Access Key Definitions

Skip navigation

Access key details

Home page

Latest updates
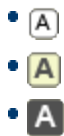
Site map

Search

Frequently Asked Questions (FAQ)

Terms and conditions

A new UK Government took office on 11 May. As a result the content on this site may not reflect current Government policy. All statutory guidance and legislation published on this site continues to reflect the current legal position unless indicated otherwise.

Search [   ] Select Area [Entire Site ▼] [Go]

- Home
- Key stages 1 & 2
- Key stages 3 & 4
- My Portfolio

In this section

- Key stages 1 & 2 homepage
  - Values, aims and purposes
  - Subjects
  - General teaching requirements
  - Inclusion
  - Assessment
    - NC in Action
    - Assessment of subjects

  - Learning across the curriculum

You are here: > Home > Key stages 1 & 2 > Assessment > *NC in Action*
- Add to portfolio
- Email

Creating poems from templates

- Commentary on work
- Items of work
- About this entry

Activity Description

The teacher asked the class to look at the following poem projected onto a whiteboard.

This classroom is **full**:

Full of desks and **chairs**

Full of pencils, **pens and paper**

Full of busy children **doing work**

Full of **colour on the walls**

Full of the teacher's **loud** voice

Full of the sound of **ticking brains**.

This classroom is full: please try somewhere else.

The teacher asked three pupils to read the poem aloud, then displayed a second version of the poem with the words in bold removed. She asked for suggestions to fill in the gaps and the class created a new version jointly. The teacher asked three pupils to read this version aloud. Then she displayed the original poem again and asked the pupils what was different.

Next, the pupils were sent off in pairs or small groups for 30 minutes to write their own poems on computers. The ablest groups worked on laptop computers with little or no help, using a template. Their template began 'This supermarket is full'. The middle groups worked on computers with teacher support, using a template that began 'This playground is full'. The least able group remained in the classroom and worked using the original poetry template with the classroom assistant.

The pupils were brought back to the classroom and a couple of pupils were invited to display their poems on the data projector. The teacher then read them aloud and asked the whole class which words they particularly liked in the poems.

ICT resources used:

- a data projector and whiteboard

- desktop and laptop computers

- desktop-publishing software.

Activity Objectives

The relevant framework objectives are:

- draw on knowledge and experience of texts in deciding and planning what and how to write (creating and shaping texts)

- maintain consistency in nonnarrative, including purpose and tense (creating and shaping texts)

- make adventurous word and language choices appropriate to the style and purpose of the text (creating and shaping texts)

- select from different presentational features to suit particular writing purposes on paper and on screen (creating and shaping texts)

- explore how particular words are used, including words and expressions with similar meanings (understanding and interpreting texts)

- wordprocess short narrative and non-narrative texts (presentation).

Additional objectives:

- to use a poem's structure as a basis for writing new poems by extending or substituting elements and inventing new lines

- to extend vocabulary, exploring how simple word changes affect the impact of a poem

- to work with a template, using desktop-publishing software, to write poems

- to work between two windows, with the template poem in one window and their own version in another.
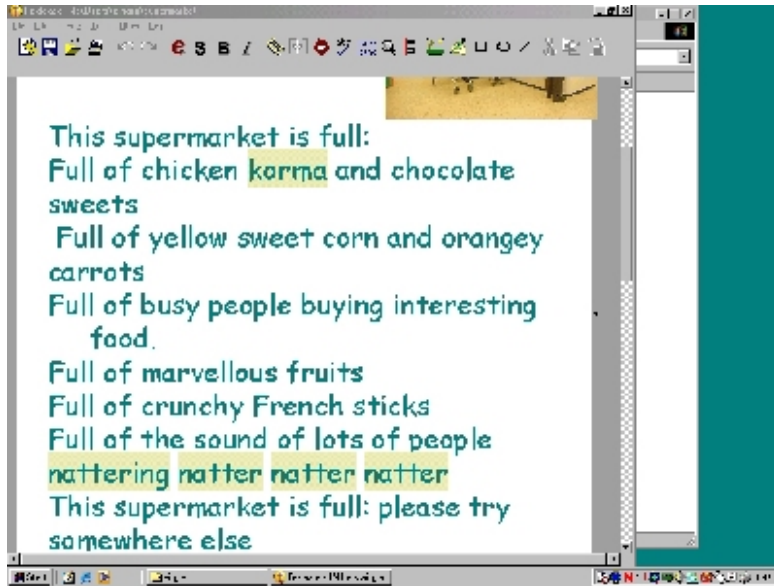
Commentary

