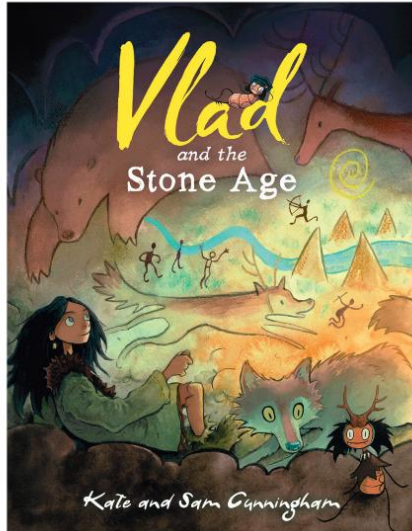


# Stone Age - literacy plan



This is::

- Lesson plan to write an original poem
- Suggestions about sharing it
- Creating a deeper understanding of life in the Stone Age

Find further resources for this topic on social media , TES and the Reading Riddle website

Ways to find out more about the books and get further resources



[www.readingriddle.co.uk](http://www.readingriddle.co.uk)



[readingriddle@gmail.com](mailto:readingriddle@gmail.com)



[www.youtube.com/readingriddle](http://www.youtube.com/readingriddle)



[www.pinterest.co.uk/readingriddle](http://www.pinterest.co.uk/readingriddle)



[www.facebook.com/readingriddle](http://www.facebook.com/readingriddle)



[www.instagram.com/reading\\_riddle](http://www.instagram.com/reading_riddle)



## Vlad and the Stone Age – English – Poetry

Aims: to create a poem using the framework of the poem *The Tyger* by William Blake

National Curriculum link:

English

Writing - composition

Pupils should be taught to:

- plan their writing by:
  - discussing writing that is similar to a planned piece of writing in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas
- draft and write by:
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing and suggesting improvements
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Learning Objectives and Success Criteria	Teaching Sequence	Vocabulary and Resources																																
<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>Understand how poets use descriptive language to create vivid images.</li> <li>Identify features of poems such as rhyme and rhythm</li> </ul> <p><b>Success criteria</b></p> <p>I can find words in a poem that help me picture what's happening.</p> <p>I can find patterns in poems.</p>	<p><b>Lesson 1 – Analysing Poetry</b></p> <p><b>Introduction</b></p> <p>Read <i>The Tyger</i> by William Blake (shortened transcript of whole poem at the end of this planning).</p> <p>Explain this poem was written by poet William Blake over 230 years ago, (which explains spelling), and is about a tiger and what it looks like, but also what it might represent (ie strength and how it came to exist).</p> <p><b>Main Teaching</b></p> <p>Tell the children that they are going to look at how this poem has been written to get ideas for writing their own poetry about another animal (deer).</p> <p><b>Rhythm</b></p> <p>Explain – poems, like songs/raps, have a 'beat'.</p> <p>Read a verse aloud and clap the beat:</p> <table border="1" data-bbox="461 1007 1095 1091"> <tr> <td>/</td> <td>/</td> <td>/</td> <td>/</td> </tr> <tr> <td>Tyger</td> <td>Tyger,</td> <td>burning</td> <td>bright,</td> </tr> </table> <table border="1" data-bbox="461 1129 1095 1214"> <tr> <td>/</td> <td>/</td> <td>/</td> <td>/</td> </tr> <tr> <td>In the</td> <td>forests</td> <td>of the</td> <td>night;</td> </tr> </table> <table border="1" data-bbox="461 1252 1095 1337"> <tr> <td>/</td> <td>/</td> <td>/</td> <td>/</td> </tr> <tr> <td>What</td> <td>immortal</td> <td>hand or</td> <td>eye,</td> </tr> </table> <table border="1" data-bbox="461 1375 1117 1460"> <tr> <td>/</td> <td>/</td> <td>/</td> <td>/</td> </tr> <tr> <td>Could</td> <td>frame thy</td> <td>fearful</td> <td>symmetry?</td> </tr> </table>	/	/	/	/	Tyger	Tyger,	burning	bright,	/	/	/	/	In the	forests	of the	night;	/	/	/	/	What	immortal	hand or	eye,	/	/	/	/	Could	frame thy	fearful	symmetry?	<p><b>Vocabulary</b></p> <p>verse, rhyme, rhythm, alliteration, simile, metaphor, imagery, adjectives, onomatopoeia</p> <p><b>Resources</b></p> <p>Copy of The Tyger by William Blake</p> <p>Copy of additional poem(s) from Poetry Archive website.</p>
/	/	/	/																															
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What	immortal	hand or	eye,																															
/	/	/	/																															
Could	frame thy	fearful	symmetry?																															

