

## Type: Nursery Rhymes

Nursery Rhymes are really short stories that involve all sorts of characters, places and adventures. They might also be described as jingles for children and form part of the oral tradition of many countries.

### Stage/s

Early Stage 1	Stage 1	Stage 2	Stage 3
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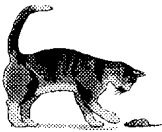

### Structure

A key factor in the enjoyment of oral language is the musical quality of the words, sentences and phrases.

### Language Features

- ❖ Repetition of the final sound of a word.
- ❖ Rhyming words at the end of lines.
- ❖ Regular pulse or beat.
- ❖ Variations of pitch and tempo.

### Example

Early Stage 1 / Stage 1	Stage 2	Stage 3
<p style="text-align: center;"><b>Pussy Cat</b></p> <p>Pussycat, pussycat Where have you been? I've been to London To look at the Queen. Pussycat, pussycat, What did you there? I frightened a little mouse Under her chair</p> <div style="text-align: center;">  </div>	<p style="text-align: center;"><b>Hickory Dickory</b></p> <p>Hickory Dickory Dock The mouse ran up the clock. The clock struck one. The mouse ran down. Hickory Dickory Dock.</p> <p style="text-align: center;">The clock struck two. The mouse said 'boo'. The clock struck three The mouse did flee. The clock struck four. The mouse did snore. The clock struck five The mouse did a dive.</p>	<p style="text-align: center;"><b>Mary Had A Little Lamb</b></p> <p>There she espied their tails, side by side, All hung on a tree to dry. She heaved a sigh and wiped her eye, And over the hillocks she raced, And tried what she could, as a shepherdess should, That each tail should be properly placed.</p> <div style="text-align: center;">  </div>

# Type: Number Rhymes

Number rhymes use words that make sound patterns often by rhyming the ends of their lines. Content is mathematical.

### Stage/s

Early Stage 1	Stage 1	Stage 2	Stage 3
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### Structure

Rhyming couplets - each pair of lines rhyme at the end.

### Language Features

- ❖ Repetition of the final sound of a word.
- ❖ Rhyming words at the end of lines.
- ❖ Regular pulse or beat.
- ❖ Variation of pitch and tempo.

### Example

Early Stage 1 / Stage 1	Stage 2	Stage 3		
<p style="text-align: center;"><b>Monsters</b></p> <p>One little monster, visiting the zoo, Called to a friend to come and that made two.</p> <p>Two little monsters, climbing up a tree, Called to a friend to come and that made three.</p> <p>Three little monsters, sliding on the floor, Called to a friend to come and that made four.</p> <p>Four little monsters, going for a drive, Called to a friend to come and that made five.</p> <p>Five little monsters found a magic mat, Flew off into outer space and that was that.</p> <p style="text-align: center;">ANON</p> 	<p style="text-align: center;"><b>Hands</b></p> <p>One hand, two hands, three hands, four! Four hands wide is the width of the door. One, two, three, four, five, six, seven! Seven hands tall is the height of Kevin. Two hands, four hands, six hands, eight! Eight hands long is the length of Kate. Use your hands I'm sure you're able, And find out the height, length, width of a table.</p> 	<p><b>The Song of the Shapes</b></p> <p>Miss Triangle, Miss Rectangle, Miss Circle and Miss Square Went walking down on Shipshape Shore To taste the sea-salt air. They talked of this, they talked of that, From a, b, c, to z: But most of all they talked about The day they would be wed. 'My sweetheart is a sailor blue!' Miss Circle sang with joy: 'And dreams of me when out at sea Or swinging round the buoy: When homeward bound for Plymouth Sound Or sailing by the Nore, Or gazing through the port-hole At some shining foreign shore'</p> <p>'And when we both are married, Up at the Villa Sphere We'll have a Christmas pudding Each evening of the year, And ring-a-ring o' roses We'll dance at night and noon, Whether the sun is shining Or if it is the moon.</p>	<p>"Good gracious!" cried Miss Triangle, But it's quite plain to see What might be best for you and yours Won't do for mine and me, He plays the balalaika In a Russian Gypsy Band All up and down the country An in many a foreign land.</p> <p>He loves the dusty desert, The camels and the sun, And sits and thinks beside the Sphinx Of when we shall be one He's bought for us a dream-house By shady palm-trees hid. Do say you all will pay a call At Little Pyramid' My boy so rare', then said Miss Square, 'Is different yet again. His world is one of timber, Of chisel and of plane, I might have wed a constable, I might have wed a vet, But fairly on a carpenter My heart is squarely set.</p> <p>Our own dear home won't be a cone, A cylinder (or tube), But just a quiet cottage At the village of All Cube, And you must come and visit us Each Saturday at three For sticky buns and cake (with plums) And sugar-lumps and tea"</p>	<p>Though pleasant' sighed Miss Rectangle, To walk among these rocks is, I'd sooner far be where my darling's making cardboard boxes, He makes them big, he makes them small, He makes them short and long And all the day (his workmate's say) He sings a sort of song: 'My bride and I one day will fly Beside the Spanish sea And live in Casa Cuboid Which we've built above the quay. It has a special corner For fishing with a line And catching of fish fingers For friends who come to dine.'</p> <p>Miss Triangle, Miss Rectangle, Miss Circle and Miss Square Came walking up from Shipshape Shore Without a single cure But pray remember if you play The match and marriage game Opposites often suit as well As those who seem the same.</p> <p style="text-align: center;">Focus Shape, writing</p>

What, When, How to Teach English K-6

## Type: Finger Rhymes

Rhyming jingles that demonstrates an idea and uses hands, fingers etc. to reinforce the theme of the jingle.

### Stage/s

Early Stage 1	Stage 1	Stage 2	Stage 3
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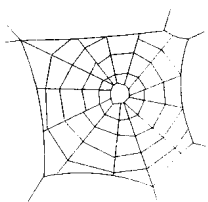
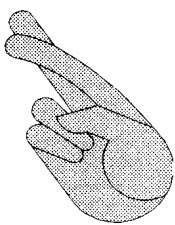
### Structure

A key factor in the enjoyment of oral language is the musical quality of the words, sentences and phrases.

### Language Features

- ❖ Intonation.
- ❖ Expression to emphasise punctuation marks.
- ❖ Rhythmical beat.
- ❖ Repetition can be a feature.
- ❖ Actions are a feature.

