions. Enjoy!



	Learning Objective and what to include	Teaching and Models	Tasks and expected outcomes
1	<p><b>MONDAY</b></p> <p><b>Learning Question:</b> Can I reflect upon various poems?</p> <p><b>Success Criteria:</b> I can listen, reflect and respond appropriately;</p> <p>I can explain my ideas;</p>	<p><b>What is Slam Poetry?</b></p> <ul style="list-style-type: none"> <li>A slam is a knockout performance poetry competition in which poets perform their own work.</li> <li>You are given scores based on <u>what your poem is about, your</u></li> <li><b>Poets are free to do work in any style on any subject:</b> slams attract a wide range of performers and can include heartfelt poetry, passionate observations about social issues, funny comic routines, and bittersweet, very personal pieces.</li> <li>What unites slammers is their attention to the two skills of <b>writing</b> and performance.</li> </ul> <p><b>A bit of history</b></p> <ul style="list-style-type: none"> <li>Slams began in the United States in the 1980s. The slam scene quickly spread from cities like Chicago and New York, and is</li> </ul>	<p><b>Main Task:</b> Listen to poems and write comments.</p> <p><b>Task 1: 'Wrong' by Michael Rosen</b></p> <ul style="list-style-type: none"> <li>Which way of knowing the poem is better, reading or listening?</li> <li>Does it make the poem more enjoyable to listen to it?</li> <li>Why do you think that? What makes it better?</li> </ul> <p><b>Task 2) -Main Task:</b> Listen to a poetry Slam and review it.</p> <ol style="list-style-type: none"> <li>Listen to each poet performing in a poetry slam.</li> <li>Imagine you are part of the audience who</li> </ol>

I can justify my opinions (give a reason for my opinion)

now thriving all around the world. There are hundreds of regular slams run in clubs, bars, pubs, theatres and at festivals all over Britain every year.

Whilst you should consider **performance** an important part of your learning this week (performing to parents, carers or family at home), what we will be mainly focussing on is **writing** the poems:  
**subject matter, style, rhythm and rhyme.**



**Slam Poetry Success Criteria:**

**What should your poem be about?** It should be powerful, personal and meaningful.

- Feelings (happiness, frustration, curiosity, disappointment, caring...).
- Social issues (community, solidarity, poverty, racism, your or other people's lives, current world issues...).

**What should it include?**

- Informal Language
  - Colloquial language (informal/slang).
  - Contracted words - ~~Do not~~ Don't
  - Question tags (speaking to the audience).
- Descriptive language
  - Powerful verbs and adjectives.
  - Figurative language (alliteration, metaphor, simile, imagery - creating a picture in the reader's mind and hyperbole - exaggeration).



will choose the best poem.

c) Choose your favourite (sharing and discussing with someone at home, if you can) and then explain the reasons for your choice..

- Soli (13 years old) :  
<https://www.youtube.com/watch?v=lmOr3yFhOzU>
- Asha (12 years old) :  
<https://www.youtube.com/watch?v=rtnEnEqjkOE&list=PLJbHvzUQw216z8zMuLFRRTpww6vCgYeSr>
- Nickoli (12 years old):  
<https://www.youtube.com/watch?v=4uvku-tYoBq>

d) Answer these questions:

- 1) Which was your favourite poem?  
Consider what it's about, how it was performed, what it made you think about and how it made you feel.
- 2) Language: Was it simple? Powerful? Formal? Informal? Rhyming?
- 3) Rhythm: was there a beat? Fast? Slow? Built-up? Repetition?
- 4) Could you relate to this poem in any way?

- Punctuation for effect

For example:

- Question marks (speaking to the audience).
  - Full stops (tension and pace).
  - Ellipsis ( let the audience imagine what comes next)..
- 
- Rhythm and Rhyme (not always needed)
  - **Rhyme** is when the end of a word sounds the same: claiming / training, start / apart, see / be...
  - Create a **rhythm** in your poem through **rhyme** and/ or experimenting with the number of **syllables** (beats) in each line (how long each line is) or using **repetition**.



