



Primary  
Subject specific

# Descriptive alliteration poems

Age: 7-11

Subject: English

Topic: Alliterative poetry



## Previous learning required

- A **noun** is the name of an object e.g. acorns, blackbirds, branches.
- An **adjective** is a describing word, used to explain what something is like e.g. tiny, sparkly, rotten.
- **Alliteration** is when words begin with the same letter or sound e.g. spectacular snowdrops, brilliant bluebells.

## Learning outcomes

- How to correctly use alliteration.
- Understand the difference between a noun and an adjective.
- To effectively use rhythms and patterns in poetry.

## Equipment

- Flat tarmac space and chalk.
- Alternatively, use clipboards, paper and a pencil.
- Small natural materials like pebbles, twigs, leaves etc or a natural space to observe.

## Activity

1. Either individually or in groups, ask the pupils to look for one single natural object that catches their eye and observe what it is doing or looks like.
2. This observation should be noted down or the object collected if possible.
3. Write a phrase as: Number - Adjective - Alliteration - Noun e.g. 'One brown, crunchy, conker'.
4. Repeat this process with two matching natural objects different from the first object, then three matching items etc.
5. This will create a series of lines in numerical order as a poem - either on paper or chalked onto the playground.

## Check for understanding

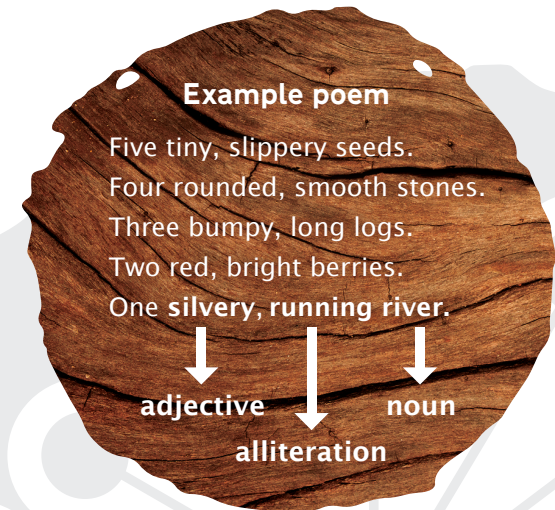
1. Ask the pupils what is wrong with this sentence for the pattern in this poem and how they could improve it:

**Three yellow, little flowers.**

**What is the right answer?**

Yellow and little are both adjectives but there is no alliteration as they start with different letters. For example, three lovely, little flowers would add alliteration in.

2. Ask pupils to underline and label the different elements of their poem as shown in the example.



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