### Example

Early Stage 1 / Stage 1	Stage 2		Stage 3
<p style="text-align: center;"><i>Jncy Wincy Spider</i></p> <p><i>Jncy Wincy Spider Climbed up the water spout Down came the rain And washed poor Jncy out Out came the sunshine And dried up all the rain Then Jncy Wincy Spider Climbed up the spout again</i></p> <div style="text-align: center; margin-top: 20px;">  </div>	<p><i>The Lady and the Crocodile</i> She sailed away on a lovely summer's day,  On the back of a crocodile.  You see, said she, 'He's as tame as tame can be 'Till float him down the Nile.'  The croc winked his eye as the lady waved goodbye. Wearing a happy smile.  At the end of the ride the lady was inside, And the smile on the crocodile.</p>	<p>make a lady's shape make a wavy motion with your right hand make a circle over your head with your arms and sway it from side to side touch you back with hands and arms snap crocodile jaws three times on word <i>croc-o-dile</i> point away touch eyes do the lady shape again stroke your arm hold the reins of a horse and pull back and forth  clap once on croc wink and point to your eye wave trace a big smile in the air and twirl the corners  pat your rear 'ride' the horse again do the lady once more rub your stomach trace your smile again clap three times</p>	<p><i>One finger One thumb, keep moving One finger One thumb, keep moving One finger, One thumb, keep moving We'll all be merry and bright One arm, One finger, One thumb, keep moving ..... One leg, One finger, One thumb, keep moving ..... One nod of the head, One leg, ..... Stand up, sit down ..... Turn around ..... And touch the ground .....</i></p> <div style="text-align: center; margin-top: 20px;">  </div>

What, When, How to Teach English K-6

## Type: Chants

Chants are designed to be enjoyed as a sort of mouth-music where sense doesn't matter as much as the sound of the words and the swinging rhythm.

### Stage/s

Early Stage 1	Stage 1	Stage 2	Stage 3
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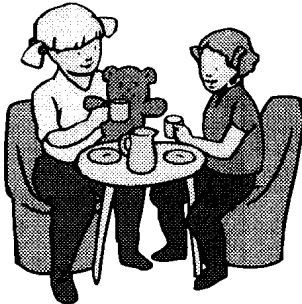
### Structure

A key factor in the enjoyment of oral language is the musical quality of the words, sentences and phrases.

### Language Features

- ❖ Repetition of the final sound of a word.
- ❖ Rhyming words at the end of lines.
- ❖ Regular pulse or beat.
- ❖ Variations in pitch and tempo.

### Example

Early Stage 1 / Stage 1	Stage 2	Stage 3
<p><b>Eat Your Lunch</b></p> <p><i>Group 1</i>                      Eat your lunch!                      Eat your lunch!                      Eat your lunch!                      Eat your lunch!                      Eat your lunch or                      you'll stay in all day!</p> <p><i>Group 2</i>                      What did you say?                      Give it away!                      I ate it at play                      It tastes like clay!</p> <p>All right                      Whatever you say</p> 	<p><b>Toothpaste</b></p> <p>When you wake up in the morning at a quarter to one                      And you feel like having a bit of fun,                      You brush your teeth, ch ch ch ch ch,                      You brush your teeth, ch ch ch ch ch.</p> <p>When you wake up in the morning at a quarter to two                      And you feel like having something to do,                      Brush your teeth (etc)</p> <p>When you wake up in the morning at a quarter to three                      And you feel like having a cup of tea,                      Brush your teeth (etc)</p> <p>When you wake up in the morning at a quarter to four                      And you feel like having a little bit more,                      Brush your teeth (etc)</p> <p>When you wake up in the morning at a quarter to five                      And you feel like having a bit of a jive,                      Brush your teeth (etc)</p> <p>When you wake up in the morning at a quarter to six                      And you feel like having some waetie bix,                      Brush your teeth (etc)</p> <p>When you wake up in the morning at a quarter to seven....                      And guess what?                      There's no more toothpaste!</p>	<p><b>The Three Little Pigs</b></p> <p>INTRO: A huff and a puff and a huff puff puff (twice)</p> <p>We all know the story of the three little pigs                      When the wolf got up to his tricks - <b>YEAH!!</b>                      Let's start from the part when the pigs filled their carts                      with straw and stick and bricks (CLJCK)</p> <p>The first little pig built a house of straw                      But the wolf just blew down his door - <b>YEAH!!</b>                      The second little pig built a house of sticks                      But the wolf just blew some more (CLJCK)</p> <p>Now the third little pig was smarter than the others                      And he put the wolf to the test - <b>YEAH!!</b>                      The wolf blew and blew and blew and blew                      And blew 'til he'd blown his best (CLJCK)</p> <p>The pigs lit a fire and piled it higher                      So the wolf was bound to get <b>HOT</b> - <b>YEAH!!</b>                      And after a while with a howl and a groan                      He tumbled right into the pot - Pssshhh!</p> <p>Now the pigs, being nice, just gave him advice                      And this is what they said - <b>YEAH!!</b>                      'If you want some tea - we'll tell you what to do                      Go to <b>MACDONALDS</b> instead - <b>YEAH!!</b></p>

**Type: Tongue Twisters**

Tongue twisters are made up of very similar sounding words.

**Stage/s**

Early Stage 1	Stage 1	Stage 2	Stage 3
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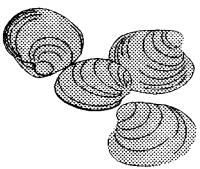

**Structure**

Often the first line is a statement.  
 Subsequent lines are often rearrangements of the first statement.

**Language Features**

❖ Uses alliteration.

**Example**

Early Stage 1 / Stage 1	Stage 2	Stage 3
<p>She Sells Seasheels by the Seashore                      She sells seashells by the seashore.                      Jf she sells seashells by the seashore,                      Where are the seashells she sells by the seashore?</p> 	<p>Peter Piper                      Peter Piper picked a peck of pickled peppers.                      Jf Peter Piper picked a peck of pickled peppers,                      Where are the pickled peppers Peter Piper picked?</p> 	<p>Betty Botter                      Betty Botter bought some butter.                      'But,' she said, 'this butter's bitter.                      Jf J put it in my batter,                      It will make my batter bitter.                      A bit of better butter                      Would make my batter better.'</p> <p>So she bought a bit of better butter.                      Better than her bitter butter,                      And she put it in her batter,                      And her batter was not bitter.</p> <p>So 'twas better Betty Botter                      Bought a bit of better butter</p>

# Type: Raps

Raps are improvised chants with an underlying rhythm.

### Stage/s

Early Stage 1	Stage 1	Stage 2	Stage 3
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### Structure

Underlying rhythm e.g. 1, 2, 3, 4.  
 Can have internal rhythm.  
 Sometimes the final word on each line rhymes.

### Language Features

- ❖ Repetition of the final sound of a word.
- ❖ Rhyming words at the end of lines.
- ❖ Regular pulse or beat.
- ❖ Variations of pitch and tempo.