### Lesson:

This week, we are going to concentrate on slam poetry, which is a form of **performance poetry**.

A poetry slam is a competition at which poets read their own poems, written about topics that mean something to them.

If you want to find out more about it, go to:

<http://poetryslam.org.uk/slam.html>

**Task 1)** Reading a poem compared with listening to the poem -  
by the poet (Michael Rosen)

Here is a poem by the famous poet and writer, Michael Rosen.  
First read it, then listen to it.

<https://childrens.poetryarchive.org/poem/wrong/>

5) **Why did you choose this poem?** Give detail in your answer.

2

**TUESDAY**

**Learning**

**Question:** Can I expanded contracted words and other colloquial (informal) language?

**Success**

**Criteria:**

I can replace contracted words with the expanded forms;

I can replace colloquial language with standard English words (e.g. 'gerroff' 'get off');

I can use the correct grammatical terminology when reviewing my

**Task 1)** Read the poem **What do you want to be?** by Wilf to yourself before completing the rest of **Task 1.**

**What d'ya want to be?**

What d'ya want to be?  
Hey listen kid you don't have to tell me  
I'm just here to read some poetry.  
You can leave now if you want  
you are completely free you see,  
but before you go let me tell you  
that today I don't want to talk  
about birds and bees and trees  
and things,  
this poem's a question  
and  
I want to see what you dream and feel  
and things.

You see maybe  
you wanna be famous.  
Maybe you wanna be an astronaut and  
explore Uranus.

Maybe you wanna be the craziest  
stunt man Hollywood's ever seen.  
Maybe you wanna buy some flashy  
mansion, spend all your time keeping it  
clean.  
Maybe you're a dancer and Bollywood's  
more your scene.....

**SEE THE BOTTOM OF THIS DOCUMENT FOR THE FULL POEM!**

**Task 2)**

Let's look at the language that has been used in this

**Task 1):**

Now, if you can, listen to Wilf reciting his poem:  
<https://www.youtube.com/watch?v=dPw4h-n8KyQ>

a) If you were able to listen to the poem as well, which was more entertaining?  
Why?

This is a poem that Wilf used in a Poetry Slam.

b) Would you have voted for it? Why?

**Task 2)**

In 3 mins identify as many of the other contractions used in the poem as you can, e.g. don't, you're, you've, you'll, what's, that's, & expand them.

Contracted word	Expanded word
What's	What is
d'ya	

**Main Task:** Identify examples of colloquial language in the poem (eg. Wanna) and any more example of contracted words. Explain which words they have replaced?

work.

poem - it is informal - as if Wilf is talking to the reader.

# d'ya

How would you say it more formally?

When we use an apostrophe to replace a missing letter or letters we call it a **contraction**.

Now complete the rest of **Task 2**

**3)**

**Ain't** is slightly different like d'ya - not only are there missing letters, but also the way the word is spelt shows you how to pronounce it.

What does **ain't** replace?

- 1) Contractions are often used as question tags in informal speech,  
e.g. *You want to be a teacher, don't you? or *Your ambition is to be a fireman, isn't it?**

Can you suggest other sentences using a question tag?

- 2) Other informal language like wanna is used too. *Want to*

Now complete your **Main Task**.

a)

Contracted words	Expanded words
e.g. <i>isn't</i>	<i>Is not</i>
Colloquial language	Words they have replaced
e.g. <i>wanna</i>	<i>Want to</i>

a)

- Expand this list of contractions and other colloquial language into the words they replace - write the 'proper' form of each contraction.

