



English

Year 6 Student Transition Booklet

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Poetry Booklet - Instructions

Welcome to the Year 6 Poetry Booklet.

This booklet contains a selection of poems and tasks that will help prepare you for your English lessons at Marshland High School.

- There are five poems, each with a set of questions to be answered with some extension tasks to challenge yourself.
- There is space in the booklet for your answers.
- Use the name of the poem as the title of your work and write the question numbers in the margin,
- Make sure you concentrate on your presentation and handwriting as this is really important at Marshland High School.

The poems to be completed in the following order are:

1. The Listeners
2. Timothy Winters
3. Tich Miller
4. Absent
5. Please Let Me Stay At Home

If you get stuck on a question or task, move on to the next one and then go back to it. Sometimes you just need to regroup your thoughts. If you are still stuck you can email one of the following teachers:

jwebb@marshlandhigh.co.uk – Lead KS3 English Teacher

omackett@marshlandhigh.co.uk – Head of English

jmaddocks@marshlandhigh.co.uk – Lead KS4 English Teacher and Second in English

You should aim to spend an hour on each poem and the tasks with it.

Glossary

You will know some of these poetic techniques already

Metaphor

A figure of speech in which two things are compared, usually by saying one thing is another. For example: *there are diamonds in the sky*. There are not diamonds in the sky, the stars are being compared to diamonds.

Mood

The feelings created by the poet in the poem

Personification

A figure of speech in which non-human things are given human characteristics:

the sky is crying, leaves danced in the wind, trees waved their arms.

Rhyme

Having the same sound at the end of two or more words such as: *pin/tin, cloud/proud, mine/shine.*

Rhythm

The pace and beat within a poem

Simile

A figure of speech in which two things are compared using the word "like" or "as." For example: *the stars are like diamonds in the sky.*

Tone

The tone of a poem is the feeling it creates.

The Listeners by Walter De La Mare

'Is anybody there?' said the Traveller,
Knocking on the moonlit door;
And his horse in the silence champed the grasses
Of the forest's ferny floor:
And a bird flew up out of the turret,
Above the Traveller's head:
And he smote upon the door a second time;
'Is there anybody there?' he said.
But no one descended to the Traveller;
No head from the leaf-fringed sill
Leaned over and looked into his grey eyes,
Where he stood perplexed and still.
But only a host of phantom listeners
That dwelt in the lone house then
Stood listening in the quiet of the moonlight
To that voice from the world of men:
Stood thronging the faint moonbeams on the dark stair,
That goes down to the empty hall,
Harkening in an air stirred and shaken
By the lonely Traveller's call.
And he felt in his heart their strangeness,
Their stillness answering his cry,
While his horse moved, cropping the dark turf,
'Neath the starred and leafy sky;
For he suddenly smote the door, even
Louder, and lifted his head: –
'Tell them I came, and no one answered,
That I kept my word,' he said.
Never the least stir made the listeners,
Though every word he spake
Fell echoing through the shadowiness of the still house
From the one man left awake:
Ay, they heard his foot upon the stirrup,
And the sound of iron on stone,
And how the silence surged softly backward,
When the plunging hoofs were gone.

This extract describes the moment a traveller stops at a house in the woods.

What image does this poem create? Draw the image and annotate (label) it with quotes from the poem.

Questions:

1. Read the poem carefully. What do you think about it? Are there any words you need to look up to be able to understand it?

2. How has a spooky atmosphere been created in the first two lines of the poem?

3. Highlight the words and phrases that link to the supernatural - The supernatural is things which are beyond scientific explanation like ghosts etc...

Writing Task - Can you write your own spooky/supernatural poem? Try to use a specific rhyme scheme or structure.

Lined writing area consisting of 27 horizontal lines.

Extension Activities:

1. What words relate to silence and loneliness?

2. *'Tell them I came, and no one answered, That I kept my word,' he said.* What do you think the Traveller means in these sentences? Explain your answer.

Timothy Winters

Timothy Winters comes to school
With eyes as wide as a football pool,
Ears like bombs and teeth like splinters:
A blitz of a boy is Timothy Winters.