### Example

Early Stage 1 / Stage 1	Stage 2	Stage 3
<p style="text-align: center;"><i>Miss Mary Mac, Mac, Mac</i></p> <p>Miss Mary Mac, Mac, Mac                      All dressed in black, black, black                      With silver button, buttons, buttons                      All down her back, back, back.                      She cannot read, read, read                      She cannot write, write, write                      But she can smoke, smoke, smoke                      Her father's pipe, pipe, pipe.</p> <p>She asked her mother, mother, mother                      For fifty cents, cents, cents                      To see the elephant, elephant, elephant                      Climb up the fence, fence, fence                      He climbed so high, high, high                      He reached the sky, sky, sky                      And never came back, back, back                      Till the fourth of July, ly, ly.                      She went upstairs, stairs, stairs                      And bumped her head, head, head                      And now she's DEAD.</p> <div style="text-align: center; margin-top: 10px;">  </div>	<p style="text-align: center;"><i>Oliver Twist</i></p> <p>Children stand in a circle chanting and doing the actions. A leader is chosen to call out the actions in the second part of the chant</p> <p>Oliver jump                      Oliver jump                      Oliver jump, jump, jump.</p> <p>Oliver kick                      Oliver kick                      Oliver kick, kick, kick.</p> <p>Oliver twist                      Oliver twist                      Oliver twist, twist, twist.</p> <p>Oliver jump, jump, jump.                      Oliver kick, kick, kick.                      Oliver twist, twist, twist.</p> <p>Oliver Twist, he can't do this                      So what's the use of trying?</p> <p>Leader : No. 1 touch your tongue                      : No. 2 touch your shoe                      : No. 3 touch your knee                      : No. 4 touch the floor                      : No. 5 wave good-bye                      : No. 6 do the splits</p> <p>All : Good bye Oliver Twist.</p> <div style="text-align: center; margin-top: 10px;">  </div>	<p style="text-align: center;"><i>Billy Batter</i></p> <p>Divide the children into two groups.</p> <p>1. Billy Batter                      What's the matter?                      How come you're so sad?                      I lost my cat                      In the laundry mat,                      And a dragon ran off with my dad!</p> <p>All: My dad                      A dragon ran off with my dad!</p> <p>1. Billy Batter                      What's the matter?                      How come you're so glum?                      I ripped my jeans                      On the Coke Machine,                      And a monster ran off with my mum,</p> <p>All: My mum                      A monster ran off with my mum!</p> <p>1. Billy Batter                      Now you're better                      Happy as a tick!                      The dragon's gone                      to Saskatchewan,                      The monster fell                      In the wishing-well,                      The cat showed up                      With a new-born pup:</p> <p>1. With potato chips,                      I fixed the rips</p> <p>All: And my dad and my mum came back,                      Came back                      My dad and my mum came back!</p> <div style="text-align: center; margin-top: 10px;">  </div>

What, When, How to Teach English K-6

**Type: Acrostic Poems**

In acrostic poems the letters in a word are used as the initial letters of all the lines in the poems.

**Stage/s**

Early Stage 1	Stage 1	Stage 2	Stage 3
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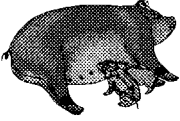

**Structure**

Title or name written vertically on the left side of the page.  
 Each letter is capitalised and becomes the first letter of the word on that line.

**Language Features**

- ❖ Each line may be a single word, phrase, or a thought that is continued on the next line.
- ❖ Descriptive words.

**Example**

Early Stage 1 / Stage 1	Stage 2	Stage 3
<p><b>C</b>ats <b>A</b>re <b>T</b>errific</p> 	<p><b>P</b>udgy porkers <b>I</b>n need of a bath <b>G</b>uzzling up their food <b>S</b>quealing</p> 	<p><b>W</b>hales are almost gone <b>H</b>unted by the whalers <b>A</b>cross the blue waters <b>L</b>eaving behind only <b>E</b>mply <b>S</b>adness</p> <p><b>W</b>ending <b>H</b>omeward <b>A</b>cross <b>L</b>onely <b>E</b>ndless <b>S</b>eas</p> 

## Type: Catalogue Poems

Catalogue poems create lists which provide a collage of images of a particular idea, event or person.

### Stage/s

Early Stage 1	Stage 1	Stage 2	Stage 3
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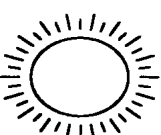

### Structure

- Title:** COLOUR.
- Line 1:** Describe the colour or the object.
- Line 2:** -ing, -ing, -ing.
- Line 3:** Describe how you feel.
- Line 4:** Noun that is the colour in the title.
- The size of the poem does not have to be constructed to four lines.

### Language Features

❖ Noun

### Example

Early Stage 1 / Stage 1	Stage 2	Stage 3
<p><i>Orange</i></p> <p>Big, bright Toasting, sweating, tanning Makes me feel hot Sun</p> <p style="text-align: right;"><i>Melissa Celiano, gr. 3</i></p> 	<p><i>Green</i></p> <p>Little, weird Skipping, tricking, teasing Makes me mad Leprechaun</p> <p style="text-align: right;"><i>Melissa Celiano, gr. 3</i></p> 	<p>Black is night Black is fright Black is a nightmare (turn on the light) Black is the colour of the cat's sleek fur Black is the colour of its kittens that purr Black are the ashes in the barbecue Black are the lashes I flutter at you Black was my mood as I stomped and yelled Black was the colour of the jelly beans that made me feel happy again.</p>



## Type: Emotion Poetry

Short lyric poetry, describing an emotion in terms of the action or events surrounding it.

### Stage/s

Early Stage 1	Stage 1	Stage 2	Stage 3
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### Structure

Short poem.  
 Can be adapted to music.  
 Varied poetry structures.

### Language Features

- ❖ Nouns in particular.
- ❖ Abstract nouns as they relate to feelings and emotions.
- ❖ Descriptive adjectives.
- ❖ Rhyme is not necessary.
- ❖ Uses synonyms and abstract phrases.

### Example

Early Stage 1 / Stage 1	Stage 2	Stage 3
<p>Georgie Porgie Puddin and Pie                      Kissed the girls and made them cry                      When the boys came out to play                      Georgie Porgie ran away.</p> <p>Love is                      hugging your parents.</p> <div style="text-align: center; margin-top: 20px;">  </div>	<p><b>FRIGHT</b> is                      being lost in a department store.</p> <p><b>MISERY</b> is                      going to the hospital for an operation.</p> <p><b>TERROR</b> is                      when you're home alone                      and the dog starts barking.</p> <p><b>CONFIDENCE</b> is                      when you think you can do something                      that you've never tried before.</p> <p><b>EMBARRASSMENT</b> is                      accidentally                      yelling at a teacher.</p>	<p>When I was sick and lay a-bed,                      I had two pillows at my head,                      And all my toys beside me lay,                      To keep me happy all the day.</p> <p>And sometimes for an hour or so,                      I watched my leaden soldiers go,                      With different uniforms and drills,                      Among the bed-clothes, through the hills.</p> <p>And sometimes sent my ships in fleets,                      All up and down among the sheets;                      Or brought my trees and houses out,                      And planted cities all about.</p> <p>I was the giant great and still,                      That sits upon the pillow-hill,                      And sees before him dale and plain,                      The pleasant land of counterpane.</p>

## Type: Formula Poetry

Formula poetry uses a set of instructions for each line of the poem to be written.