Using ICT

The opportunity to manipulate language on the computer screen gave all the pupils confidence to experiment in their choice of vocabulary. Abler pupils, such as Elizabeth and Dimple, knew about the spellchecker facility but were aware of its limitations. They realised that the spellcheker would not recognise some words such as 'korma'. The less able pupils did not know how to use the spellchecker and relied on the classroom assistant for guidance. However, they benefited from seeing their poem take shape on the large screen.
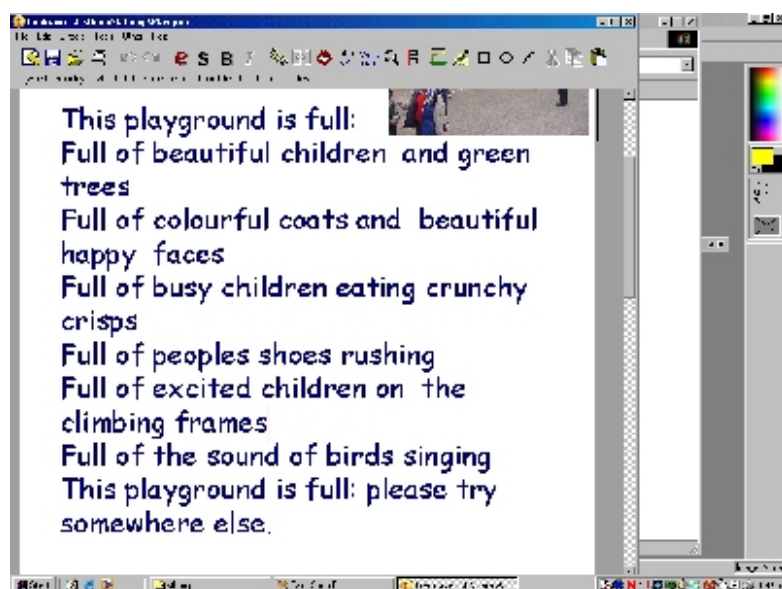
The completed poems were published on the poetry zone website, which provided a potentially wide audience for the pupils' work. It was also an incentive for many pupils. The opportunity to network meant that the pupils could share their work instantly, which encouraged them to present their poems effectively, and later to edit them with teacher guidance.

ICT programme of study references: 2a; 3b, 4a

A draft poem about the supermarket by Elizabeth and Dimple

This supermarket is full:
Full of chicken korma and chocolate sweets
Full of yellow sweet corn and orangey carrots
Full of busy people buying interesting food.
Full of marvellous fruits
Full of crunchy French sticks
Full of the sound of lots of people nattering natter natter natter
This supermarket is full: please try somewhere else

A draft poem by Matthew and James created from the playground template

Matthew and James's finished poem about the playground

Our playground is full:
please try somewhere else

This playground is full:
Full of beautiful children and green trees
Full of colourful coats and beautiful happy faces
Full of busy children eating crunchy crisps
Full of peoples shoes rushing
Full of excited children on the climbing frames
Full of the sound of birds singing
This playground is full: please try somewhere else.

Jack, Isaac, Sean, Sonika and Charmaine reworked the classroom poem

Our classroom is full:
please try somewhere else

This classroom is full:
Full of desks and rubbers and excited children
Full of pencils, and fantastic   pictures
Full of busy children getting ready for P.E
Full of clever children on laptops
Full of the teacher's banging voice
Full of the sound of clicking chunks, ticking brains.
This classroom is full: please try somewhere else.

The finished poem about the supermarket by Elizabeth and Dimple

Our supermarket is full:
please try somewhere else

This supermarket is full:
Full of chicken korma and chocolate sweets
 Full of yellow sweet corn and orangey carrots
Full of busy people buying interesting
    food.
Full of marvellous fruits
Full of crunchy French sticks
Full of the sound of lots of people
nattering natter natter natter
 This supermarket is full: please try
somewhere else

Subject: English

Year:
2

Key stage:
1

NC programme of study:
En2p6e, En3p1a, En3p1f, En3p2b

- Download as PDF

This content relates to the 1999 programmes of study and attainment targets.

- Add to portfolio

Qualifications and Curriculum Development Agency,
53-55 Butts Road, Earlsdon Park, Coventry CV1 3BH
Telephone: 0 300 303 3010

www. qcda.gov.uk/curriculum

The Qualifications and Curriculum Development Agency is the
non-regulatory part of the Qualifications and Curriculum Authority.

- Email
-
  Bookmark & Share
  - Digg
  - MySpace
  - Facebook
  - Yahoo Buzz
  - Twitter
  - Favorites
  - Delicious
  - Google
  - Live
  - StumbleUpon

This website is operated by QCDA
- Terms and conditions
- Site map

Back to top