How many beats are there in in each line?  
Repeat and get the children to read/clap too.  
Check if the other verses have the same pattern.

### **Rhyme**

Not all poems rhyme but this one does – what words rhyme?  
Where are they in the line?  
Where are they compared to each other ie line 1&2, then 3&4  
Explain there is no rule about this, but if you pick a pattern for your own poem you need to stay with the same pattern in each verse.

### **Vocabulary**

Think about why certain words are in the poem eg burning (reflecting orange of tiger and danger), fire (as above), dread hands and dread feet (about being frightening).  
Some words might start with the same sound (alliteration), or sound like the word they describe eg roar (onomatopoeia)

### **Imagery**

Simile – saying something is ‘like’ (similar). The poet could have written ‘like a fire in the night’

### **Independent Work**

Look at another animal poem – use <https://childrens.poetryarchive.org/collections/critters-and-creatures/> to find one to put on the board (a free teaching resource).  
Children identify the rhythm, any rhyming words and interesting vocabulary in an activity that can be individual, paired or group.

### **Plenary**

Share suggestions with groups.

To broaden the information-share give groups different poems to work on.  
Put the vocabulary and meaning on display for the next stage of writing poems.

Learning Objectives and Success Criteria	Teaching Sequence	Vocabulary and Resources
<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>Use sensory details (sight, sound, touch, smell) to bring a poem to life.</li> </ul> <p><b>Success criteria</b> I can choose the best words to create a picture.</p>	<p><b>Lesson 2 – Creating Imagery in Poetry</b></p> <p><b>Introduction</b> Read Vlad and the Stone Age – or prepare for discussion by reading at the end of the previous day. What animals do we see in the story?</p> <p>Focus on deer? The deer appears throughout the story as Ice Age art, deer in real life and dream-like deer (plus a deer in the smoke of the final fire and deer masks).</p> <p>What do we know about deer?</p> <p><i>Sensory Forest Walk (Classroom Version)</i> Show a clip such as <a href="#">Forest Full Of Deer - Nature Sounds</a> Ask pupils to close their eyes and imagine they are standing in the forest watching a deer. Prompt them to think: <i>What do you see? hear? smell? feel?</i> Record sensory words on the board in a colour-coded word bank (e.g., green for sight, blue for sound).</p> <p><b>Main Teaching</b></p> <p>Tell the children that they are going to write their own poem verse about a deer based on <b>The Tyger</b> poem. In preparation we’re going to gather vocabulary to choose from.</p> <p>How do deer move? What do they look like? What mood will you give your poem? [scary, dreamy, calm, frantic?] Where could the deer be? What could the deer be doing?</p>	<p><b>Vocabulary</b> Deer, stag, wood, forest, [Any deer related words around the look, behaviour, movement and meaning of their deer]</p> <p><b>Resources</b> Visualiser Book – Vlad and the Stone Age. Words to describe moving sheet — attached at end of planning Deer pictures or video</p>

Add ideas to board.

Use the movement sorting sheet to put similar words together.

**Plenary**

Look at the groups of words.

Read the words in one section of the movement planner – what mood do those words give together? Is this an active or a calm animal?

Do this for another set of words.

Ask the children to decide what mood they want for their poem – the answer is not right or wrong, but is their creative decision to help write the poem.