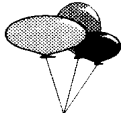
### Stage/s

Early Stage 1	Stage 1	Stage 2	Stage 3
<b>Structure</b>			
Title: PICK A COLOUR Line 1: colour + noun Line 2: verb + colour Line 3: adverb + colour Line 4: superlative	Title: NOUN Line 1: verb Line 2: verb phrase Line 3: three adjectives	Line 1: If I had _____ Line 2: I'd feel _____ Line 3: I would _____ Line 4: I wouldn't _____ Line 5: Fortunately _____ Line 6: Unfortunately _____	Line 1: What if _____ Line 2: I might _____ (leave a line) Line 3: What if _____ Line 4: I could _____ (leave a line) Line 5: What if _____ Line 6: I would _____ (leave a line) Line 7: Ask a question

### Language Features

- ❖ Noun
- ❖ Verb/Verb phrase
- ❖ Adverb
- ❖ Superlative
- ❖ Adjective

### Example

Early Stage 1 / Stage 1	Stage 2	Stage 3
Title: PICK A COLOUR Line #1: colour + noun Line #2: verb + colour Line #3: adverb + colour Line #4: superlative  Title: NOUN Line #1: verb Line #2: verb phrase Line #3: three adjectives	Title: JUMPING Frogs, kangaroos, Mexican beans Happy, playful Like a singing heart  Line #1: If I had _____ Line #2: I'd feel _____ Line #3: I would _____ Line #4: I wouldn't _____ Line #5: Fortunately _____ Line #6: Unfortunately _____	Title: HAPPINESS Happiness is fluoro pink It tastes like strawberries and champagne and it smells like rain on parched earth. Happiness looks like a bunch of brightly coloured balloons and sounds like the bell on the last day of term. Happiness feels great.  Line #1: What if _____ Line #2: I might _____ (leave a space between lines 2 and 3) Line #3: What if _____ Line #4: I could _____ (leave a space between lines 4 and 5) Line #5: What if _____ Line #6: I would _____ (leave a space between lines 6 and 7) Line #7: Ask a question
		

## Type: Cinquain Poem

A cinquain is a five line poem which presents a compact image of an object, person or idea.

### Stage/s

Early Stage 1	Stage 1	Stage 2	Stage 3
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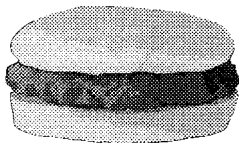
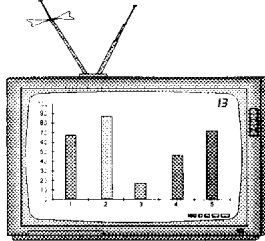

### Structure

<p>Line 1: One word to state subject                  Line 2: Two words to describe the subject                  Line 3: Three words to show action                  Line 4: Four words relating to a feeling                  Line 5: One word that repeats or refers to the subject.</p>	<p>Line 1: Single word                  Line 2: Adjectives to describe subject                  Line 3: Four words forming a phrase or clause                  Line 4: Repetition of line 1.</p>
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### Language Features

<ul style="list-style-type: none"> <li>❖ Verb.</li> <li>❖ Adjectives.</li> <li>❖ Phrase.</li> <li>❖ Clause.</li> </ul>
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### Example

Early Stage 1 / Stage 1	Stage 2	Stage 3
<p>Hamburger                      juicy, delicious                      bacon and egg                      have one for lunch                      yummy.</p> 	<p>Television                      Colourful, noisy                      Blaring, bright, loud.                      Have to watch it                      Addictive.</p> 	<p>Buck -                      Alert, Tense,                      Snarling, wrangling, raging                      Earning life through battle,                      Wolf.</p> <p style="text-align: right;"><i>by Margaret Giles</i></p> 

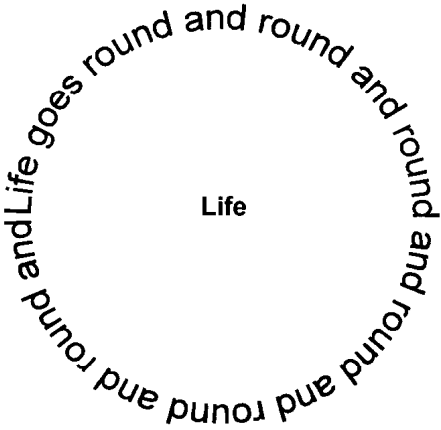
Type: Concrete Poetry

In concrete poetry the shape of the poem as well as the language used in the poem contributes to its meaning. The visual impact of the poem is as important as the words.

Stage/s

Early Stage 1	Stage 1	Stage 2	Stage 3
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Example

Early Stage 1 / Stage 1	Stage 2	Stage 3
 <p style="text-align: center;">Life</p>	<p><b>Snake glides</b></p> <p>Snake glides through grass over pebbles forked tongue working never speaking but its body whispers listen.</p> <p style="text-align: right;"><i>Keith Bosley</i></p>	<p><b>My Cello</b></p> <p>My cello big and fat  makes the sound of a screeching rat. It plays F double sharp when I want it to play B flat. It sounds like a bad com- position when I play in the 4th position. If I try to play vibrato my bow goes all s-t-a-c-c- ato !</p> <p style="text-align: right;"><i>Richard Lester</i></p>

Type: Haiku

A Japanese poem that describes an aspect of nature.

Stage/s

Early Stage 1	Stage 1	Stage 2	Stage 3
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Structure

Consists of 3 lines containing 17 syllables.  
 Line structure:  
 The first line contains five syllables.  
 The second line contains seven syllables.  
 The third line contains five syllables.  
 N.B. Number of words and syllables can be negotiated.

Language Features

- ❖ Rhyme is not necessary.
- ❖ Usually uses nature as its focus.
- ❖ A phrase describing the object observed - may include adjectives, alliteration.
- ❖ A phrase or series of words describing the action of the object - may include verbs, adverbs.
- ❖ Something significant about the object e.g. a tiny detail about it, thoughts of the object etc.

Example

Early Stage 1 / Stage 1	Stage 2	Stage 3
<p>The Wind is lonely                      He rushes in to greet us                      But we shut the door.</p> <div style="text-align: center; margin-top: 10px;">  </div>	<p>Tall empty castle                      Majestic upon a hill                      Full of history.  <span style="display: block; text-align: right; font-size: 0.8em;">Gina Damasco, gr. 6</span></p> <p>The golden sunset                      Vanished into the mountains                      As the birds sang.</p>	<p>A fallen blossom                      is coming back to the branch.                      Look, a butterfly!  <span style="display: block; text-align: right; font-size: 0.8em;">Moritake (Trans.)</span></p> <p>Monuments of stone                      The symbol of man's love                      Eroding, dying.  <span style="display: block; text-align: right; font-size: 0.8em;">Richard Quelch, gr. 6</span></p> <p>Mighty deserted castle                      Resting on the beach                      Watching the sun rise.  <span style="display: block; text-align: right; font-size: 0.8em;">MaryAnne Brady gr. 6</span></p>

## Type: Rhyming Couplets

Lyrics and songs that often tell a story.



### Stage/s

Early Stage 1	Stage 1	Stage 2	Stage 3
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### Structure

Written in pairs of lines that rhyme.  
 Line 1 and 2: End words rhyme.  
 Line 3: Does not rhyme with 1 and 2.  
 Line 4: Rhymes with line 3 and so on.

