

Get writing

SECTION

6

Head poem

Objective: To adapt non-narrative forms and styles to write fiction or factual texts, including poems.

What you need: Copies of *The Demon Headmaster*, whiteboard, individual whiteboards and pens, Extract 1 (page 8).

What to do

- Inform the children that they will be writing a poem about the Demon Headmaster. Begin by mind-mapping words to describe him (mysterious, creepy, sinister, threatening).
- Re-read Extract 1 and ask the children to scan the text for key descriptive words and phrases, capturing them on the whiteboard (*a huge crow, colourless as snow, paper-white skin*, and so on).
- Arrange the children into pairs and tell them to scan the novel for more key words and phrases describing the Headmaster's appearance, voice or manner, noting them on their own whiteboards. Encourage them to use the words they find to

form their own epithets (such as green-eyed, crow-like, pallid-lipped, snowy-haired).

- When they have finished, ask the pairs to share their ideas and write key words or phrases on the whiteboard. Invite the children to develop the words and epithets into similes or metaphors (for example, *black as a crow, pools of green*).
- Challenge the children to use the words and phrases to write a short descriptive poem about the Headmaster.
- When they have finished, invite volunteers to share their poems, encouraging feedback.

Differentiation

For older/more confident learners: Challenge the children to compose a haiku poem (5-7-5 syllable form).

For younger/less confident learners: Help the children by modelling some lines such as: A stooping figure / Black as a crow / Wings furred / Eyes fixed.

Eddy Hair's profile page

Objective: To independently write and present a text with the reader and purpose in mind.

What you need: Copies of *The Demon Headmaster* and photocopiable page 29.

Cross-curricular link: ICT.

What to do

- Explain to the children that they are to plan and write a profile of the TV presenter Eddy Hair for a social networking site.
- Arrange the children into pairs and ask them to scan the novel to find out as many relevant facts about Eddy as they can. Encourage them also to use their imagination to add information or ideas about Eddy's pastimes, interests, favourite music, and so on.

- When the children have gathered enough information, hand out photocopiable page 29 and invite them to use the information to complete the sheet.
- After completing the sheet, challenge the children to work independently to create a profile of Eddy, using their ICT skills.

Differentiation

For older/more confident learners: Invite the children to use their imagination to add extra sections to their profile page, such as favourite TV shows, quotations, hobbies, books, and so on.

For younger/less confident learners: Let the children focus on the first four sections of the profile page and/or provide page references to help them locate relevant information.