Learning Objectives and Success Criteria	Teaching Sequence	Vocabulary and Resources
<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>Write an original short poem using imagery, rhythm, and repetition.</li> </ul> <p><b>Success criteria</b></p> <p>I can write a poem.</p> <p>I can use words that help the reader see, hear, feel, smell, or taste what I'm writing about.</p>	<p><b>Lesson 3 – Writing Poetry</b></p> <p><b>Introduction</b></p> <p>Look at the ideas and vocabulary from the previous lesson. Ask children to revisit and review what mood they want in their poem.</p> <p>Using these create a class verse  Eg: Deer deer, with eyes so bright,  Dancing softly in the light,  Through the forest, swift and free,  Who made such grace and mystery?</p> <p>Think about the rhyme and rhythm in this.  Ensure children know they can choose another pattern, as long as they stick to it.</p> <p><b>Independent work</b></p> <p>Use the sensory word bank and movement sheet to write a 4–6 line poem.  Encourage:</p> <ul style="list-style-type: none"> <li>Adjectives (dappled, silent, nimble)</li> <li>Alliteration (whispering woods, frosty fields)</li> <li>Questions for mystery (Who walks beside you in the night?)</li> </ul> <p>Use writing frame to support generating ideas and poem writing.</p> <p><b>Peer Share</b></p> <p>Swap poems with a partner and underline their favourite line.</p> <p><b>Plenary</b></p> <p>Recap: How do sensory words make a poem more vivid?</p>	<p><b>Vocabulary</b></p> <p>Structure, mood  Write, edit</p> <p><b>Resources</b></p> <p>Previously gathered vocabulary  Writing frame</p>

Learning Objectives and Success Criteria	Teaching Sequence	Vocabulary and Resources
<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>Review written work and edit</li> <li>Prepare work to be shared</li> </ul> <p><b>Success criteria</b></p> <p>I can edit my work and make decisions about how to improve it.</p> <p>I can prepare my work for display.</p>	<p><b>Lesson 4 – Editing and Presenting Poetry</b></p> <p><b>Introduction</b></p> <p>Talk about editing and improving text.</p> <p>Do their poems have a beat that follows the same pattern?</p> <p>Do any rhyming words follow the same pattern? Note that poems do not have to rhyme, but need to be consistent – either rhyming or not.</p> <p>Can they change out words to make more interesting/go better with the other words, or match the theme eg if calm poem are all the words soft?</p> <p>Demonstrate punctuation in poetry – comma at the end of a line and full stop at end of pair/stanza, unless it is question which is then a question mark.</p> <p><b>Independent work</b></p> <p>Give children time to review their poems.</p> <p>Pair children and encourage them to share 2 things they like and one suggested improvement.</p> <p>Children can decide if they want to use improvement, but ensure they do not have to do so.</p> <p>If they have no edits and want to extend their poems they can.</p> <p>Children write out their poems neatly and decorate it to go on display. Look at the illustrations in Vlad and the Stone Age with different images of deer, both real and imagined.</p> <p>Ask children to consider what fits with their poem.</p> <p><b>Plenary</b></p> <p>Encourage children to show their finished work.</p> <p>Explain that tomorrow you are going to look at performing poetry.</p>	<p><b>Vocabulary</b></p> <p>Lines, stanza, verse, rhyme, rhythm, beat, alliteration, mood</p> <p><b>Resources</b></p> <p>Sheets to write out poem and decorate for class book or wall display.</p>

Learning Objectives and Success Criteria	Teaching Sequence	Vocabulary and Resources
<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>• Perform poetry with confidence, expression, and rhythm.</li> <li>• Use voice, pace, and pauses to enhance meaning.</li> </ul> <p><b>Success criteria</b></p> <p>I can read my poetry to an audience, speaking clearly and so everyone can hear.</p> <p>I can use my voice, face and movements to show the mood of my poem</p>	<p><b>Lesson 5 – Performing Poetry</b></p> <p><b>Introduction</b></p> <p>Tell the children that today they will be performing their poem. Watch Michael Rosen’s video with advice on how to perform <a href="https://youtu.be/RvV23xoZRkl?si=XPSzGogUC46BbRQZ">https://youtu.be/RvV23xoZRkl?si=XPSzGogUC46BbRQZ</a></p> <p><b>Main Teaching</b></p> <p>Voice Warm-Up</p> <ul style="list-style-type: none"> <li>• Read the class poem from lesson 1 experimenting with: <ul style="list-style-type: none"> <li>• Loud/soft voices</li> <li>• Slow/fast pacing</li> <li>• Whispering for suspense</li> </ul> </li> </ul> <p>Remind the children about performance skills</p> <ul style="list-style-type: none"> <li>• Stand tall, look at your audience, speak clearly.</li> <li>• Use pauses to let words “breathe.”</li> <li>• Change tone for questions or dramatic moments.</li> </ul> <p>Have the children rehearse their poem</p> <ul style="list-style-type: none"> <li>• Pupils practise in pairs or trios, giving feedback on clarity and expression.</li> <li>• Encourage them to add gestures or facial expressions that match their poem’s mood.</li> </ul> <p>Class performances</p> <ul style="list-style-type: none"> <li>• Pupils perform their poems to the class.</li> <li>• Audience gives two stars and a wish feedback (two positives, one suggestion).</li> </ul> <p><b>Plenary</b></p> <p>Reflect: How did performing change the way the poem felt?</p>	<p><b>Vocabulary</b></p> <p>Perform, drama, expression,</p> <p><b>Resources</b></p> <p>Video with advice on presenting poems</p> <p>Camera to record performances</p>