His belly is white, his neck is dark,
And his hair is an exclamation mark.
His clothes are enough to scare a crow
And through his britches the blue winds blow.

When teacher talks he won't hear a word
And he shoots down dead the arithmetic-bird,
He licks the patterns off his plate
And he's not even heard of the Welfare State.

Timothy Winters has bloody feet
And he lives in a house on Suez Street,
He sleeps in a sack on the kitchen floor
And they say there aren't boys like him any more.

Old man Winters likes his beer
And his missus ran off with a bombardier.
Grandma sits in the grate with a gin
And Timothy's dosed with an aspirin.

The Welfare Worker lies awake
But the law's as tricky as a ten-foot snake,
So Timothy Winters drinks his cup
And slowly goes on growing up.

At Morning Prayers the Master helms
For children less fortunate than ourselves,
And the loudest response in the room is when
Timothy Winters roars "Amen!"

So come one angel, come on ten:
Timothy Winters says "Amen
Amen amen amen amen."
Timothy Winters, Lord.
Amen!

Charles Causley

Questions

1. Read the poem carefully. What do you think about it? Are there any words you need to look up to be able to understand it?

2. What is a simile? (Look in the Glossary if you are not sure).

3. Highlight the similes in the first stanza (verse)? What are your first impressions of Timothy Winters?

4. What is Timothy Winters described as in the second stanza (verse)?
(Clue: think of what farmers use to scare the birds)

5. Find a quotation that shows:

He is dirty

He is hungry

He does not understand what is going on in school

Tich Miller

Tich Miller wore glasses
with elastoplast-pink frames
and had one foot three sizes larger than the other.

When they picked teams for outdoor games
she and I were always the last two
left standing by the wire-mesh fence.

We avoided one another's eyes,
stooping, perhaps, to re-tie a shoelace,
or affecting interest in the flight

of some fortunate bird, and pretended
not to hear the urgent conference:
'Have Tubby!' 'No, no, have Tich!'

Usually they chose me, the lesser dud,
and she lolloped, unselected,
to the back of the other team.

At eleven we went to different schools.
In time I learned to get my own back,
sneering at hockey-players who couldn't spell.

Tich died when she was twelve.

Questions

1. Read the poem carefully. What do you think about it? Are there any words you need to look up to be able to understand it?

2. Sum up the poem in one sentence.

3. Tich died very young - how does that make you feel? Explain your answer.

5. Do you think the other students in the yard realised just how hurtful their behaviour was? Explain your answer.

Extension Tasks:

What do you think the most powerful image in the poem is? Draw the image and annotate (label) it with the quote from the poem.

Create a newspaper front page about the death of Tich Miller. Remember to include: a headline, sub-headings, paragraphs, a picture with a caption underneath. (A caption tells the reader what is in the picture).

Absent

*Dear Teacher,
my body's arrived
it sits at a table
a pen in its hand
as if it is able
to think and to act
perhaps write down the answer
to the question you've asked*

but don't let that fool you.

*My mind is elsewhere.
My thoughts far away.*

*So apologies, teacher,
I'm not here today.*

Bernard Young

Questions

1. Read the poem carefully. What do you think about it? Are there any words you need to look up to be able to understand it?

4. Why do you think the line *'but don't let that fool you.'* is written on its own?

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Extension Tasks:

Imagine you have been given an important job to do but you have not listened to the instructions because you were day dreaming. Write a short description of the job you had to do and the consequences of not listening to the instructions. **It can be made up but needs to be realistic.**

For example: you could have had to deliver an important message by a certain time or you were doing an important piece of homework.

Please Let Me Stay At Home

Must I go to school?
Must I go today?
I'd rather stay at home,
or go outside and play.

Must I see the teachers?
Can't I stay in bed?
School just isn't any fun
since they made me Head.

Andrew Collett

Questions

1. Read the poem carefully. What do you think about it? Are there any words you need to look up to be able to understand it?

2. What is the mood of this poem?

Answer Sheets

There are some possible answers listed here for the questions. However, many of the questions have several possible answers/interpretations so all relevant answers should be considered carefully.