Contracted / Colloquial	Proper words in full	Contracted / Colloquial	Proper words in full
D'ya		Gerroff	
You're	<i>You are</i>	'ere	
Ain't		't isn't	
You've		They're	
It's		That'd	
Don't		You'd	
I'm		Shouldn't've	

You'll		We'd	
Gonna		She'd've	
Innit		Ma'am	
He'll		Dunno	
Should've		spose	
Gotcha		How'd	
It'd		praps	

- Choose **3 or 4** contractions/colloquial words:
  - 1) Write a sentence containing each of them:
  - 2) Write the sentence again BUT with the words that have been replaced, **written out in full.**

<i>Sentence with contracted words</i>	<i>Sentence with words written in full</i>
E.g. You <b>shouldn't've</b> bothered to paint the cat.	You <b>should not have</b> bothered...
1)	
2)	

3

**WEDNESDAY**

**Learning**

**Question:** Can I evaluate the effectiveness of various poems?

**Success Criteria:**

I can identify and discuss themes across a range of texts;

I can identify the voice used in poems;

I can identify the features used in Slam poetry.

**Task 1)** Look at the poem **What do you want to be?** again. Let's analyse the poem. Complete **Task 1**

**Task 2) Recap - What are the main features of Slam Poetry:**

Informal language: - - -
Descriptive language: - - -
Rhythm and Rhyme: - - -
Subject matter: - - -



**Task 1) What do you want to be? By Wilf**

**1) ANSWER THESE QUESTIONS**

- a) Is there a rhyme structure (rhyming words at the end of lines - *eg. Sky/high, start/part*)?
- b) Are all the lines the same length? Why/ not?
- c) Are the verses (paragraphs) the same length?
- d) Is there a rhythm/ beat to it? How was a rhythm/beat achieved?
- e) What other features can you identify (check the success criteria list in the letter written to you yesterday)?

**Remember these features for your own poem on Friday!**

- 2) Notice that the poem is written in second person ('You'), which is unusual. It's as if poet is talking to you the reader. Would the poem work if written in the 1<sup>st</sup> or 3<sup>rd</sup> person?
  - a) How would it change the meaning of the poem if it was written in the 1<sup>st</sup> person ('I' 'me' 'my')?
  - b) How would it change the meaning of the poem if it was written in the 3<sup>rd</sup> person ('they' 'them')?

**MAIN TASK:**

Read the following poems carefully and **identify the features** you think have been included. The first couple have been done for you.

Once you have done that, answer the questions in the next column (**Main Task**).

Poem	Underline/Make a note of the features it has included:
<p><b>What Will I Be When I Grow Up?</b></p> <p>Mum said: 'Happy.'            Dad said: 'Older - and taller.'            My sister Kate said: 'Just as . . . nice!'            My mate Sam said: 'Still my best friend.'            My aunty Jessie said: 'Anything you want to be.'            My uncle Jack said: 'An adult.'            My teacher said: 'Wiser.'            My Gran said: 'Brilliant.'            Doesn't anybody know?</p> <p><i>James Carter</i></p>	<p>Subject Matter</p> <ul style="list-style-type: none"> <li>• Personal subject</li> <li>• Social issue</li> <li>• Feelings</li> </ul> <p>Rhythm</p> <ul style="list-style-type: none"> <li>• Repetition</li> <li>• Syllable / beat</li> <li>• Rhyming</li> </ul> <p>Descriptive language</p> <ul style="list-style-type: none"> <li>• Powerful verbs</li> <li>• Amazing adjectives</li> <li>• Similes / metaphors</li> <li>• Onomatopoeia (sound effects)</li> </ul> <p>Informal language</p> <ul style="list-style-type: none"> <li>• Contracted words (<del>do not</del> - don't)</li> </ul>

**MAIN TASK - follow up questions:**

- Which of the different poems do you like the best?  
 .....
- Write a couple of sentences explaining why you have chosen this poem:

Wordbank:

Beat rhythm rhyme syllables theme  
 Language emotive repetition  
 Relevant

		<ul style="list-style-type: none"> <li>• Colloquial language - <b>friend - mate</b></li> <li>• Question tag (?) - talking to the reader.</li> </ul>	
	<p><b>A Map of Me</b>  What I want  is a map of me -  my future  and my destiny</p> <p>My who I'll be  my where I'll go  my what I'll do  and need to know</p> <p>My what I'll see  my what I'll say  my how I'll feel  along the way</p> <p>But should I wait  for such a thing -  or go and see  what life will bring?</p> <p style="text-align: right;"><i>James Carter</i></p>	<p>Subject Matter</p> <ul style="list-style-type: none"> <li>• Personal subject</li> <li>• Social issue</li> <li>• Feelings</li> </ul> <p>Rhythm</p> <ul style="list-style-type: none"> <li>• Repetition</li> <li>• Syllable / beat</li> <li>• Rhyming</li> </ul> <p>Descriptive language</p> <ul style="list-style-type: none"> <li>• Powerful verbs</li> <li>• Amazing adjectives</li> <li>• Similes / metaphors</li> <li>• Onomatopoeia (sound effects)</li> </ul> <p>Informal language</p> <ul style="list-style-type: none"> <li>• Contracted words (<del>do not</del> - don't)</li> <li>• Colloquial language - <b>friend - mate</b></li> <li>• Question tag (?) - talking to the reader.</li> </ul>	
	<p><b>Let No One Steal Your Dreams</b></p> <p>Let no one steal your dreams  Let no one tear apart</p>	<p>Subject Matter</p> <ul style="list-style-type: none"> <li>• Personal subject</li> <li>• Social issue</li> <li>• Feelings</li> </ul>	

The burning of ambition  
That fires the drive inside your  
heart

Let no one steal your dreams  
Let no one tell you that you can't  
Let no one hold you back  
Let no one tell you that you won't

Set your sights and keep them  
fixed

Set your sights on high  
Let no one steal your dreams  
Your only limit is the sky

Let no one steal your dreams  
Follow your heart  
Follow your soul  
For only when you follow them  
Will you feel truly whole

Set your sights and keep them  
fixed  
Set your sights on high  
Let no one steal your dreams  
Your only limit is the sky

*Paul Cookson*

#### Rhythm

- Repetition
- Syllable / beat
- Rhyming

#### Descriptive language

- Powerful verbs
- Amazing adjectives
- Similes / metaphors
- Onomatopoeia (sound effects)

#### Informal language

- Contracted words  
(~~do not~~ - don't)
- Colloquial language -  
**friend - mate**
- Question tag (?) -  
talking to the  
reader.



**THURSDAY****Learning**

**Question:** Can I add suffixes to change the meaning of words?

**Success****Criteria:**

I can add suffixes that begin with vowels to words ending in *-fer*;

I can use more than one skill to check my spellings (**dictionary: hard copy or online**), root words, sounding out or spelling rules.

**Starter**

Unscramble these anagrams of key features of Slam poetry:

moevtie	→	emotive
ehryhm		
fniroaml ugleanga		
mrhhyt		

1) Sort these letters into consonants and vowels:

Q W E R S I A D O E C I U X B N O Z T M

Consonants	Vowels

2) **What is a suffix?**

3) In poetry slams the audience or judges have to decide which poem they prefer.

**Remember!**  
The antonym  
(opposite) of a  
suffix is a prefix!

**Prefer**

Words that end in *-fer* can be quite tricky to add suffixes (beginning with a vowel) to.

**MAIN TASK:**

- 1) a) Add one of the following suffixes to change the meaning of these root words in the table: **'ence' 'ing' 'able' 'ee' 'ential'**  
b) Identify the word type of each root word.

Root word	Type of word	New word	New type of word
<i>eg. refer</i>	<i>verb</i>	<i>referee</i>	<i>noun</i>
refer	verb		noun
transfer	verb		adjective
prefer	verb	preference	noun
defer	verb		adjective

- c) Write **3 sentences** using 3 of the **-fer** words with the suffix included and shows what the word means.

If you can, use a **dictionary** (online or book) if necessary, to check what each word means before you write -

<https://www.collinsdictionary.com>

*E.g. Refer (verb) + al = referral (noun) (referral means recommendation)*

The *-fer* is stressed so there are two Rs - 'rr'

It depends which part of the word is **stressed** when you say it.

