

# Key stage 1 activities

## Out Loud!

These three activities focus on the fun we can have with sounds and rhythm in poetry. They provide the inspiration and structures for pupils to get started on writing their own poems. See Michael Rosen's video tips for further ideas on sharing and performing poetry with your class.

## Suggested books to read aloud

**Read Me Out Loud** chosen by Nick Toczec and Paul Cookson (Macmillan)

**Space Poems** chosen by Gaby Morgan (Macmillan)

**Sensational** chosen by Roger McGough (Macmillan Children's Books)

**Mustard, Custard, Grumble Belly and Gravy** by Michael Rosen (Bloomsbury)

**Funky Chickens** Benjamin Zephaniah (Macmillan)

## Activity 1: Sound Sandwich

- Discuss the sound-words in the list below with the class. Each child picks an animal that matches one of the words from the list. The first line starts *I love it when...* Place the sound-word at the end. Now add a second rhyming line. Simply repeat the first line to finish! Read it aloud with sound effects. For example:

### Crocodile

I love it when my teeth go **snap**  
Hippos cheer and flamingos **clap**  
I love it when my teeth go **snap**

baa bang bark beep boom bubble burp buzz cackle chirp chomp chuckle clang clap clash clatter click clip-clop clunk cock-a-doodle-doo cough crackle crash creak croak crunch cuckoo ding-dong drip fizz flap flutter gasp glug giggle groan growl grunt guffaw gurgle hiss honk hoot howl hum knock meow moan mumble munch mutter neigh pitter-patter plop pop purr quack rip roar rumble rustle screech shush sizzle slap slither slosh smack smash snap snarl snore snort snuffle splash splat splatter splutter squawk squeak squelch swish swoosh thud thwack tick-tock trickle tweet whimper whirr whizz whoosh woof yawn yelp

## Activity 2: It's For You! The Magic Pome-Phone

The pome-phone allows everything to speak: characters and objects. Ask two children to sit back to back in front of the class. One child makes the call and asks questions, the other answers the phone and makes up answers. Jot down the answers on the board – they will become a poem. Think about:

- What questions do people ask on the phone? *Who's this? Are you busy? What are you doing later? Any gossip?*
- Who or what would children phone? How about Sleeping Beauty, the moon, lost socks, a Cup match football? Or even their great-great-grandson!

Children get into pairs and choose an object, then have a pome-phone conversation to create ideas for individual poems.

- Create wild mobile pome-phones with cardboard, beads, feathers, shells, an old calculator etc
- Design and cut out SIM cards that make it possible to call outer-space, underwater, back (or forward) in time
- Make a phone book to put the poems in. List who you called and invent fabulous telephone numbers... what *is* the area code for Space?

### **Activity 3: Soundscapes**

- Take an in-school field-trip and record the sounds of your school. Visit kitchens, classrooms, the hall and office (don't forget secret spaces like cupboards and trees). Pupils' first lines will place us in the poem and describe the sounds. For example... '*The door latch clicks, here we are*'. Or '*Here's a clatter and a sizzle, here we are*'. Or '*Hear the spider's whisper, here we are*'. Describe what happens in this space, repeating the first line as a refrain. Perform and display poems in the space that inspired them!

By Mandy Coe

Mandy Coe's poetry has been broadcast on BBC radio and television; her work with schools has been featured in the TES ([www.mandycoe.com](http://www.mandycoe.com)).