



# Jimmy Longtail

Teaching guide

## Introduction:

Key stage 1 children should already be familiar with story poems and some poetic devices. They should have been given the opportunity to experience a range of storytelling with picture books. Pupils should also be able to engage with stories to interpret meaning and relate them to their own personal experiences.

[http://ccea.org.uk/sites/default/files/docs/curriculum/area\\_of\\_learning/fs\\_northern\\_ireland\\_curriculum\\_primary.pdf](http://ccea.org.uk/sites/default/files/docs/curriculum/area_of_learning/fs_northern_ireland_curriculum_primary.pdf)

## Main focus:

The focus of the following tasks will be placed on the language and poetic devices used to describe Jimmy's life, bravery, and how he felt about being different. The poem will be used for children to write and express their own feelings on what makes them different. It could also be used for testing children's recall of texts and understanding of poetry.

## Task 1: Writing in the first person.

Write a letter to Jimmy. The letter must be addressed to;

17 Lappin lane.

Tillage Lea,

BT178JL

The subject of the letter will begin with "Jimmy, I am unique because..." the class will be given the freedom to write about what makes them unique and how it makes them feel. Open discussion guided by the teacher is recommended before letters are written so the class can feedback on ideas and what they would like to write.

Children can then post them in a make shift post box in the classroom.

<https://www.twinkl.co.uk/resource/t-lp-011--rabbit-portrait-page-borders>

<https://www.twinkl.co.uk/resource/t-t-404-giant-display-role-play-postbox>



## Task 2: **Story boarding.**

Read the poem and memories the key events. Children will present the poem in illustrated story board form in chronological order. Each frame must have a sentence to depict the part within the story.

<https://www.twinkl.co.uk/resource/t2-e-4960-blank-comic-strip-template>

Additional ideas:

### 1.) **Rhyming words.**

Key questions

- What is a rhyming word?
- Why is it good to include rhyming words in poetry?

To further understanding of rhyme, rhyming words within the poem can be cut out and jumbled up for children to select the matching pair.

<https://www.twinkl.co.uk/resource/t-a-063-editable-matching-jigsaw-template>

### 2.) **Performance poetry**

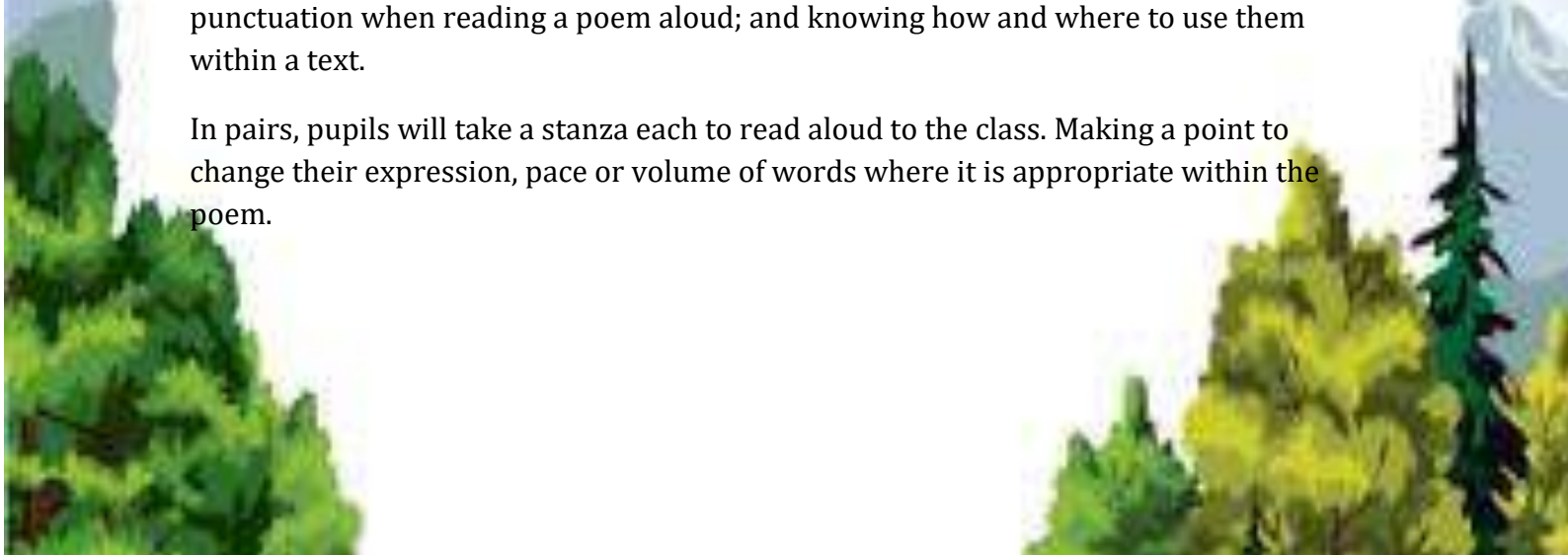
Key questions –

- Why is it important to perform poetry?
- How do we know when to adjust the volume or the expression of our voice when reading poetry aloud?

### **Task**

The main objective of this task is to highlight the skill of identifying poetic devices and punctuation when reading a poem aloud; and knowing how and where to use them within a text.

In pairs, pupils will take a stanza each to read aloud to the class. Making a point to change their expression, pace or volume of words where it is appropriate within the poem.



## References

Council for the Curriculum Examination and Assessment (2007), The Northern Ireland Curriculum primary. (Online). Available at:  
[http://ccea.org.uk/sites/default/files/docs/curriculum/area\\_of\\_learning\\_fs\\_northern\\_ireland\\_curriculum\\_primary\\_.pdf](http://ccea.org.uk/sites/default/files/docs/curriculum/area_of_learning_fs_northern_ireland_curriculum_primary_.pdf), (Accessed: 27 November 2019).