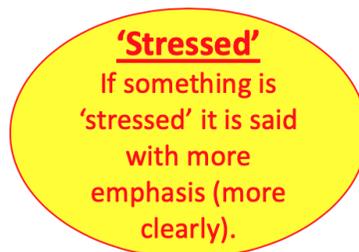
**Rule:**

- The *r* is **doubled** if the *-fer* is **still** stressed when the ending is added, e.g. *prefer**rr**ed*, *prefer**rr**ing*.
- The *r* is **not doubled** if the *-fer* is **no longer** stressed when the ending is added, e.g. *prefer**er**ence*.

4) Practice saying these sentences containing the words: *prefer**rr**ed*, *prefer**rr**ing* and *prefer**er**ence*.

Listen out for when the *-fer* is stressed:

- *The judges prefer**rr**ed the final poet's performance - see how the *-fer* is stressed ( therefore two 'rr')*
- *The audience indicated a prefer**er**ence for the third poet - see how the *-fer* is not stressed ( therefore one 'r')*
- *They were prefer**rr**ing the new menu - see how the *-fer* is stressed ( therefore two 'rr')*



5) Sometimes the words change in type or type and meaning when one of these suffixes ('ing'

The poet heard about the poetry Slam when she got a **referr**al**** from a friend.

'ence' 'al') is added, e.g.

- *confer* and *conferring* are verbs,
- *conference* is a noun,
- *defer* is a verb and *deferral* is an noun.

Which suffixes begin with a vowel?

**TIP: 'Word Types': Noun, verb, adjective, adverb...HAVE A LOOK IN YOUR GRAMMAR REVISION BOOK TO BRUSH UP ON THESE TERMS.**

**FRIDAY****Learning**

**Question:** Can I write an extra verse for a known poem?

**Success Criteria:**

I can use informal language in a poem (*contractions, colloquial language or question tags*);

I can make language choices for effect;

I can use rhyming words at the end of sentences (*in*

1) Read/listen to **What do you want to be?** Again - SEE BELOW.

**MAKE A NOTE OF YOUR ANSWERS TO THESE QUESTIONS:**

- What is the poem about?
- What would you like to be when you grow up? Do you have more than one idea?
- Have your ideas been included in the poem? If so, which one/s?

**2) Today you are going to write an additional verse to Wilf's poem.**

If you get the opportunity, see if you can then perform it to someone at home.

Remember the analysis you did of the poem on Wednesday - the extra verse should be written in the same style.

- Theme - **what do you want to do / want to be in the future?**
- Rhyming words at the end of lines
- Rhythm - repetition, rhyme, syllable / beat
- Repetition - **'Maybe you wanna / you're...'**
- Informal language - question tags (?), contracted words (**you're**) and colloquial language (**wanna / gonna**)

**Task 1)**

Which features of Slam poetry have I used in my extra verse?

*Maybe you dream of saving lives  
to cure the world  
a world that tires  
of fighting  
for everything it gets  
you could lift it's spirit  
it's not complex*

*Maybe you want to live the dream  
day after day  
chill out  
let off steam*

*But don't forget  
it ain't what it seems  
get out  
work hard  
nothing's for free*

**'TIP'**

- Which features did Wilf use?
- Which lesson did we recap all of the features of SLAM POETRY?

**Remember:**

- When writing your verse, you should aim to include those same **features**, including: theme, repetition, rhyming or near rhymes in almost every line of your verse and

the correct context).

e.g.

Contracted Words	Colloquial Language
you're, ain't, don't, what's, how'd it'd	wanna, gonna, gotta, mate, reckon 'spose dunno

informal language.

- The lines **do not** have to be the same length and you can carry it over to the next line, depending on how you want your beat to be.

E.g.

*Maybe you dream of saving  
to cure the world  
a world that tires  
of fighting  
for .....*

**MAIN TASK:**

Write your verse!

**TIPS**

- You may want to practice on a scrap piece of paper first.
- See if you can practice reading your verse to parents, carers or other family members!
- Make yourself a tick-list and cross off the features you need to include.