	<p>Celebrate creativity with a round of applause for all.</p> <p><b>Optional Enrichment</b></p> <ul style="list-style-type: none"><li>• Create a Class Poetry Anthology with illustrations.</li><li>• Record performances for a video showcase to share with parents.</li><li>• Display poems on a “Woodland Words” wall in the classroom</li></ul>	
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## Other Vlad Flea resources

### Vlad and the Stone Age Teacher's Guide

Increase your own understanding of the topic and get a deeper insight into the wider picture, to guide you in providing quality first teaching with:

- a comprehensive overview of the historical context for teaching this unit
- page-by-page notes explaining how the illustrations incorporate artefacts, information from primary sources and knowledge, so it can be drawn out through the story
- Big Questions about the people and events – take the pupil's thinking to the next level with wider discussion points about consequences and impact

### TES

Teaching resources on <https://www.tes.com/teaching-resources/shop/cunning1>

### YouTube videos

Videos of activities and information

**For more information, resources and ideas visit**  
**[www.readingriddle.co.uk](http://www.readingriddle.co.uk)**



# The Tyger.

Tyger Tyger, burning bright,  
In the forests of the night;  
What immortal hand or eye,  
Could frame thy fearful symmetry?

In what distant deeps or skies,  
Burnt the fire of thine eyes?  
On what wings dare he aspire?  
What the hand, dare seize the fire?

And what shoulder, & what art,  
Could twist the sinews of thy heart?  
And when thy heart began to beat,  
What dread hand? & what dread feet?

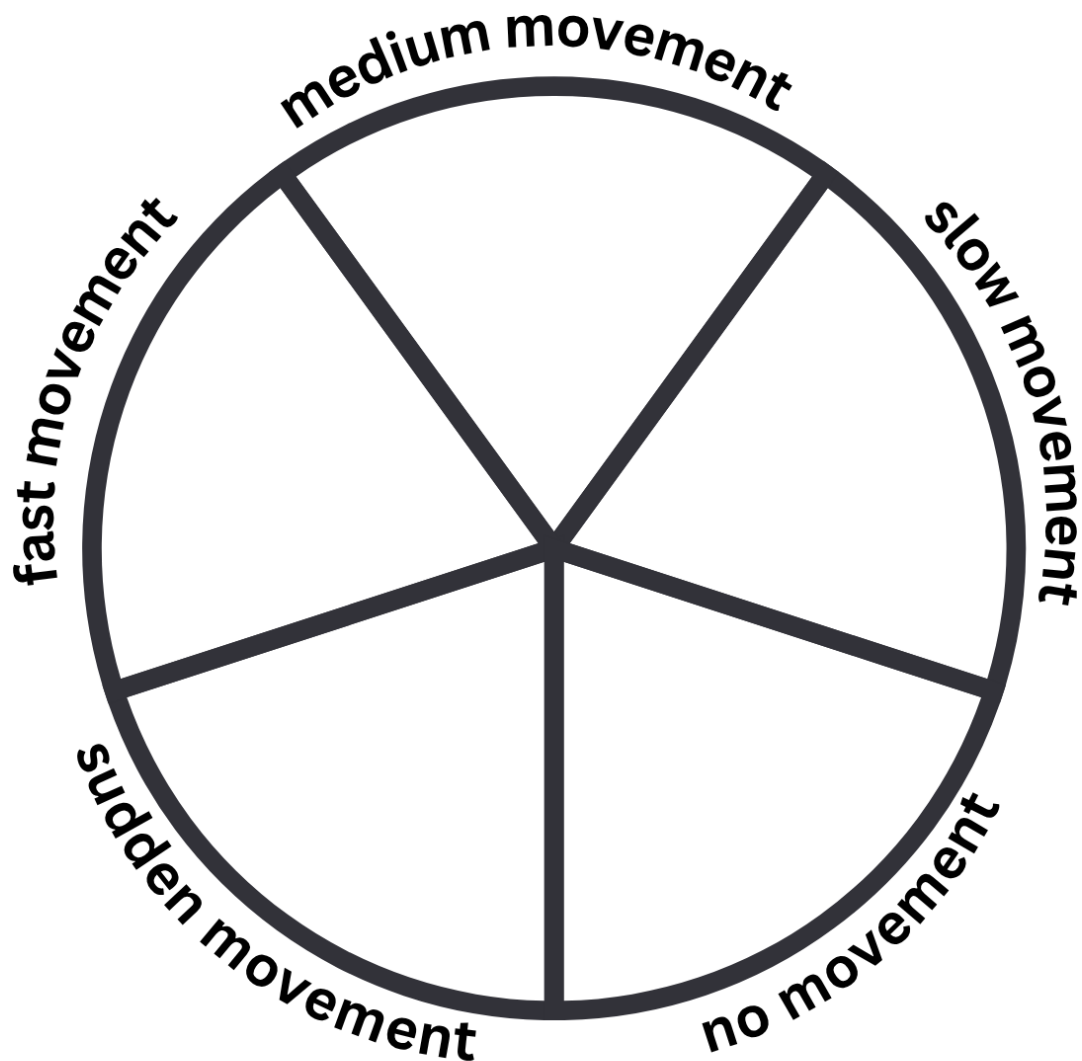
What the hammer? what the chain,  
In what furnace was thy brain?  
What the anvil? what dread grasp,  
Dare its deadly terrors clasp!

