

This half term, we are focusing on the following objectives:

- Children can group related material together to form simple paragraphs.
- Children can make deliberate vocabulary choices to strengthen and enrich description.
- Writing is coherent and follows appropriate structure.
- Children can use apostrophes to mark singular possession and for contractions, i.e. *didn't* (did not) and *Sophie's*.

Take one poem!

Both of the poems opposite act persuasively in different ways, to either make us like something or dislike it.

Can you write a similar poem about something that you either think is pointless or that you really appreciate? You could write about a household object, an item of clothing, a toy or a place.

Use your imagination and remember the words of Coleridge:



Poetry: the best words in the best order.
(Samuel Taylor Coleridge)

Your poem should persuade people to think in the same way as you do about the object.

lip stick

"What's the point in wearing lipstick?"
contemplated Heather.

"Why would anybody want their lips to stick together?"



MOOSECLUMPS.COM

My Overalls

The best thing is their color,
old-night or early-dawn.

No, the best thing is their limpness
when I hoist them on.

No, the best thing is their looseness
like the soft skin of a pup.

No, the best thing is their buckles
like a suitcase snapping shut.

No, the best thing is their perfume
of cows and hay and dung.

No, the best thing is their many holes
to let in all the sun.

Wonderful websites

<https://www.bbc.co.uk/teach/skillswise/building-up-paragraphs/z4ts7nb>

[What are paragraphs? - BBC Bitesize](#)

Let's write...

When reading the *Iron Man* we wrote some diary entries to explain what was happening through the eyes of a particular character.

For this extended writing task, we would like you to have a go at writing a diary entry as if you were to see a volcano erupting. Think about what you would see, how you would feel and what you might do. Try to include as much detail as you can to really help the reader 'see' the picture you are creating.

You might need to wait till later in this half term for this task - we will be learning about volcanoes in our geography unit.

Grammar fun

This half term, we are revising the different sentence types and the use of apostrophes for possession and omission.

- Create a set of labels for important items in your flat/house to tell people who they belong to, e.g. cat's bowl, mum's watch etc.
- Make a 'before' and 'after' poster for young children explaining the rules of apostrophes for omission. On one side, put the original root words, such as '**I will**' or '**do not**'. On the other side, write the contracted form e.g. **I'll** and **don't**. Here's an example of how you could present your poster. 

Contractions

A contraction is a shorter way to say two words.

is + not = isn't

An apostrophe will fill the space of the missing letters.

I + am = I'm	you + have = you've
we + are = we're	it + is = it's
she + will = she'll	did + not = didn't
he + is = he's	you + would = you'd
do + not = don't	they + are = they're

Make, Take & Teach