### Example

Early Stage 1 / Stage 1	Stage 2	Stage 3
<p><i>SNOW</i></p> <p>The snow fell softly all the night.                      It made a blanket soft and white.                      It covered houses, flowers and ground,                      But did not make a single sound!</p> <p>Alic Wilkins</p> 	<p><i>Sleepy Time</i></p> <p>Whenever I am tired of bed                      I go to sleep on the floor instead                      and if I find the floor too hard                      I sleep at the bottom of my backyard.                      If my backyard is cold and damp                      I sleep beneath a reading lamp                      and if the lamp is much too bright                      I do not go to sleep that night                      and if I cannot sleep that way                      I go to sleep at break of day                      and as that makes me late for school                      I shall grow up a perfect fool.</p> <p>Barbarage Giles</p> 	<p><i>Mallee in October</i></p> <p>When clear October suns unfold                      mallee tips of red and gold</p> <p>children on their way to school                      discover tadpoles in a pool,                      iceplants sheathed in beaded glass,                      spider orchids and shivery grass,                      webs with globes of dew alight,                      budgerigars on their first flight,                      tottery lambs and a stilly foal,                      a papery slough that a snake shed whole,                      and a bronzewing's nest of twigs so few                      that both the sky and the eggs show through.</p> <p>W. Flexmore Hudson</p>

**Type: Limerick**

Limericks recount a comical incident.

**Stage/s**

Early Stage 1	Stage 1	Stage 2	Stage 3
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**Structure**


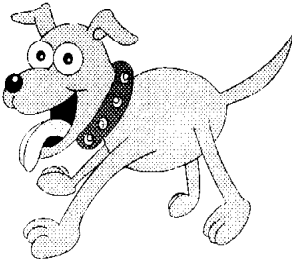

Limericks are five line poems.

Lines 1, 2 and 5 are longer than lines 3 and 4 and rhyme with each other.

Lines 3 and 4 rhyme.

Usually they are nonsense poems.

**Example**

Early Stage 1 / Stage 1	Stage 2	Stage 3
<p>There was a young lady of Riga                      Who went for a ride on a tiger:                      They returned from the ride                      With the lady inside                      And a smile on the face of the tiger.</p> 	<p>There was a small maiden named Maggie,                      Whose dog was enormous and shaggy;                      The front end of him                      Looked vicious and grim -                      But the tail end was friendly and waggy.</p> 	<p>A fish had remarked to a chip,                      "Unless we can give them the slip,                      When the fat starts to fry                      I'm afraid it's goodbye                      And it won't be a very nice trip."                      Max Fatchen</p> 

Type: Onomatopoeia

Onomatopoeia is a device which involves the use of words that have the same sound as the thing or action being described, or which gives a feeling of that particular thing or action.


**Stage/s**

Early Stage 1	Stage 1	Stage 2	Stage 3
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**Structure**

Is limited of natural sounds that produce an auditory image to the reader. Words such as -hiss, flop, rumble.  
 The repetition of a letter at the end stretches both the sound and action e.g. purr-r-r.

**Example**

Early Stage 1 / Stage 1	Stage 2	Stage 3		
<p style="text-align: center;"><i>"Witches" Spell</i></p> <p>Double, double toil and trouble,                      Fire burn and cauldron bubble.                      Fillet of a fenny snake,                      In the cauldron boil and bake,                      Eye of newt, and toe of frog,                      Wool of bat, and tongue of dog,                      Adder's fork, and blind-worm's sting.</p> <p>Lizard's leg, and howlet's wing,                      For a charm of powerful trouble,                      Like a hell-broth boil and bubble.                      Double, double toil and trouble:                      Fire burn and cauldron bubble.</p> <p style="text-align: right;">William Shakespeare</p>	<p style="text-align: center;"><i>A Short, Summery, Thin Thong Song</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> <p>The song of a thong is a flip, flap, flong that echoes wherever you go There aren't any places for silly old laces but a thing that holds on to your toe</p> </td> <td style="width: 50%; border: none; vertical-align: top;"> <p>You're flapping and tapping with feet overlapping and people who watch will agree that the song of a thong when you're flopping along is of feet that are born to be free.</p> </td> </tr> </table> <p style="text-align: right;">Max Fatchen</p>	<p>The song of a thong is a flip, flap, flong that echoes wherever you go There aren't any places for silly old laces but a thing that holds on to your toe</p>	<p>You're flapping and tapping with feet overlapping and people who watch will agree that the song of a thong when you're flopping along is of feet that are born to be free.</p>	<p style="text-align: center;"><i>A Swamp Romp</i></p> <p>Clomp Thump                      Swamp Lump                      Plodding in the Ooze,                      Belly Shiver                      Jelly Quiver                      Squelching in my shoes.</p> <div style="text-align: right;">  </div> <p>Clomp Thump                      Romp Jump                      Mulching all the Mud,                      Boot Trudge                      Foot Sludge                      Thud! Thud! Thud!</p> <p style="text-align: right;">Doug MacLeod</p>
<p>The song of a thong is a flip, flap, flong that echoes wherever you go There aren't any places for silly old laces but a thing that holds on to your toe</p>	<p>You're flapping and tapping with feet overlapping and people who watch will agree that the song of a thong when you're flopping along is of feet that are born to be free.</p>			

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## Type: Contrast Poetry

Contrast poetry depicts the same object, person or idea in two different ways, beginning with the most obvious association and moving to perhaps an unusual or strikingly different vantage point.

### Stage/s

Early Stage 1	Stage 1	Stage 2	Stage 3
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### Structure

Use the following formula to show the contrast:  
**Title: NAME OF OBJECT OR PERSON.**  
 Line 1, 2 or 3: Write two or three lines that paint a vivid picture of the initial image.  
 Skip a line.  
 Lines 4, 5 or 6: Write two or three lines that paint a different picture. Try also to follow whatever pattern your first lines took (i.e. if line 2 contains two adjectives and a noun, then so should line 4).

### Language Features

❖ Noun

### Example

Early Stage 1 / Stage 1	Stage 2	Stage 3
<p style="text-align: center;"><i>My Puppy</i></p> <p>It's funny my puppy knows just how I feel. When I'm happy he's yappy and squirms like an eel. When I'm grumpy he's slump and stays at my heel. It's funny my puppy knows such a great deal</p> <div style="text-align: center;">  </div> <p style="text-align: right; font-size: small;">Aileen Fisher</p>	<p style="text-align: center;"><i>Schoolhouse</i></p> <p>Old schoolhouse Quiet, dark and lonely Waiting for students to come back to school Stillness</p> <p>New schoolhouse Busy, noisy and cheerful The teacher comes in and the students get silent Aliveness.</p> <p style="text-align: center; font-size: small;">Tara Diviny, gr. 6</p> <div style="text-align: center;">  </div>	<p style="text-align: center;"><i>Mare</i></p> <p>When the mare shows you her yellow teeth, stuck with clover and gnawed leaf, you know they have combed pastures of spiky grasses, and tough thickets.</p> <p>But when you offer her a sweet, white lump from the trembling plate of your palm - she trots to the gate, sniffs - and takes it with velvet lips.</p> <div style="text-align: right;">  </div>

**Type: Ballad**

A type of narrative poetry that tell a story. They can be put to music and contain themes about adventure, romance or heroes.



