

## What to do today

*IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.*

### 1. Read the poem: 'All Creatures'

- Read [All Creatures](#). Read it in your head at first and then read it out loud. Try to find the rhythm of the poem as you read.
- Think about the poem. What do you like about it? Is there anything that you dislike? Does it remind you of anything or anyone? What patterns can you find? (Look for rhyme and alliteration).

### 2. Remind yourself about Noun Phrases

- Use the [Revision Card](#) to remind yourself about noun phrases.
- Complete [Spotting Noun Phrases](#). Highlight the noun phrase and underline the head noun.

[Well done! Explain your answers to a grown-up. You can check them together at the end of this pack.](#)

### 3. Plan and write a poem with noun phrases.

- Follow the instructions on the [Poem Planner](#) to plan a poem called 'All Animals'.
- Write your finished poem out carefully.

[When you have finished your poem, share it with a grown-up.](#)

### Try the Fun-Time Extras

Illustrate your poem.

Can you practise performing your poem? Could you record and send your performance to somebody?



## All Creatures



I just can't seem to help it,  
I love creatures – great and small,  
But it's ones that others do not like  
I love the best of all.  
I like creepy-crawly beetles  
And shiny black-backed bugs,  
Gnats and bats and spiders,  
And slimy fat black slugs.  
I like chirpy little crickets  
And buzzing bumblebees,  
Lice and mice and ladybirds,  
And tiny jumping fleas.  
I like wasps and ants and locusts,  
Centipedes and snails,  
Moles and voles and earwigs  
And rats with long pink tails.  
I like giant moths with dusty wings  
And maggots fat and white,  
Worms and germs and weevils,  
And fireflies in the night.  
No, I just can't seem to help it,  
To me not one's a pest,  
It's ones that others do not like,  
I seem to love the best.  
So it makes it rather difficult,  
It's enough to make me cry,  
Because my job's in pest control,  
And I just couldn't hurt a fly.

*By Gervase Phinn*

# Noun Phrases – Revision Card

## Nouns and Determiners

A **noun** names a person, place, idea, thing or feeling.

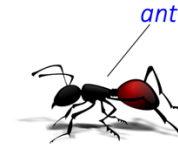
*a slug*  
*the beetles*  
*an ant*  
*a job*

In front of a **noun**, we often have

**a an the** ← determiners

## Adjectives

An **adjective** is a describing word.  
It tells you more about a **noun**.



*a black slug*  
*the creepy beetles*  
*a tiny ant*  
*a difficult job*

*The job is difficult.*

**Adjectives** sometimes come next to 'their' **nouns**...  
*but sometimes they do not.*

## Noun Phrases

A **noun phrase** adds extra detail to the **noun**.



noun phrase

*a black slug*  
*the creepy beetles*  
*a tiny ant*  
*a difficult job*  
*a completely black slug*  
*the very creepy beetles*

**Adverbs** can also be  
part of a noun  
phrase.

It can be made by adding an **adjective** or two.

The **noun phrase** includes the **noun**, **adjectives** and **determiner**.

## Spotting a Noun Phrase

A **noun phrase** can be replaced by a **pronoun**.

A black slug chewed the leaves.  
The creepy beetles scuttled by.  
A tiny ant twitched its antennae.  
The poem is about a difficult job.

**It** chewed the leaves.  
**They** scuttled by.  
**He** twitched its antennae.  
The poem is about **it**.



We can use this fact  
to help us spot  
**noun phrases**.

## Spotting Noun Phrases

**Highlight** the noun phrase and underline the head noun.  
*The first has been done for you.*

A huge, hairy spider is on your shoulder.

The rather nervous grey mouse nibbled slowly.

I spotted a long pink tail!

Our picnic was spoilt by relentlessly vicious wasps.

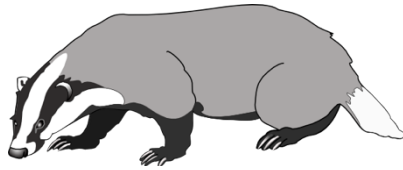
The black, shiny beetles swarmed around the dung.

A slug left a sticky, glistening trail.

The tiny, powerful crickets jumped incredibly high.

The never-resting, always-destructive moles have dug  
holes all over the lawn.

## Poem Planner



1. **Write a list of nouns** – types of animals. Keep going until you have at least ten.  
(e.g. *foxes, badgers, hedgehogs, owls, etc.*)
2. Choose one noun as your head noun. **Build a noun phrase around this head noun**, using adjectives, adverbs and other words.  
(e.g. *steadily busy, little prickly hedgehogs*)
3. Repeat this until you have **lots of noun phrases** to choose from.
4. **Pick your best six** and reread them, thinking about the impact. **Edit** so that your words are really powerful.  
(e.g. *very remarkably bold, ~~bright~~ jewel-eyed foxes*)
5. **Write your noun phrases as a list poem**, in a similar style to *All Creatures*.

e.g.

### *All Animals*

*I like remarkably bold, jewel-eyed foxes.  
I like steadily busy, prickly hedgehogs.  
I like proud, striped shovel-snouted snuffling badgers.  
I like terrifying ghost-faced barn owls.*

**Your Poem**

*Write your finished poem here.*

A large rectangular writing area with a decorative orange and black zigzag border. The interior of the rectangle is filled with horizontal lines, providing a guide for writing. The border is composed of a repeating pattern of orange zigzags and black dots.

## Spotting Noun Phrases – ANSWERS

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