**What d'ya want to be?**

What d'ya want to be?  
Hey listen kid you don't have to tell me  
I'm just here to read some poetry.  
You can leave now if you want  
you are completely free you see,  
but before you go let me tell you  
that today I don't want to talk  
about birds and bees and trees

and things,  
this poem's a question  
and  
I want to see what you dream and feel  
and things.

You see maybe  
you wanna be famous.  
Maybe you wanna be an astronaut and  
explore Uranus.

Maybe you wanna be the craziest  
stunt man Hollywood's ever seen.  
Maybe you wanna buy some flashy  
mansion, spend all your time keeping it clean.  
Maybe you're a dancer and Bollywood's  
more your scene.

Maybe you're a natural.  
Maybe you're gonna have to work hard  
at it.  
Maybe you're a punk singer and you're gonna  
smash it  
up.  
Maybe you like nice stuff.  
Maybe to get it  
you're gonna act all tough,  
maybe you're gonna be sweet  
maybe you're gonna meet  
and greet.

Maybe you wanna help people.  
Maybe you just want success  
or you wanna prove that you're the best.  
Maybe you want to meet celebrities  
and all the important politicians  
shake the hand of the mayor

then maybe you don't care  
maybe you want to be there  
just for the money -  
now that's a sweet honey,  
people don't find anything funny  
when they are racing to be rich.  
Maybe you want to be surrounded  
by iPods and quick fixes.  
Maybe your heart tremors and twitches  
round diamond rings and bling.  
Maybe you wanna collect  
every precious thing  
that eBay can bring  
buy so many jewels that you look  
like a king.  
Maybe you just wanna sing  
when you're naked in the shower  
and that's what  
makes you feel free.  
Maybe all you need is a field and tree  
to feel happy.

Maybe you're a natural.  
A doctor, a tinker, a tailor  
or an architect of bad behaviour.  
You could be a soldier or a spy.  
Maybe you're the kind of guy  
who wonders why  
the plane can stay in the sky.  
Maybe you're an expert  
at stopping a baby crying.  
Maybe you'll be found frying  
a rich man's breakfast  
in a gourmet restaurant.  
Maybe you're a killer chef  
or an amazing painter.  
You don't have to know now

you can find out later  
what it is you really want to be.

Maybe you want to see the world  
and live out of your  
backpack.

Maybe you wanna be a goth  
wearing nothing but black.

Maybe blue  
just ain't you.

Maybe you just have  
to find out what's true  
and what's a lie  
in the newspaper  
then maybe you reckon  
that can wait till later.

Maybe you'd be a kick-ass  
journalist.

Maybe all that writing  
would make you a  
mentalist.

Maybe you want to make your  
own zombie movie  
spray ketchup  
on your mate's face  
for fake blood.

Maybe you want  
to be a dirt biker covered in mud.  
A rescue woman saving the people  
in a flood,  
a boxer landing punches with a thud.

Maybe you wanna be a rapper  
"Do you get me blood?"

Maybe you wanna do very little

live life chilled on a beach some place  
or stay up all night staring into space.  
Maybe you just wanna  
raise a family.  
Maybe you want to devote your life  
to a god.  
Maybe you want work  
in a caravan on the sea  
serving cod  
and chips.  
Then maybe you're ok  
if you can just kiss  
a sweet pair of lips.

Whatever your dream  
I just wanna remind you that you're  
free to be whatever you want to be  
and you can have anything you see  
and if you're like me you're gonna want it  
all for free  
but like me  
and like lots of other people like me  
in the end you are going to see  
that to be what you want to be  
you will have to be-  
lieve and work real hard  
unless you just want to be a nobody  
which is real easy.

But don't worry!  
Because this crazy game is not a race  
and it's not up to me  
or school  
or teevee  
to tell you your place.

We don't know your dream

or even what you really mean  
when you say what you want to be.

You gotta decide for yourself  
you see?

Now  
tell me  
what do you really want to be?

*Wilf*