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Poetry - Year 5

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POETRY



CRAFT TOOLKIT



LINE

one row of words in a poem



IMAGERY

words that help readers sense a scene



STANZA

a group of lines



HAIKU

three lines with 5-7-5 syllables



END RHYME

matching sounds at line endings, example "bright / night"



RHYME SCHEME

letter labels showing end-rhyme patterns, example "AAB"



LIMERICK

five lines with an AABBA rhyme scheme



RHYTHM

the beat or flow of words



FREE VERSE

poetry without a fixed rhyme or rhythm



SYLLABLE

one beat in a word, example "poet-ry = 3"



ALLITERATION

repeated starting sounds, example "silver snakes slide"



ONOMATOPOEIA

a word that imitates sound, example "buzz"



INTERNAL RHYME

rhyme within one line, example "a cat in a hat"



PERSONIFICATION

giving human actions to non-human things, example "the moon winked"

POETRY DEVICE MATCH-UP

Cut out the cards. Match each term with its definition and example. Check each trio with a partner.



 ONOMATOPOEIA	a word that imitates sound	"buzz"
 ALLITERATION	repeated starting sounds	"silver snakes slide"
 RHYTHM	the beat or flow of words	"CLAP the STRONG beats"
 IMAGERY	words that help readers sense a scene	"cold rain stung my cheeks"
 PERSONIFICATION	giving human actions to non-human things	"the moon winked"
 END RHYME	matching sounds at line endings	"bright / night"
 INTERNAL RHYME	rhyme within one line	"a cat in a hat"
 RHYME SCHEME	letter labels for end-rhyme patterns	"AABB"

RHYME & RHYTHM RALLY



RULES



You need: one counter each and a die.



Take turns to roll and move.



Complete the prompt on your space.

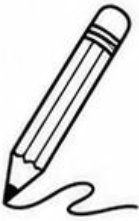


A correct response stays; an incorrect response moves back one.



First to **FINISH** wins.

RHYME LAB: WORD FAMILIES



Name: _____

Date: _____

1

Circle the word that does not rhyme.



1. bright night light lift

2. glow snow show now

3. play day stay sky

4. breeze trees these brown

5. sound round ground road

2

Write one word that rhymes with each word.



1. creek _____

2. rain _____

3. moon _____

4. stone _____

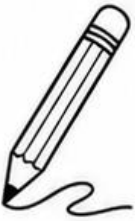
5. star _____

3

Choose one rhyme pair and use it in a complete sentence.

RHYME LAB: WORD FAMILIES

ANSWERS



Name: _____

Date: _____

1

Circle the word that does not rhyme.



1. bright night light **lift**

2. glow snow show **now**

3. play day stay **sky**

4. breeze trees these **brown**

5. sound sun ground **road**

2

Write one word that rhymes with each word.



1. creek **peak**

2. rain **train**

3. moon **spoon**

4. stone **alone**

5. star **far**

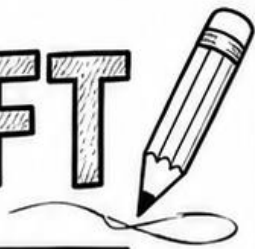
3

Choose one rhyme pair and use it in a complete sentence.

The bright moon lit the quiet night.



COUPLET CRAFT



A rhyming couplet is a pair of lines whose ending words rhyme.

Name: _____ Date: _____

WORD-PAIR BANK

stone / alone

stream / dream

bright / night

trail / tale

1 Couplet 1

end words: _____

2 Couplet 2

end words: _____

3 Couplet 3

end words: _____

4 Couplet 4

end words: _____

SELF-CHECK -----

- ☐ My two lines make sense.
- ☐ My ending words rhyme.
- ☐ I read the rhythm aloud.
- ☐ I checked capitals and punctuation.





RHYME SCHEME DETECTIVE



Name: _____

Date: _____

For each poem: circle the end-rhyme words, label each line A, B, C ..., then write the rhyme scheme.

1 Evening Garden

The sunset paints the garden gold

A cricket sings beside the gate

The roses close against the cold

The moon arrives a little late

☐
☐
☐
☐

Rhyme scheme: _____

2 Morning Market

The market wakes with clatter, bright

As awnings bloom in morning light

A busker taps a lively tune

While shoppers drift from stall to noon

☐
☐
☐
☐

Rhyme scheme: _____

How does the rhyme scheme affect the sound or flow? Explain.