The Listeners by Walter De La Mare

'Is anybody there?' said the Traveller,
Knocking on the moonlit door;
And his horse in the **silence** champed the grasses
Of the forest's ferny floor:
And a bird flew up out of the turret,
Above the Traveller's head:
And he smote upon the door a second time;
'Is there anybody there?' he said.
But no one descended to the Traveller;
No head from the leaf-fringed sill
Leaned over and looked into his grey eyes,
Where he stood perplexed and still.
But only a host of **phantom** listeners
That dwelt in the **lone** house then
Stood listening in the quiet of the moonlight
To that voice from the **world of men:**
Stood thronging the faint moonbeams on the dark stair,
That goes down to the **empty** hall,
Harkening in an air stirred and shaken
By the **lonely** Traveller's call.
And he felt in his heart their strangeness,
Their stillness answering his cry,
While his horse moved, cropping the dark turf,
'Neath the starred and leafy sky;
For he suddenly smote the door, even
Louder, and lifted his head: –
'Tell them I came, and no one answered,
That I kept my word,' he said.
Never the least stir made the listeners,
Though every word he spake
Fell echoing through the **shadowiness of the still house**
From the **one man left awake:**
Ay, they heard his foot upon the stirrup,
And the sound of iron on stone,
And how the **silence surged softly backward,**
When the plunging hoofs were gone.

This extract describes the moment a traveller stops at a house in the woods.

What image does this poem create? Draw the image and annotate (label) it with quotes from the poem.

Questions:

1. Read the poem carefully. What do you think about it? Are there any words you need to look up to be able to understand it?
2. How has a spooky atmosphere been created in the first two lines of the poem? **The question implies that he could be being watched by unseen figures. The word 'moonlit' suggests that it is night.**
3. **Highlight the words and phrases that link to the supernatural - The supernatural is things which are beyond scientific explanation like ghosts etc... I have highlighted two but this question is open to interpretation.**

Writing Task - Can you write your own spooky/supernatural poem? Try to use a specific rhyme scheme or structure.

Extension Activities:

1. What words relate to **silence and loneliness**?
2. *'Tell them I came, and no one answered,
That I kept my word,' he said.* What do you think the Traveller means in these sentences? Explain your answer. **It could imply he made a deal with the dead.**
3. Write a paragraph explaining how the poet has created a frightening atmosphere in the poem.

Timothy Winters

Timothy Winters comes to school
With eyes as wide as a football pool,
Ears like bombs and teeth like splinters:
A blitz of a boy is Timothy Winters.

His belly is white, his neck is dark,
And his hair is an exclamation mark.
His clothes are enough to scare a crow
And through his britches the blue winds blow.

When teacher talks he won't hear a word
And he shoots down dead the arithmetic-bird,
He licks the patterns off his plate
And he's not even heard of the Welfare State.

Timothy Winters has bloody feet
And he lives in a house on Suez Street,
He sleeps in a sack on the kitchen floor
And they say there aren't boys like him any more.

Old man Winters likes his beer
And his missus ran off with a bombardier.
Grandma sits in the grate with a gin
And Timothy's dosed with an aspirin.

The Welfare Worker lies awake
But the law's as tricky as a ten-foot snake,
So Timothy Winters drinks his cup
And slowly goes on growing up.

At Morning Prayers the Master helms
For children less fortunate than ourselves,
And the loudest response in the room is when
Timothy Winters roars "Amen!"

So come one angel, come on ten:
Timothy Winters says "Amen
Amen amen amen amen."
Timothy Winters, Lord.
Amen!

Charles Causley

Questions

1. Read the poem carefully. What do you think about it? Are there any words you need to look up to be able to understand it?
2. What is a simile? (Look in the Glossary if you are not sure). **A figure of speech in which two things are compared using the word "like" or "as."**
3. Highlight the **similes** in the first stanza (verse)? What are your first impressions of Timothy Winters?
4. What is Timothy Winters described as in the second stanza (verse)? (Clue: think of what farmers use to scare the birds) **Scarecrow**
5. Find a quotation that shows:
 - a. *He is dirty* **'his neck is dark'**
 - b. *He is hungry* **'He licks the patterns off his plate'**
 - c. *He does not understand what is going on in school* **'And he shoots down dead the arithmetic-bird,'**

Extension Task:

The welfare of a person is their health, comfort and happiness so what do you think the following lines mean?

