

# Daily Reading: The Twinkl Poetry Collection 3

The **video** focuses on **recognising poetic devices in a free verse poem**. Children watch the video relating to the poem 'If You Dare'. They may choose to answer the questions on their activity sheet, they could think about the answers, or you may prefer to talk about them together. If they want to write down their answers, they can pause the video to give them time to write. Answers or example answers are included below. There are also some questions they may wish to answer at the end of the video. It will be useful for them to have the poem in front of them (included in this pack) to find the answers to these questions.

Watch Video



## If You Dare

### During the Video



1. What is unusual about the rhyming pattern of this poem?

**Children should recognise that there is no clear rhyming pattern.**

2. Why do you think there is no regular rhythm or beat to this poem?

**Children should use the purpose of the poem to identify that the poet is trying to make the reader feel scared. If they stick to a regular pattern or beat, we'll know what's coming. By making the poem unpredictable, they're keeping the reader on edge.**

**(Your child may have thought of some of these points, but if not, have a discussion about them. Their answer might not necessarily be wrong, and feedback is more valuable than a tick or a cross.)**

3. Write down as many words and phrases as you can find that are repeated.

**Any of the following:**

- Each verse begins with 'if you' and the first line of each verse ends with 'at night'.
  - The second line of each verse starts with 'and', and ends with either 'you'll feel', 'you'll see' or 'you'll hear'.
  - The third line of each verse starts with 'Nothing, except for'.
  - There are two lines near the end which include 'as you'.
  - The six verbs at the end of the poem (dare, brave, venture, creep, steal, sneak) are the same words that are used in the first two lines of every verse.
4. In verse 1, the poet makes the wind seem alive by using the verb 'claws'. Find and copy a verb for each of these things which makes them seem alive.  
your own ghostly shadow  
**nipping; lurking**  
  
a house  
**waiting** (children might also write 'awake', which is an example of personification but not a verb as the question specifies)

### After the Video



5. What is this type of poem called?

**free verse**

6. Why has the poet chosen not to make the lines rhyme?

**The unusual thing about this poem is that it doesn't have a rhyming pattern at the end of the lines. This poem is designed to make the reader feel uneasy, and the poet is not giving us what we expect. By not using rhyming words, the poet makes us feel a little uncomfortable on purpose.**

**(Your child may have thought of some of these points, but if not, have a discussion about them. Their answer might not necessarily be wrong, and feedback is more valuable than a tick or a cross.)**

7. Find and copy a word that means 'go somewhere or do something risky'.

**venture**

8. Why do you think the first line of each verse mentions 'at night'?

**Children may explain their own ideas. Talk to them about the purpose of the poem (to frighten) and ask why night might add to the effect of feeling frightened.**

## Deeper Reading



9. Why do you think there is an ellipsis (...) near the end of the text?

**Children may explain their own ideas. They should understand that an ellipsis is used to create suspense. It makes the reader wait a little longer for the sentence to be completed and creates a cliffhanger or heart-stopping wait, often used in writing which is designed to be scary.**

**(Your child may have thought of some of these points, but if not, have a discussion about them. Their answer might not necessarily be wrong, and feedback is more valuable than a tick or a cross.)**

**Find out more about ellipsis [here](#).**

10. Explain the effect of personification.

**Children should understand that personification is a type of imagery created when a writer treats an inanimate object as though it is alive, with the purpose of creating a better picture in the reader's mind. They may be able to give examples such as: 'saying that leaves are 'dancing' in the breeze helps the reader to imagine how the leaves are moving because they know how people might dance and can picture the motion.'**

**Other examples might be 'the cold was biting my skin', which helps the reader to imagine how painful the cold was, or 'the trees whispered in the wind', which helps to describe the sound of the leaves while also creating an uneasy feeling of being watched. Find out more about personification [here](#).**

## Related Activity



Each day, an activity related to the session will be provided. This activity asks children to prepare the poem for performance. Talk through the planning sheet and watch their performance or take part in it with them, if they feel silly! You could photograph or film the performance. By way of marking, look at the **Performance Poetry Checklist** and evaluate their work together. Think specifically about the purpose of this poem – to frighten – and come up with ways to make the performance frightening together. Could you add sound effects or even do the performance in the dark?