RHYME SCHEME DETECTIVE

ANSWERS



Name: _____

Date: _____

For each poem: circle the end-rhyme words, label each line A, B, C ..., then write the rhyme scheme.

1 Evening Garden

The sunset paints the garden gold

A

A cricket sings beside the gate

B

The roses close against the cold

A

The moon arrives a little late

B

Rhyme scheme: ABAB

2 Morning Market

The market wakes with clatter, bright

A

As awnings bloom in morning light

A

A busker taps a lively tune

B

While shoppers drift from stall to noon

B

Rhyme scheme: AABB

How does the rhyme scheme affect the sound or flow? Explain.

ABAB alternates the rhyme;

AABB groups the rhymes into pairs.

Both create a clear, musical flow.

Name: _____

Date: _____



BUILD A RHYME SCHEME



Choose a rhyme scheme, plan your end words, then draft an eight-line poem.

☐

AABB

☐

ABAB

☐

ABCB

Rhyme-family word bank

A

B

C

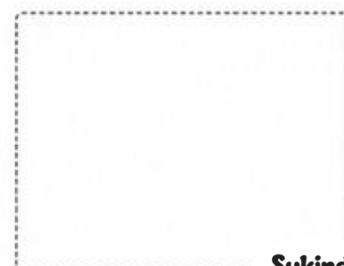
Extra

Draft your eight-line poem

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

My rhyme scheme is: _____

How does the pattern affect the sound or flow?





RHYTHM & SYLLABLE LAB



Name: _____

Date: _____

① Say each line aloud. Write the number of syllables.

1. Rain taps softly on the roof.

2. The magpie calls at break of day.

3. Silver leaves begin to dance.

4. Thunder rolls across the hills.

② Underline the words you would stress.
Then clap the strong beats.

1. Rain taps softly on the roof.

2. The magpie calls at break of day.

3. Silver leaves begin to dance.

4. Thunder rolls across the hills.

③ Which line feels quickest? Why?

How could you slow one line down?



Syllables are word beats.

Rhythm is the pattern of strong and soft beats.



RHYTHM & SYLLABLE LAB

ANSWERS



Name: _____

Date: _____

① Say each line aloud. Write the number of syllables.

1. Rain taps softly on the roof.

7

2. The magpie calls at break of day.

8

3. Silver leaves begin to dance.

7

4. Thunder rolls across the hills.

7

② Underline the words you would stress.
Then clap the strong beats.

1. Rain taps softly on the roof

2. The magpie calls at break of day

3. Silver leaves begin to dance

4. Thunder rolls across the hills.

③ Which line feels quickest? Why?

Line 1 feels quickest because its short words make crisp beats.

How could you slow one line down?

Add detail and a pause: Thunder rolls slowly, across the distant hills.



Syllables are word beats.

Rhythm is the pattern of strong and soft beats.



BUILD THE BEAT



Name: _____

Date: _____

1 Clap and mark the strong beats.

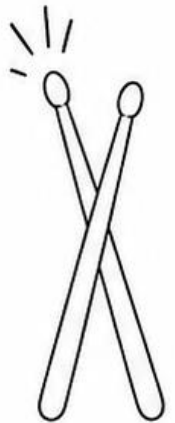
Bright birds call across the creek.

Rain rattles softly on the roof.

2 Repair the rhythm.

- A. Shorten this awkward line without losing its meaning:
The very tiny little frog jumped quickly now.

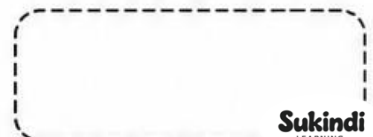
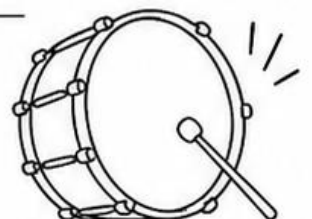
- B. Lengthen this rushed line with precise detail:
Waves crash.



3 Write a four-line stanza with a deliberate rhythm.

1. _____
2. _____
3. _____
4. _____

What rhythm did you create, and how does it suit your meaning?





SOUND DEVICE SPOTLIGHT



Name: _____

Date: _____

Name the sound device. Underline the evidence. Explain its effect.

Word Bank:

alliteration

onomatopoeia

internal rhyme

end rhyme

1

Seven silver snakes slid silently.

Device: _____

Effect: _____

2

Bang! The gate slammed shut

Device: _____

Effect: _____

3

I found a cat in a hat on the mat.

