

The Highwayman: Activity Plan 3

Reading Skill:

2g. Identify/explain how meaning is enhanced through choice of words and phrases.

I can find examples of figurative language and explain how these enhance the meaning of the poem.

Vocabulary and Key Phrases:

Metaphor, simile, figurative language, onomatopoeia, repetition, rhyming couplets, alliteration.

Prior Learning:

Children will have learnt about the theme and meaning of the poem in Activity 1 and 2.

Reading Task:

Re-read the whole poem.

Reading Questions

What is figurative language? Why do you think it is a common feature in poetry writing?

What metaphors can you find in the poem? What effects do they create?

What similes can you find in the poem? What effects do they create?

Where is onomatopoeia used in the poem? What effect does it create?

Where is repetition used in the poem? What effect does it create?

Where is alliteration used in the poem? What effect does it create?

Deeper Reading:

How do the rhyming patterns influence the reading of the poem and the overall effect?

Related Activities

Punctuation and Grammar: Children complete the [Formal and Informal Activity Sheet](#).

Challenge! Children write a new stanza for the poem that includes Bess's formal response to the highwayman's words from Part 1, stanza 5.

Vocabulary: Children find words and phrases in the poem that describe: the weather, the setting and the time of day.

Challenge! Children use the key words collected and write out their own description of a setting for a story version of 'The Highwayman'.



Comprehension: Children complete [The Highwayman Activity Sheet](#).

Challenge! Children write 3 of their own questions for a friend.

Create: Children complete the [Figurative Language Activity Sheet](#).

Challenge! Children write their own sentences using figurative language.

Perform: Children practise reading the poem, experimenting with tone, pace and style.

Challenge! Children work in small groups to perform the poem, using sound effects and/or music.



Draw: Children draw a series of emojis to represent the progression of events in the poem.

Challenge! Children write a series of imaginary newspaper headlines to represent events at strategic points throughout the poem.