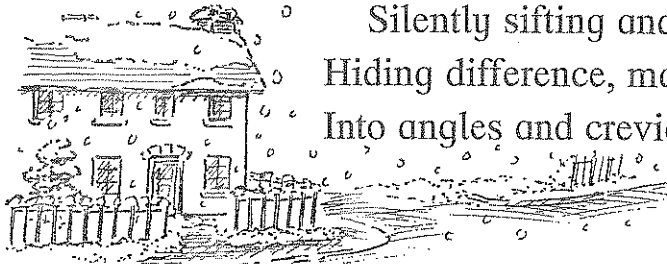
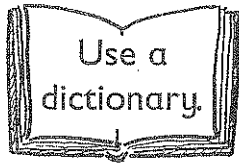


Adverbs alive

- Underline the adverbs in the poem.



When men were all asleep the snow came flying,
 In large white flakes falling on the city brown,
 Stealthily and perpetually settling and loosely lying,
 Hushing the latest traffic of the drowsy town:
 Deadening, muffling, stifling its murmurs failing;
 Lazily and incessantly floating down and down:
 Silently sifting and veiling road, roof and railing:
 Hiding difference, making unevenness even.
 Into angles and crevices softly drifting and sailing.

from *London Snow* by Robert Bridges

- Write the adverbs next to their meanings.

Meaning	Adverb
secretly	
without force	
without stopping	

Meaning	Adverb
not fixed to the ground	
without a sound	

- Read the poem aloud.
Listen to the sounds of the adverbs.
- Complete the 'sound effects' chart.

Sound effect	Adverb
alliteration	
assonance (same vowel sound)	



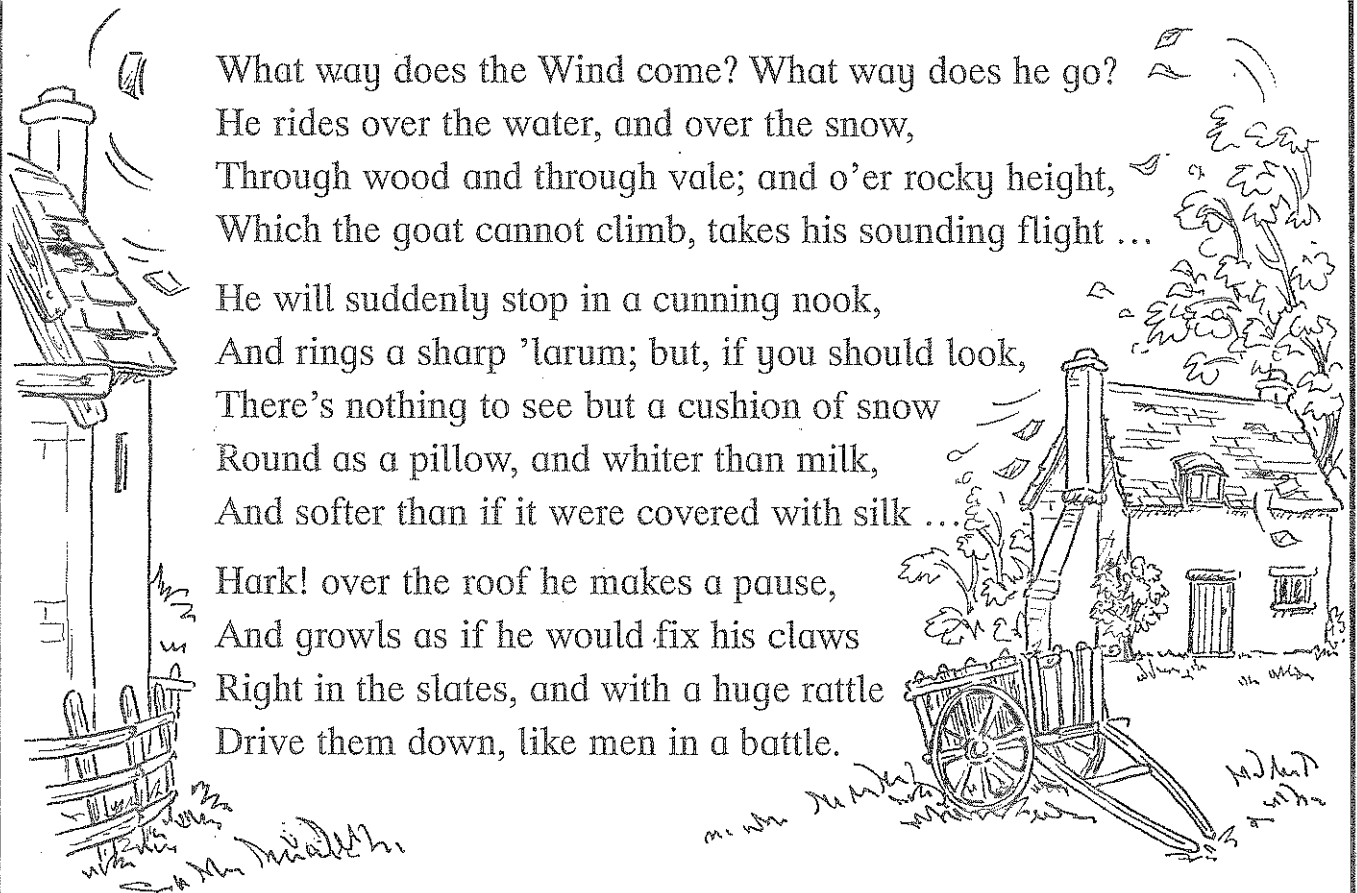
- Describe the scene which the poem creates.

