



Year 1

Literacy at Home:

Poetry





These materials have been created by *The Literacy Company* to support home learning with literacy. We hope you enjoy using them and would appreciate your feedback. Please follow our Facebook page or Twitter to keep up to date with any new releases.



The Literacy Company



@TheLCUK



theliteracycompany

We have also created 'The Lit Co Community' page which can be accessed through the following link:

<https://www.theliteracycompany.co.uk/the-lit-co-community/>

We would love to see some of the work you have produced, so start writing!



Here We Go Round the Mulberry Bush

Here we go round the mulberry bush,
The mulberry bush,
The mulberry bush.

Here we go round the mulberry bush
On a cold and frosty morning.

This is the way we wash our face,
Wash our face,
Wash our face.

This is the way we wash our face
On a cold and frosty morning.

This is the way we comb our hair,
Comb our hair,
Comb our hair.

This is the way we comb our hair
On a cold and frosty morning.

This is the way we brush our teeth,
Brush our teeth,
Brush our teeth.

This is the way we brush our teeth
On a cold and frosty morning.

This is the way we put on our clothes,
Put on our clothes,
Put on our clothes.

This is the way we put on our clothes
On a cold and frosty morning.

Here we go round the mulberry bush,
The mulberry bush,
The mulberry bush.

Here we go round the mulberry bush
On a cold and frosty morning.



Read the rhyme 'Here We Go Round the Mulberry Bush'.

1. Which words can you find with the graphemes/phonemes you have been learning? Highlight in different colours words with each phoneme
e.g. ow/ay/ee/
2. Answer the questions below:
 - List all the actions mentioned in the rhyme.
 - Try to find out what a mulberry bush is.
 - Who do you think is saying the rhyme? Why?
 - Which season is the poem set? How do you know?
3. Can you think of an action to go with each verse of the poem? How do you wash your face, comb your hair, brush your teeth, put on your clothes? Say the poem out loud and add in your actions. They will help you remember each verse.
4. Use one of the verses to write a set of instructions *e.g. How to brush your teeth*. Remember to write them in order and check that they make sense. We don't want people to forget to add the toothpaste! Draw some pictures to go with your instructions and add numbers to each one.
5. Think of all the things you do in a day/week/year. Make a list. *e.g. wrap presents, walk to school, bake a cake, plant a seed, ride a bike*. Use the new ideas to make changes or add verse to the original rhyme:

This is the way we ride our bikes,
Ride our bikes,
Ride our bikes.
This is the way we ride our bikes
On a cold and frosty morning.
6. 'On a cold and frosty morning' makes us think of winter and when we wake up to the frost covering the grass and trees. Think about the other seasons. How would you describe each one? Make a list of adjectives to describe spring, summer and autumn. The images can help you:



Use these new ideas to change the season of the rhyme *e.g. on a bright and sunny morning*. You could also change the tree by looking up and researching trees of different seasons.



7. Write up your poem practising your handwriting. Which letters are tall letters? (l h k t b d) Which letters go beneath the line? (a y p f g j) Which letters sit in the middle of the line? (w e r u i o a d z x c v n w). Decorate your finished poem using images to match your ideas.

Don't forget you can share these with us on our website page <https://www.theliteracycompany.co.uk/the-lit-co-community/>.

8. Poems are made to be performed so think about sharing your poem with your family or recording it to show to school. How fast will you read it? How loud? Which words to you want to make stand out? Don't forget to add in the actions.



Further ideas to inspire learning are available on our website:

 Gateway: Hook the pupils into the context of learning <i>Learn a poem by heart</i>	
Session 1: Maintain attention and participate actively in collaborative conversations Participate in discussion about what has been read to them Compose a sentence orally before writing it List words and phrases	Bring in objects linked to the various monsters described in the poem (half eaten toast, fluff, chewed ball, teddy bear) or use the images from the resources. In pairs or small groups, ask pupils to discuss the images and objects. What are they? Where have they seen it before? What do the images have in common? Lead the discussion to think about why they are in the classroom and what they mean. (Give pupils a pack of images from the resources showing different types of monsters (you may want to adapt and use these images in maths to make top trump cards). Who do they think the monsters are? Hand out name labels for each monster and see if pupils can decide which one is which. Read the poem to the pupils for the first time asking them to use their cards to identify each monster in turn. Discuss what each monster does. Model write a simple sentence about one of the monsters. Ensuring clarity of punctuation e.g. The Toast Monster eats bread. Discuss why there are other capital letters in the sentence and link to names and pupils own names needing a capital letter. Pupils write their own simple sentences about the monsters they have found out about. Greater depth: Extend sentences using 'and' to join words. The Toast Monster eats bread and crumbs.
 Pathway: Identify Poetry keys <i>Compare similar poems; Collect vocabulary and ideas</i>	
Session 2: Speak audibly and fluently Learn to appreciate rhymes and poems Use simple language patterns e.g. repetition and rhyme	Watch video performance of the poem https://youtu.be/LvNk1_HAKdY pausing and asking pupils to join in with which monster is coming next. Can they remember all 9 monsters and what they like to eat and do? Give pupils in 2s or 3s the lines for one monster each. For example, group 1 would have There's no such thing as the TOAST MONSTER Who lives on crumbs and bread Encourage them to work together to decode their lines, identifying high frequency and common exception words they are familiar with as well as known grapheme-phoneme correspondences: e.g. toast such jumps park loo stairs lost

Two poetry units of work

There are no such things as Monsters

Poetry linked to monsters with a model poem using simple language patterns as the outcome

At the Zoo

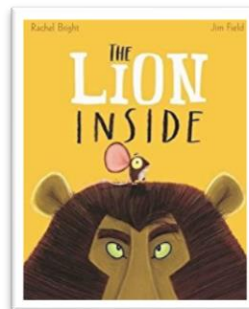
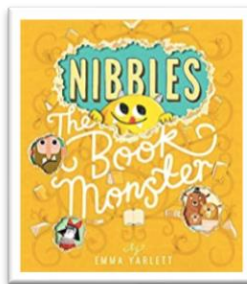
Pupils learn and investigate list poems on a variety of themes before writing their own about a visit to a museum

Please refer to our website for further information:

<http://www.theliteracycompany.co.uk/poetry-resources/>



Our award-winning resource ***Pathways to Write*** currently has six units of work available for Y1.



Click here:

<http://www.theliteracycompany.co.uk/product/pathways-to-write-year-1/>