**Stage/s**

Early Stage 1	Stage 1	Stage 2	Stage 3
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**Structure**

Contain themes that are usually emotional - sad, happy, romantic, heroic or humorous.  
 Usually reflect social issues of their day.  
 Frequent repetition, dialogue and rhythm.

**Example**

Early Stage 1 / Stage 1	Stage 2	Stage 3	
<p style="text-align: center;"><i>Santa's Presents</i></p> <p>Santa Claus is an awesome dude,                      He's never in a grumpy mood.</p> <p>He's got these toys from his favorite elf,                      So he can put them on his shelf.</p> <p>His toys are cars and boats and planes,                      So we can use them if it rains.</p> <p>He doesn't put up a big fuss,                      Even if they're from Toys-R-Us.</p> <p>The Red Baron's plane is like his sled,                      It's pulled by reindeer and is bright red.</p> <p>Santa comes but once a year,                      To do his job, spreading Christmas cheer.</p> <p style="text-align: right;">Brian Collins, gr. 6</p> 	<p style="text-align: center;"><i>Andy's Gone With Cattle</i></p> <p>Our Andy's gone with cattle now                      Our hearts are out of order                      With drought he's gone to battle now                      Across the Queensland border.                      He's left us in dejection now,                      Our thoughts with him are roving;                      It's dull on this selection now,                      Since Andy went a-droving.                      Who now shall wear the cheerful face                      In times when things are slackest/                      And who shall whistle round the place                      When Fortune frowns her blackest?                      Oh, who shall cheek the squatter now                      When he comes round us snarling/                      His tongue is getting hotter now                      Since Andy crossed the Darling.                      Oh, may the showers in torrents fall                      And all the tanks run over/                      And may the grass grow green and tall                      In pathways of the drover;                      And may good angels send the rain                      On desert stretches sandy,                      And when the summer comes again                      God grant 'twill bring us Andy.</p> <p style="text-align: right;">Henry Lawson</p>	<p style="text-align: center;"><i>The Pirate Don Durk of Dowdee</i></p> <p>Ho, for the Pirate Don Durk of Dowdee!                      He was as wicked as wicked could be,                      But oh, he was perfectly gorgeous to see!                      The pirate Don Durk of Dowdee.</p> <p>His conscience, of course, was as black as a bat,                      But he had a floppety plume on his hat,                      And when he went walking it jiggled - like that!                      The Plume of the Pirate Dowdee.</p> <p>His coat it was crimson and cut with a slash,                      And often as ever he twirled his moustache/                      Deep down in the ocean the mermaids went splash,                      Because of Don Durk of Dowdee.</p> <p>Moreover, Dowdee had a purple tattoo,                      And stuck in his belt where he buckled it through                      Were a dagger, a dirk and a squizzamaroo,                      For fierce was the Pirate Dowdee.</p> <p>So fearful was he he would shoot at a puff,                      And always at sea when the weather grew rough                      He drank from a bottle and wrote on his cuff,                      Did Pirate Don Durk of Dowdee</p>	<p>Oh, he had a cutlass that swung at his thigh,                      And he had a parrot called Pepperkin Eye,                      And a zigzaggy scar at the end of his eye                      Had Pirate Don Durk of Dowdee</p> <p>He kept in a cavern, this buccaneer bold,                      A curious chest that was covered with mould,                      And all of his pockets were jingly with gold!                      O jing! went the gold of Dowdee.</p> <p>His conscience, of course, it was crook'd like a squash                      But both of his boots made a slickery slash,                      And he went through the world with a wonderful swash,                      Did Pirate Don Durk of Dowdee.</p> <p>It's true he was wicked as wicked could be,                      His sins they outnumbered a hundred and three,                      But oh, he was perfectly gorgeous to see,                      The Pirate Don Durk of Dowdee.</p> <p style="text-align: right;">Mildred Meigs</p> 

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## Type: Dylan Thomas Portrait

Begins with a question.

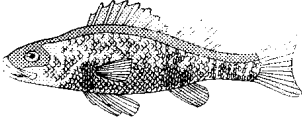

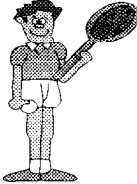
### Stage/s

Early Stage 1	Stage 1	Stage 2	Stage 3
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### Structure

It begins with a question.  
 The rest of the poem involves an answer to this question.  
 Answer consists of three pairs of adjectives and finishing with a noun.

### Example

Early Stage 1 / Stage 1	Stage 2	Stage 3
<p>Have you ever seen a fish?                      Zig-zagging, shiny-scaled, stream-lined.</p> <div style="text-align: center; margin-top: 20px;">  </div>	<p>Have you ever seen a dragon?                      Fire-breathing, scaly-backed, ferocious reptile,                      fairy tale creature.</p> <div style="text-align: center; margin-top: 20px;">  </div>	<p>Have you ever seen a tennis player?                      Racquet-wielding, sweat-drenched, angry-faced,                      defeated.</p> <div style="text-align: center; margin-top: 20px;">  </div>

## Type: Diamante

Diamante is a form poem in the shape of a diamond comparing or contrasting objects/ideas.

### Stage/s

Early Stage 1	Stage 1	Stage 2	Stage 3
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### Structure

A diamante consists of seven lines. It presents an image of an object, person or idea through cataloguing a series of adjectives and participles.

Line 1: One word to name the first subject.

Line 2: Two adjectives to describe the first subject.

Line 3: Three participles (-ing words) related to the first subject.

Line 4: Four nouns - first two related to the first subject, the second two related to the second subject.

Line 5: Three participles (-ing words) related to the second subject.




Line 6: Two adjectives to describe the second subject.

Line 7: One noun to name the second subject.

### Language Features

❖ Noun, adjective, participle

### Example

Early Stage 1 / Stage 1	Stage 2	Stage 3
<p>Cats, Soft furry, Purring clawing playing, Kitten basket puppy kennel, Howling romping barking, Scruffy shaggy, Dogs.</p> 	<p>Earth, Big, colourful, Blooming, changing, turning, Oceans, islands, craters, cheese, Turning, hiding, disappearing, Yellow, glowing, Moon.</p> 	<p>Tadpole, Transparent small, Quivering shaking trembling, Eyes tail feet legs, Leaping jumping hopping, Shiny green, Frog.</p> 

## Type: Narrative

Narrative poems are those that tell stories. They can be short or long, serious or humorous, personal or impersonal.


### Stage/s

Early Stage 1	Stage 1	Stage 2	Stage 3
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### Structure

Takes any form or any length.  
Usually constant theme.  
Rhyme or rhythm optional.