When the stars threw down their spears  
And water'd heaven with their tears:  
Did he smile his work to see?  
Did he who made the Lamb make thee?

Tyger Tyger burning bright,  
In the forests of the night;  
What immortal hand or eye,  
Dare frame thy fearful symmetry?



# Words to describe moving



glide	drift	pace	amble
bound	leap	sprint	dash
bolt	skitter	freeze	flinch
startle	retreat	tread	step

# Writing frame

Writing a poem about a deer

Write adjectives to describe it

\_\_\_\_\_ deer, \_\_\_\_\_ deer,

Write how it moves

\_\_\_\_\_ ing, near,

Write how it looks

\_\_\_\_\_

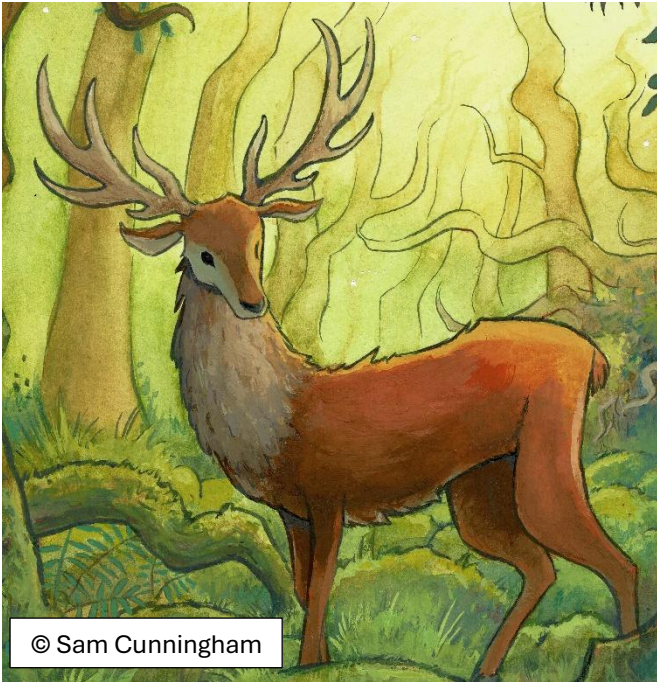
Ask it a question

\_\_\_\_\_

## Rhyming words

hooves	fast	night
moves	last	bright
	past	light
		sight
		height
		might
		right

Images of deer  
from  
*Vlad and the Stone Age*

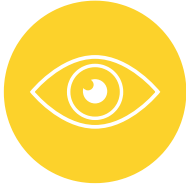




Name:

# Deer Vocabulary



Write 3 words in each box to describe what you ...?

<p>see</p> 	
<p>hear</p> 	
<p>smell</p> 	
<p>feel</p> 