

Comprehension - range of questions



1) Which word has the closest meaning to glide? Choose one. (1 mark)

- a) creep
- b) sail
- c) hurtle

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Comprehension - range of questions



2) What did the poet dream of? Use the WAGOLL on the previous slide. Choose one. (1 mark)

Tick one	
...swimming the deserts and walking the seas.	
...people who cling to the earth's crust.	
...the scent of raindrops.	

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## Comprehension - range of questions



3) Choose the most suitable summary for the poem from the options below. (1 mark)

- a) The poet would love to dream and gaze.
- b) The poet would love to taste and listen.
- c) The poet would love to fly.



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## Comprehension - range of questions

4) How does the start of the poem compare to the end of the poem? Use evidence to support your answer. (2 marks)

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## Lesson 2: Answering a range of comprehension questions

### Comprehension



1. What would the poet glide gracefully alongside if he had fins? (1 mark)



2. **Find** and **copy** a word from the third verse that means the same as **stare**. (1 mark)



3. What evidence from the text suggests the poet cares about the oceans? (2 marks)



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### Comprehension



4. Order the events 1-5. The first one has been done for you. (2 marks)

I would glide gracefully alongside the dolphins.	
I would taste the salty water.	
I would greet a myriad of marine life.	
I would plunge to the bottom of the deep, blue ocean.	1
I would gaze at the tranquil sea.	

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## Comprehension



5. What is the next verse of the poem **most likely** to be?

Choose one. (1 mark)

A) If I had fins  
I would meet a fierce tiger  
and run quickly through the jungle.

B) If I had fins  
I would discover Saturn's rings  
and zoom like a bullet through space.

C) If I had fins  
I would paddle across many rivers  
and stare at the boats in the distance.

B) If I had fins  
I would drink lots of hot coffee  
and dance around my classroom.



## Lesson 3: Read the example and identify the key features



### Key Features of a Text

#### Fins

If I had fins  
I would plunge to the bottom of the deep, blue ocean  
and explore the untouched, uncharted seabeds.

If I had fins  
I would glide gracefully alongside the dolphins  
whilst they squeak and whistle to their friends.

If I had fins  
I would gaze at the tranquil sea  
that sparkles brightly like a jewel.

If I had fins  
I would listen to the foamy waves  
that lap onto the sandy shore.

If I had fins  
I would discover the vibrant coral reef  
that is like a rainbow blanket covering the seabed.

If I had fins  
I would taste the salty water  
and ride the tickling spray from the whale's spout.

If I had fins  
I would greet a myriad of marine life  
with a smile as bright as the sun.

If I had fins  
I would navigate and explore the Earth's most beautiful bodies of water  
and celebrate the importance of our oceans.

1. The sections of a poem are called what?

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### Key Features of a Text

If I had fins  
I would discover the vibrant coral reef  
that is like a rainbow blanket covering the seabed.

2. Find and copy the simile from the verse above. (1 mark)

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## Key Features of a Text

If I had fins  
I would discover the vibrant coral reef  
that is like a rainbow blanket covering the seabed.

If I had fins  
I would taste the salty water  
and ride the tickling spray from the whale's spout.

3) The word 'discover' is an example of which feature?

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## Key Features of a Text

If I had fins  
I would glide gracefully alongside the dolphins  
whilst they squeak and whistle to their friends.

4. 'glide gracefully' includes which feature from the options below?

- A) Onomatopoeia
- B) Personification
- C) Alliteration
- D) Expanded noun phrase

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## Lesson 4: SPaG focus – adding description



### Your task: answer the following questions

1. Identify the adjectives in each of the sentences below.  
(There may be more than one in each sentence!)
  - a) The menacing earthquake shook the ground.
  - b) George made a marvellous potion for his wicked Grandma to drink!
  - c) Running past the busy park, the golden sun was shining brightly.
- 2) What adjective could you use to replace 'tall' to improve the sentence?  
The **tall** trees swayed in the breeze.
- 3) What adjective could you use to replace 'amazed' to improve the sentence?  
The crowd were **amazed** at the magician's trick!

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### Your task: answer the following questions



- 4) Complete the similes by choosing the most suitable noun from the list provided.
  - a) My \_\_\_\_\_ was beating fast and hard like a drum.
  - b) His \_\_\_\_\_ was shaking like a leaf.
  - c) Her \_\_\_\_\_ was as soft as a feather.
  - d) Creaking like a floorboard, the \_\_\_\_\_ opened.

body	door
pillow	heart

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5. Have a go at creating appropriate similes, using 'like' or 'as'



Simile	
The fish are colourful	The fish are as colourful as a rainbow. The fish are colourful like the rainbow.
The stars sparkled in the sky	
The rain pounded on the roof	
The sun is bright	





## Lesson 5: Write your own poem

### Your turn - planning

What can you see?

What can you taste?

What can you hear?

What can you smell?

What can you touch/feel?

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### Vocabulary you could use...

explore	breathtaking	ferocious
discover	stunning	savage
greet	magical	wild
gaze at	shimmering	razor-like
witness	myriad	fluffy
uncover	glistening	velvety
listen to	astonishing	timid
navigate	astounding	enchanting

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## To be successful...

Feature	Example
<b>Structure of a poem</b>	Verses, repetition of 'If I had...' or 'If I were...'
<b>Adjectives/expanded noun phrases</b>	Tranquil, foamy, vibrant, salty, deep, blue ocean, untouched, uncharted seabeds...
<b>Similes</b>	...that sparkles brightly like a jewel. ...that is like a rainbow blanket covering the seabed.
<b>Adverbs</b>	Gracefully, swiftly, quickly, carefully, slowly, brightly, gently, peacefully, eagerly, hungrily, frantically...
<b>Powerful verbs</b>	Plunge, discover, explore, zoom, creep, trudge, uncover, witness...
<b>Alliteration</b>	Glide gracefully, myriad of marine life, secretly stalk...

