

Get writing

SECTION

6

Character rhymes

Objective: To make adventurous word and language choices appropriate to the style and purpose of the text.

What you need: Copies of *Each Peach Pear Plum*.

Cross-curricular link: Music.

What to do

- Write one paired line from the rhyme on the board or return to one of the extracts (pages 8 to 10). Ask for a volunteer to circle the rhyming words. Talk about the metre of the rhyme by counting the beats in each line.
- Explain to the children that they are going to work in groups to create pairs of rhyming lines for characters of their choice. Challenge them to move away from the 'I spy...' opening and move towards a line such as:

'I was going for a walk,
And I saw Jack up his beanstalk.'

- Organise the children into small groups to create a rhyming pair. Encourage them to first agree on a character and then to discuss rhyming words. When they have found two words that rhyme, encourage them to make their couplet with them. If they cannot think of a rhyme for their character's name, invite them to try something that is associated with that character, such as Humpty Dumpty's wall.
- When everyone has finished, try putting the rhyming couplets together into one long poem and display it in the classroom.

Differentiation

For older/more confident learners: Invite the children to make two linked rhyming couplets.

For younger/less confident learners: Encourage the children to find words that rhyme with their favourite character and provide lines for them to complete.

Each Dog Frog Sheep

Objective: To use key features of narrative in their own writing.

What you need: Copies of *Each Peach Pear Plum*, photocopiable page 29.

What to do

- Look together at the animals that appear throughout the book; they often reappear from page to page.
- Point out the mini stories about these animals: the rabbits are concerned about the hunting bears, the dog eats and sleeps, the bluebirds move from well to bush and then narrowly miss an arrow.
- Ask the children to think of things the animals could say. For example, the frog could say 'He's sleeping so peacefully' or 'Oh dear, he's in trouble!'.

- Hand out photocopiable page 29 and ask the children to write a suggestion for what each animal might say at a certain point in the story where they appear.
- Invite the children to choose one of the animals and draft a short diary entry for that animal to include where they went, what they did and who they saw.

Differentiation

For older/more confident learners: Challenge the children to imagine that their animal meets one of the other animals in the story and to include their conversation in the diary entry.

For younger/less confident learners: Ask the children to write a speech bubble for just two of the animals from the book.