Device: _____

Effect: _____

4

The moon shone bright /
across the night.

Device: _____

Effect: _____

Which device would best create a noisy storm? Why?





SOUND DEVICE SPOTLIGHT



ANSWERS

Name: _____

Date: _____

Name the sound device. Underline the evidence. Explain its effect.

Word Bank:

alliteration

onomatopoeia

internal rhyme

end rhyme

1

Seven silver snakes slid silently.

Device: alliteration

Effect: The repeated s sound creates a smooth, sneaky flow.

2

Bang! The gate slammed shut.

Device: onomatopoeia

Effect: The sound word makes the slam sudden and loud.

3

I found a cat in cat on the mat.

Device: internal rhyme

Effect: The close rhymes create a playful rhythm.

4

The moon shone bright /
across the night.

Device: end rhyme

Effect: The matching endings link the two lines.

Which device would best create a noisy storm? Why?

Onomatopoeia, because words such

as crash and boom imitate storm sounds.





SOUNDSCAPE POEM



Name: _____

Date: _____

1 CHOOSE A SETTING

☐ storm ☐ playground ☐ bush track ☐ busy station other: _____

2 COLLECT THE SOUNDS

What I hear	Precise sound words	Mood or effect

3 CHOOSE YOUR DEVICES

☐ onomatopoeia ☐ alliteration ☐ internal rhyme ☐ end rhyme

4 DRAFT AN EIGHT LINE SOUNDSCAPE POEM

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____



SELF-CHECK

- ☐ I used precise sounds.
☐ My devices add meaning.
☐ I read the rhythm aloud.



Name: _____

Date: _____

PERSONIFICATION & IMAGERY

Personification gives human actions or feelings to non-human things. Imagery helps readers see, hear, smell, taste or feel a scene.



1. Underline the human action. Explain the image it creates.     

1. The fog tiptoed between the houses.

2. The old gate groaned a warning.

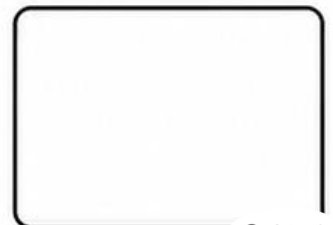
3. The sun winked through the clouds.

4. The river hurried towards the sea.

2. Rewrite each flat sentence with vivid sensory imagery.

A. The beach was hot.

B. The forest was quiet.



Name: _____

Date: _____

PERSONIFICATION & IMAGERY ANSWERS

Personification gives human actions or feelings to non-human things. Imagery helps readers see, hear, smell, taste or feel a scene.



1. Underline the human action. Explain the image it creates.



1. The fog tiptoed between the houses.

The fog seems quiet and secretive.

2. The old gate groaned a warning.

The gate seems old, uneasy and alive.

3. The sun winked through the clouds.

The sun seems playful and friendly.

4. The river hurried towards the sea.

The river seems eager to reach the sea.

2. Rewrite each flat sentence with vivid sensory imagery.

A. The beach was hot.

Heat shimmered above the sand and burned beneath my bare feet.

B. The forest was quiet.

Soft moss muffled my steps; only a distant leaf whispered.



IMAGERY POEM



Name: _____

Date: _____



1 Choose one place or moment.

Subject: _____

2 Build a five-senses word bank.



SEE



HEAR



SMELL



TASTE



FEEL



3 Sharpen your language.

A precise noun: _____

A vivid verb: _____

A comparison using *like* or *as*: _____

One personification: _____



4 Write an eight-line imagery poem.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Self-check (tick each box when you're done).

☐

I used at least three senses.

☐

My nouns and verbs are precise.

☐

My comparison adds meaning.

☐

My personification fits the mood.



POETRY FORMS STUDIO: HAIKU



Name: _____

Date: _____

A haiku has three lines.
A traditional syllable pattern
is 5-7-5.
Capture one clear moment.

MODEL: WARM RAIN

Warm rain taps the leaves – 5
Green frogs drum beside the creek – 7
Night hushes the town – 5

Notice:
one moment,
sensory detail,
precise verbs.



Haiku 1

PLAN (count syllables)

FINAL COPY

5	
7	
5	

☐ I counted each syllable aloud.

Haiku 2

PLAN (count syllables)

FINAL COPY

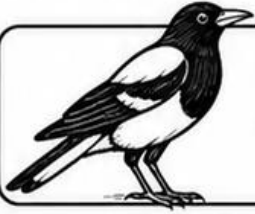
5	
7	
5	

☐ I counted each syllable aloud.

