



Alliteration poems

Subject: Literacy and Language



Previous Learning Required

- How to define a noun and an adjective.
- What alliteration means.

Learning Outcomes

- How to correctly use alliteration.
- How to effectively use rhythms and patterns in poetry.

Equipment

- A flat tarmac space in your school grounds
- Chalk
- Alternatively, use clipboards, paper, and pencils
- Small natural materials. For example: pebbles, twigs, leaves, pinecones; or a natural space to observe.

Activity

1. Ask pupils, individually or in groups, to look for a single natural object and observe what it is doing or what it looks like.
2. Ask pupils to note down their observations or collect the object if possible.
3. Now ask pupils to write a phrase describing the object, following the pattern:

Number - Adjective - Alliteration - Noun
One white, slippery snowball.

4. Repeat this process with two new matching natural objects, then three new matching natural objects, and so on. For example:

Two red, bright berries.

Three brown, prickly pinecones.

5. This will create a series of lines in numerical order as a poem.

Check for understanding

- Ask pupils to identify the problem with the following sentence, and to improve it:

Three green, pointy leaves.
- Ask pupils to underline and label the different elements of their poem, labelling the adjectives, nouns, and examples of alliteration.



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