*'The Welfare Worker lies awake
But the law's as tricky as a ten-foot snake,'* **The welfare worker is worried about Timothy Winters but cannot do a lot to help because of the laws that are in place.**

What is the tone of Timothy Winters? Complete the following paragraph:

The tone of this poem is one of ----- . The words "-----" suggests Timothy Winters is ----- . This makes the reader feel ----- because -----

Tich Miller

Tich Miller wore glasses
with elastoplast-pink frames
and had one foot three sizes larger than the other.

When they picked teams for outdoor games
she and I were always the last two
left standing by the wire-mesh fence.

We avoided one another's eyes,
stooping, perhaps, to re-tie a shoelace,
or affecting interest in the flight

of some fortunate bird, and pretended
not to hear the urgent conference:
'Have Tubby!' 'No, no, have Tich!'

Usually they chose me, the lesser dud,
and she lolloped, unselected,
to the back of the other team.

At eleven we went to different schools.
In time I learned to get my own back,
sneering at hockey-players who couldn't spell.

Tich died when she was twelve.

Wendy Cope

Questions

1. Read the poem carefully. What do you think about it? Are there any words you need to look up to be able to understand it?
2. Sum up the poem in one sentence.
3. Tich died very young - how does that make you feel? Explain your answer.
4. Tich Miller shows how small things that are said or done to another student can make school miserable for them. **Can you find any of these actions in the poem?**
5. Do you think the other students in the yard realised just how hurtful their behaviour was? Explain your answer.

Extension Tasks:

What do you think the most powerful image in the poem is? Draw the image and annotate (label) it with the quote from the poem.

Create a newspaper front page about the death of Tich Miller. Remember to include: a headline, sub-headings, paragraphs, a picture with a caption underneath. (A caption tells the reader what is in the picture).

Absent

*Dear Teacher,
my body's arrived
it sits at a table
a pen in its hand
as if it is able
to think and to act
perhaps write down the answer
to the question you've asked*

but don't let that fool you.

*My mind is elsewhere.
My thoughts far away.*

*So apologies, teacher,
I'm not here today.*

Bernard Young

Questions

1. Read the poem carefully. What do you think about it? Are there any words you need to look up to be able to understand it?
2. What is the tone/mood of the poem? What words or phrases from the poem show this tone/mood? **This could be subjective: students may say the mood is one of boredom or the narrator could be worried.**
3. What is the narrator of the poem trying to say? **That they may be in the lesson and look like they are working but they are actually thinking about something else.**
4. Why do you think the line '*but don't let that fool you.*' is written on its own? **It is the turning point in the poem – it changes the mood/tone.**

Extension Tasks:

Imagine you have been given an important job to do but you have not listened to the instructions because you were day dreaming. Write a short description of the job you had to do and the consequences of not listening to the instructions. **It can be made up but needs to be realistic.**

For example: you could have had to deliver an important message by a certain time or you were doing an important piece of homework.

Please Let Me Stay At Home

Must I go to school?
Must I go today?
I'd rather stay at home,
or go outside and play.

Must I see the teachers?
Can't I stay in bed?
School just isn't any fun
since they made me Head.

Andrew Collett

Questions

1. Read the poem carefully. What do you think about it? Are there any words you need to look up to be able to understand it?
2. What is the mood of this poem? **Funny**
3. What is the 'twist' in the poem? **You think it is a student at the beginning and it turns out to be the Head,**
4. Why do you think the poet has used a lot of questions? Who could he be talking to? **Himself but this could be subjective.**
5. Write your own poem with a twist. Some examples could be writing from the perspective of someone else or writing from the perspective of an object or animal.

Extension Task:

Write a diary entry as the Head Teacher in the poem. Think about what his day must be like if he does not want to go to school! Remember to try and create a plan first by writing down some ideas.