POETRY FORMS STUDIO: LIMERICK

Name: _____

Date: _____



RULE: A limerick has five lines and an AABBA rhyme scheme.
Lines 1, 2 and 5 are usually longer; lines 3 and 4 are shorter.



MODEL: MAGPIE RAY

A curious magpie named Ray
Collected bright buttons each day
He hid them at noon
Beneath a red spoon
Then polished his treasure away

A
A
B
B
A



RHYME BANK

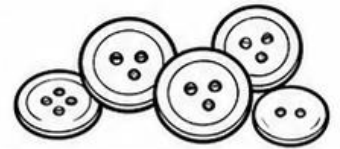
A words:

Ray, day, away, play

.....

B words:

noon, spoon, tune, moon



PLAN YOUR LIMERICK

Character:

Place:

Funny problem:

DRAFT YOUR LIMERICK

1. _____
2. _____
3. _____
4. _____
5. _____

A

A

B

B

A

SELF-CHECK



RHYME: Does it follow the AABBA rhyme scheme?

☐ Yes

☐ Not yet



RHYTHM: Do the longer lines (1, 2, 5) feel longer than the shorter lines (3, 4)?

☐ Yes

☐ Not yet



SENSE: Does it make sense and have a funny or surprising problem?

☐ Yes

☐ Not yet



PUNCTUATION: Have I used capital letters and full stops correctly?

☐ Yes

☐ Not yet

POET'S WORKSHOP: DRAFT & REVISE

Name: _____

Date: _____



Audience: _____



Purpose: _____



Subject: _____



Mood: _____



Chosen form: _____

Rhyme & rhythm plan



- ☐ fixed rhyme
- ☐ occasional rhyme
- ☐ free verse

Rhyme scheme (e.g. AABB, ABAB): _____

Beat or rhythm plan: _____

Sensory word bank



SEE: _____

HEAR: _____

SMELL: _____

TASTE: _____

FEEL: _____

Devices I will use (tick the ones you plan to include)



- ☐ alliteration ☐ onomatopoeia ☐ internal rhyme ☐ personification ☐ simile/metaphor

FIRST DRAFT — write your poem below



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

REVISION CHECK —

read your poem aloud



- ☐ Sharpen weak verbs.
- ☐ Remove repeated or filler words.
- ☐ Test line breaks and punctuation.
- ☐ Check sound devices add meaning.
- ☐ Check spelling.

My strongest revision was: _____



FINAL COPY & PERFORMANCE



Poem title: _____ Poet: _____ Date: _____

PREVIEW

PERFORMANCE CHECK

- ☐ I practised a clear pace.
- ☐ My volume reaches the audience.
- ☐ My expression matches the mood.
- ☐ I use pauses at line breaks.
- ☐ I look up when I can.

PEER FEEDBACK

A powerful word or image:

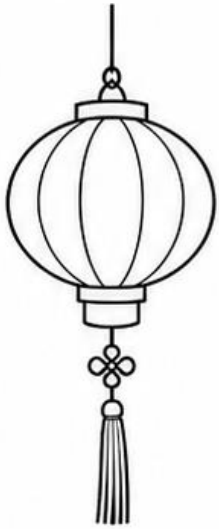
One performance strength:

Be a respectful audience: listen, encourage and applaud.

POETRY ASSESSMENT: READ & ANALYSE

Name: _____

Date: _____



Night Market

Lanterns bloom above the street,
Drums and footsteps share a beat.
Steam curls up and waves hello,
While silver scooters hum below.
A vendor laughs, 'Come taste, come see'
Bright flavours dance invitingly.



1. Write the three pairs of end-rhyme words.

2. Find one example of personification. Explain it.

3. Which word imitates a sound?

4. Write the rhyme scheme.

5. What mood does the poem create? Use evidence.

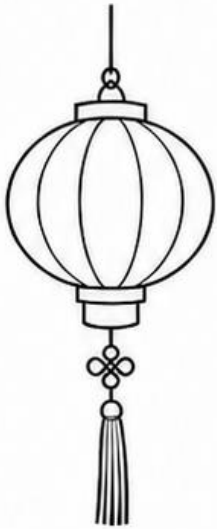
6. How many syllables are in line 1?