### Example

Stage 1	Stage 2	Stage 3
<p style="text-align: center;"><b>Socks</b></p> <p>The thing about socks is to buy six pairs all the same colour and that when you go to school with the same kids every day and turn up every morning with your hair still wet from the shower nobody knows whether you really do change socks or you wear the same ones day after day We'll  Jenny Boudt</p>	<p style="text-align: center;"><b>Spring in the Mountains</b></p> <p>The wild wattle leaps over the valley; Rain whispers in the blue sky. The green grass, Water, Coming from the deserts of the north, My heart sings: Circles come tumbling down the mountains. Tangles of wildflowers appear suddenly in the slender bush. The desert recedes. There is only spring. The smell of rain and wattle leaping over the mountains.</p> <p style="text-align: right;">Colleen Burke</p> <div style="text-align: center;">  </div>	<p style="text-align: center;"><b>The Highwayman - Part One</b></p> <p>The wind was a torrent of darkness among the gusty trees, The moon was a ghostly galleon tossed upon cloudy seas, The road was a ribbon of moonlight over the purple moor, And the highwayman came riding Riding - riding The highwayman came riding, up to the old inn door. He'd a French cocked hat on his forehead, a bunch of lace at his chin, A coat of the clove velvet, and breeches of brown doe-skin They fitted with never a wrinkle; his boots were up to the thigh! And he rode with a jewelled hunkle, His pistol butts a twinkle, His rapier hilt a twinkle, under the jewelled sky.  Over the cobbles he clattered and clanked in the dark inn yard, And he tapped with his whip on the shutters, but all was locked and barred; He whistled a tune to the windows, and who should be waiting there But the landlord's black-eyed daughter, Bess, the landlord's daughter, Plaiting a dark red bow, lost into her long black hair.</p> <p style="text-align: right;">And dark in the dark old inn yard a stable wicket creaked Where time the ostler listened, his face was white and peaked, His eyes were hollows of madness, his hair like mouldy hay, But he loved the landlord's daughter, The landlord's red-lipped daughter, Thank as a dog he listened, and he heard the robber say  "One kiss, my bonny sweetheart, I'm after a prize to-night, But I shall be back with the yellow gold before the morning light, Yet, if they press me sharply and harry me through the day, Then look for me by moonlight, Watch for me by moonlight, I'll come to thee by moonlight, though hell should bar the way  He rose up right in the stony; he scarce could reach her hand, But she loosened her hair in the cusement! his face burned like a brand As the black cascade of perfume came tumbling over his breast, And he kissed its waves in the moonlight, (O! sweet black waves in the moonlight!) Then he tugged at his rein in the moonlight, and galloped away to the west</p>

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## Type: Epic

Epic is a long poem describing great deeds and events. It usually tells a story.

### Stage/s

Early Stage 1	Stage 1	Stage 2	Stage 3
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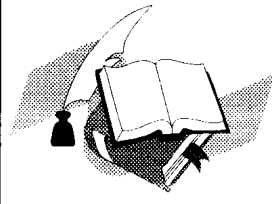
### Structure

A poem of any length but if broken up into stanzas each stanza consists of 8-10 lines.  
Uses rhyme and rhythm.

### Language Features

- ❖ Rhyme.
- ❖ Descriptive passages.
- ❖ Similes, metaphors are sometimes used.

### Example

Early Stage 1 / Stage 1	Stage 2	Stage 3	
	<p style="text-align: center;"><b>Sick</b></p> <p>I cannot go to school today, Said little Peggy Ann McKay. I have the measles and the mumps, A gash, a rash and purple bumps. My mouth is wet, my throat is dry, I'm going blind in my right eye. My tonsils are as big as rocks, I've counted sixteen chicken pox And there's one more - that's seventeen, And don't you think my face looks green? My leg is cut, my eyes are blue - It might be instamatic flu, I cough and sneeze and gasp and choke, I'm sure that my left leg is broke - My hip hurts when I move my chin, My belly button's caving in, My back is wrenched, my ankle's sprained, My penis pains each time it rains. My nose is cold, my toes are numb, I have a blister in my thumb. My neck is stiff, my spine is weak, I hardly whisper when I speak. My tongue is filling up my mouth, I think my hair is falling out. My elbow's bent, my spine ain't straight, My temperature is one-o-eight. My brain is shrunk, I cannot hear, There is a hole inside my ear. I have a hangnail, and my heart is - what? What's that? What's that you say? You say today is ..... Saturday? A'bye, I'm going out to play!"</p> <p style="text-align: right; font-size: small;">Shel Silverstein</p>	<p style="text-align: center;"><b>Old Man Possum</b></p> <p>We did not know that you were dying old man possum Among the rafters of the veranda roof Trapped - if you had only whined or cried As a cat would have cried, but you did not, for you Said nothing, only perhaps shuffled over the rafters Once or twice. And we failed to notice. And only when you were long dead did we know When the flies were angry.</p> <p>We carried you deep down To the bottom of the garden among the gumtrees, Your ancestors' first home, and buried you A large and uncouth ginger coloured corpse Grown old with eating berries and scraps and fighting, Beneath the trees down in the damp clay.</p> <p>And you had died trapped in the veranda roof, Between the wood ceiling and the galvanised iron, For one hot starlit night you must have come To our veranda roof and had a look in And pressing down a board that blocked your entry Plunged into the gloom never to return .....</p> <p>For when you tried to leave you found that the board When you pulled it back and tried to climb over Sprang upright. And you were trapped hopelessly Beneath galvanised iron where no stars shone.</p>	<p>Days of being cooped in stifling air, thirsting, Days of growing weakness, growing hunger You must have spent in there baked by the sun Beating on the old roof, dizzied in your world Of darkness by the fierce green line of garden Creeping in from the edges of the roof. Shambling stumbling about there helplessly With your great heavy ugly scarred body. And you bit a hole big enough to get through, You bit a hole through a full inch of wood, You bit a hole at the edge of the roof hoping .....</p> <p>And when you had bitten it you found That the overhanging galvanised iron blocked you And you could only make scratch marks in the rust.</p> <p>If you had only bitten through the board Which stopped you getting out in the beginning .....</p> <p>But you were to die in your animal stupidity. If you had only bitten through the ceiling On which you stood - and that was easily done - You could have just jumped and dropped to freedom. But through primal instinct you never thought Of moving earthwards - your race had always climbed And so you groped up to reach the sky and escape From darkness and if you had only thought of the ground You would have been saved. And so many die trying To reach the sky, to escape from darkness, and if They only thought of the ground they would be saved.</p> <p style="text-align: right; font-size: small;">Geoffrey Lehmann</p>

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## Type: Ezra Pound Couplets

Is a two line poem using two contrasting images to make a comparison.

### Stage/s

Early Stage 1	Stage 1	Stage 2	Stage 3
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### Structure




Consists of **ONLY** two lines.

Line 1 describes one image.

Line 2 describes a different image that can be compared with the first.

Use metaphors.

### Example

Early Stage 1 / Stage 1	Stage 2	Stage 3
<p>The crowds cheer and roar, The waves crash on the beach.</p> <div style="text-align: center; margin-top: 20px;">  </div>	<p>A honey-bee frantically filling her pollen sacs in a flower; Shoppers feverishly stuffing their string bags at a sale.</p> <div style="text-align: center; margin-top: 20px;">  </div>	<p>Ants pouring out of their nest; School children emptying out into the playground.</p> <p><i>A famous couplet that stands all by itself as a poem is this one by the poet Ezra Pound:</i></p> <p style="text-align: center;">In A Station of the Metro</p> <p>The apparition of these faces in the crowd; Petals on a wet, black bough.</p> <p style="text-align: right; margin-right: 50px;">Ezra Pound</p> <div style="text-align: center; margin-top: 20px;">  </div>

Type: Ode

Odes are reflective poems that usually praise a person, object or incident.