Write sentences about what you can see, hear and feel, and about the atmosphere in the town.



Figurative language

- This poem uses **figurative language** – similes and comparisons, metaphors and personification.



What way does the Wind come? What way does he go?
 He rides over the water, and over the snow,
 Through wood and through vale; and o'er rocky height,
 Which the goat cannot climb, takes his sounding flight ...
 He will suddenly stop in a cunning nook,
 And rings a sharp 'larum; but, if you should look,
 There's nothing to see but a cushion of snow
 Round as a pillow, and whiter than milk,
 And softer than if it were covered with silk ...
 Hark! over the roof he makes a pause,
 And growls as if he would fix his claws
 Right in the slates, and with a huge rattle
 Drive them down, like men in a battle.

from *Address to a Child during a Boisterous Winter Evening* by Dorothy Wordsworth

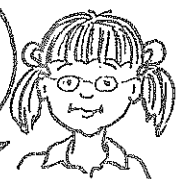
- Fill in a chart like this using examples from the poem.

Similes and comparisons	Metaphors	Personification



- How does the poet describe the character of the wind in each verse?

Explain your answer using words from the poem.

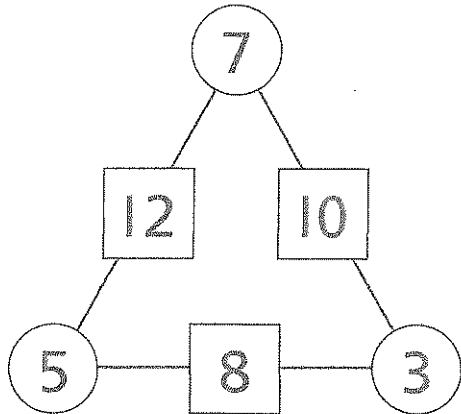


Teachers' note The children will probably need to revise simile and metaphor (and, if they have not recently completed page 17, personification).

Developing Literacy
 Poetry Year 6
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Arithmagons

Here is an arithmagon.



The numbers in the two circles on each side of a square add up to the number in the square between them:

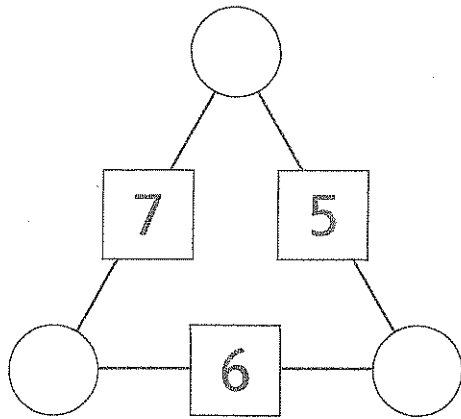
$$5 + 7 = 12$$

$$7 + 3 = 10$$

$$5 + 3 = 8$$

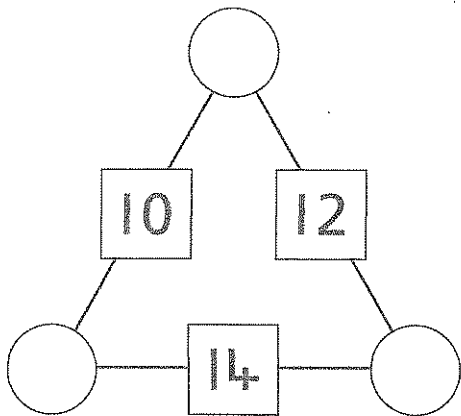
Write in the missing numbers in these arithmagons.

1

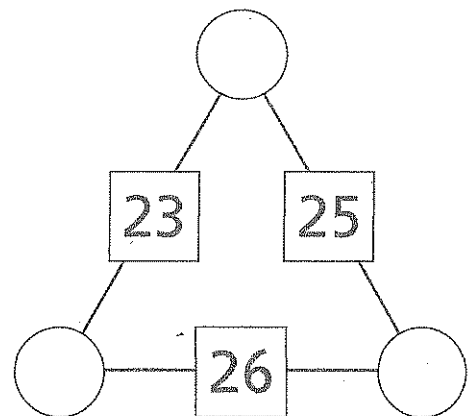


? Need some help?
Write down the different ways of making a total of 5 using two numbers. Do the same for 6, and then 7. Can you find the three numbers now?

2



3



? Need some help?
Look at the numbers in the squares. If they are close together, then the numbers in the circles will also be closer to each other, so start by trying pairs of numbers which are close together.