**Stage/s**

Early Stage 1	Stage 1	Stage 2	Stage 3
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**Structure**

Consists of four or more lines of any structure.

**Language Features**

- ❖ Uses highly expressive language.
- ❖ Uses satire.
- ❖ Play on words - nonsense words sometimes used to maintain rhyme and add humour.

**Example**

Early Stage 1 / Stage 1	Stage 2	Stage 3
 <p style="text-align: center;"><i>Ode to a Sneeze</i></p> <p>I sneezed a sneeze into the air, It fell to earth I know not where, But hard and froze were the looks of those In whose vicinity I snoze. <i>George Wallace</i></p>	 <p style="text-align: center;"><i>My Uncle Robert</i></p> <p>My Uncle Robert is bald as a coot, and he polishes his skull just like a boot. On a hot day his head reflects the sun's heat, burning the soles of flying birds' feet. <i>Michael Dugan</i></p>	<p><i>Bell Birds</i></p> <p>By channels of coolness the echoes are calling, And down the dim gorges I hear the creek falling: It lives in the mountain where moss and the sedges Touch with their beauty the banks and the ledges. Through breaks of the cedar and sycamore bowers Struggles the light that is love to the flowers; And, softer than slumber, and sweeter than singing, The notes of the bell birds are running and ringing.</p> <p>The silver-voiced bell birds, the darlings of daytime! They sing in September their songs of the May-time; When shadows wax strong, and the thunder-bolts hurtle, They hide with their fear in the leaves of the myrtle; When rain and the sunbeams shine mingled together, They start up like fairies that follow fair weather; And straightway the hues of their feathers unfolden Are the green and the purple, the blue and the golden.</p> <p>October, the maiden of bright yellow tresses, Loiters for love in these cool wildernesses; Loiters, knee-deep, in the grasses, to listen, Where dripping rocks gleam and the leafy pools glisten: Then is the time when the water-moons splendid Break with their gold, and are scattered or blended Over the creeks, till the woodlands have warning Of songs of the bell bird and wings of the Morning.</p>



## Type: Eulogy

A eulogy is a poem of mourning in which the life of the dead person is sadly recalled.


### Stage/s

Early Stage 1	Stage 1	Stage 2	Stage 3
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### Structure

Usually written in stanzas.  
Can use rhyme and rhythm.

### Example

Early Stage 1 / Stage 1	Stage 2	Stage 3	
<p style="text-align: center;">Tiny Tim</p> <p>I had a little dog and his name was Tiny Tim I put him in the bath tub To see if he could swim.</p> <p>He drank up all the water and he ate up all the soap I took him to the doctor and the doctor said - No hope!</p> <div style="text-align: center; margin-top: 20px;">  </div>	<p style="text-align: center;">Bad Luck, Dead Duck</p> <p>Lying there amongst the muck Bad luck, dead duck; Oil pollutes your river bed How sad, too bad; Lying still among the reeds, Squelching mud and dead seeds, Birds expire and fishes wheeze; Bad luck, dead duck.</p> <p>Oil has seeped into your lungs, Bad luck, dead duck; A short, short life was all you had; How sad, too bad; Lying dead; nobody cares, Bad luck, dead duck.</p> <p>No two feet of "Aussie" soil, Bad luck, dead duck; To reward you for your toil; How sad, too bad; As you lie between the weeds; No one cares; no one sees; You'll lie there for years and years; Bad luck, dead duck.</p> <p style="text-align: right;">Nicholas Davey</p>	<p style="text-align: center;">Eulogy for Alfred Hubbard</p> <p>Hubbard is dead, the old plumber, who will mend our burst pipes now, the tap that has dripped all the summer, testing the sink's overflow?</p> <p>No other like him. Young men with knowledge of new techniques, theories from books, may better his work straight from college, but who will challenge his squint eyed looks</p> <p>In kitchen, under floorboards, rules of thumb which were often wrong, seek as erringly stopcocks in cupboards, or make a job last half as long?</p> <p>He was a man who knew the ginnels, alleyways, streets, - the whole district, family secrets, minor annals, time-honoured fictions fused to fact.</p> <p>Seventy years of gossip muttered under his cap, his tufty thatch, so that his talk was slow and clotted, hard to follow, and too much</p> <p>As though nothing fell, non vanished, and time were the maze of Cheetham Hill, in which the dead, - with jobs unfinished - waited to hear him ring the bell</p>	<p>For much he never got round to doing, but meant to, when the weather bucked up, or worsened, or when his pipe was drawing, or when he'd finished this cup.</p> <p>I thought time, he forgot so often, had forgotten him, but here's Death's pomp over his house, and by the coffin the son who will inherit his blowlamp, tool, workshop, cart and cornet, (pride of Cheetham Prize Brass Band) - and there's his mourning widow, Janet, stood at the gate he'd promised to mend.</p> <p>Soon he will make his final journey, shaved and silent, strangely trim, and never a pause to talk to any- body, how arrow-like for him!</p> <p>In St. Mark's Church - whose dismal tower he pointed and painted when a lad - they will sing his praises amidst flowers, while, somewhere, a cellar starts to flood.</p> <p>And the housewife banging his front door knocker is not surprised to find him gone, and runs for Thwaite who's a better worker, and sticks at a job until it's done</p> <p style="text-align: right;">Tony Connor</p>

Type: Sonnet

Sonnets are lyric poems which usually have a rhythmic and rhyme pattern.




Stage/s

Early Stage 1	Stage 1	Stage 2	Stage 3
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Structure

A poem consisting of 14 lines on a central theme.

Example

Early Stage 1 / Stage 1	Stage 2	Stage 3
	<p><i>Parade</i></p> <p>This is the day the circus comes                      With blare of brass, with beating drums,                      And clashing cymbals, and with roar                      Of wild beasts never heard before                      Within town limits. Spick and span                      Will shine each gilded cage and van;                      Cockades at every horse's head                      Will nod, and riders dressed in red                      Or blue trot by. There will be floats                      In shapes like dragons, thrones and boats,                      And clowns on stilts; freaks big and small,                      Till leisurely and last of all                      Camels and elephants will pass                      Beneath our elms, along our grass.</p> <p>Rachel Field</p> 	<p><i>Magpies</i></p> <p>Along the road the magpies walk                      with hands in pockets, left and right.                      They tilt their heads, and stroll and talk.                      In their well-fitted black and white.</p> <p>They look like certain gentlemen                      who seem most nonchalant and wise                      until their meal is served - and then                      what clashing beaks, what greedy eyes!</p> <p>But not one man that I have heard                      throws back his head in such a song                      of grace and praise - no man no bird.                      Their greed is brief; their joy is long,                      For each is born with such a throat                      as thanks his God with every note.</p>  <p>Judith Wright</p>