7. Rewrite one line to create even stronger imagery.

POETRY ASSESSMENT: READ & ANALYSE **ANSWERS**

Name: _____

Date: _____



Night Market

Lanterns bloom above the street,
Drums and footsteps share a beat.
Steam curls up and waves hello,
While silver scooters hum below.
A vendor laughs, 'Come taste, come see'
Bright flavours dance invitingly.



1. Write the three pairs of end-rhyme words.

street / beat; hello / below; see / invitingly

2. Find one example of personification. Explain it.

Lanterns bloom, steam waves, or flavours dance each gives a human action to a non-human thing.

3. Which word imitates a sound?

hum

4. Write the rhyme scheme

AABBCC

5. What mood does the poem create? Use evidence.

A lively, welcoming mood; the drums, laughter and bright flavours make the market feel energetic.

6. How many syllables are in line 1?

7 syllables.

7. Rewrite one line to create even stronger imagery.

Sample: Golden lanterns flower through the smoky evening air.

POETRY ASSESSMENT: CREATE & REFLECT

Name: _____

Date: _____



TASK: Write a 10–14-line poem about a place changing from day to night.

REQUIREMENTS

- ☐ a purposeful form
- ☐ at least two sound devices
- ☐ at least two imagery or figurative-language choices
- ☐ deliberate line breaks, rhyme or rhythm
- ☐ an effective title

PLANNING ORGANISER

Place
Day details
Night details
Mood shift
Form
Devices

MY POEM

Title: _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____

REFLECTION

Which craft choice is most effective?

How did sound or rhythm support meaning?

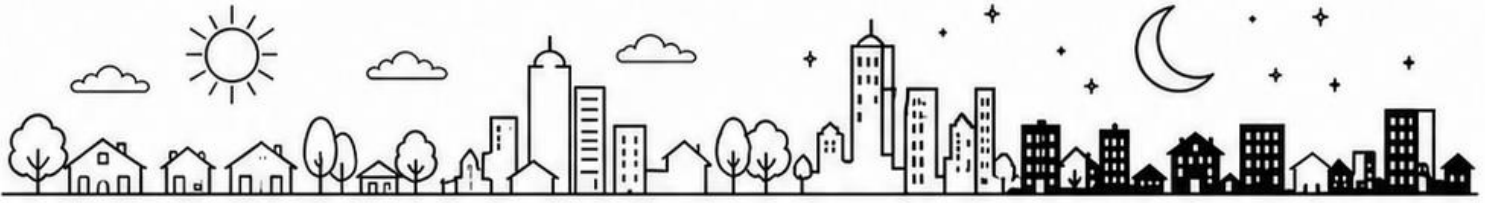
What did you improve while revising?

POETRY ASSESSMENT: CREATE & REFLECT

MODEL ANSWERS

Name: _____

Date: _____



TASK: Write a 10–14-line poem about a place changing from day to night.

REQUIREMENTS

- ☒ a purposeful form
- ☒ at least two sound devices
- ☒ at least two imagery or figurative-language choices
- ☒ deliberate line breaks, rhyme or rhythm
- ☒ an effective title

PLANNING ORGANISER

Place	harbour
Day details	ferries, gulls, bright water
Night details	city lights, lighthouse, moonlit foam
Mood shift	busy to calm
Form	rhyming couplets
Devices	personification, imagery, onomatopoeia

MY POEM

Title: Harbour After Dark

1. At dusk the ferries stitch the bay,
2. and gulls fold up the noisy day.
3. The water wears a coat of light:
4. the city hums awake at night.
5. Ropes creak softly, masts sway
6. moonlit ripples race away.
7. A lighthouse blinks across the town,
8. guiding tired vessels home.
9. I breathe the salt, I hear the breeze—
10. the harbour dreams beneath the trees.
11. _____
12. _____
13. _____
14. _____

REFLECTION

Which craft choice is most effective?

Personification makes the harbour feel alive.

How did sound or rhythm support meaning?

Hum, creak and paired rhymes create a gentle night rhythm.

What did you improve while revising?

I replaced vague verbs with stitch, fold, blinks and dreams.



POETRY YEAR 5 ASSESSMENT RUBRIC

Student _____

Poem title _____

Date _____

CRITERIA	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
Ideas & purpose	Ideas are limited or unclear. Purpose is not evident.	Ideas are simple and sometimes related to the topic. Purpose is emerging but inconsistent.	Ideas are clear and relevant to the topic. Purpose is appropriate and evident.	Ideas are well developed and engaging. Purpose is clear and sustained throughout.	Ideas are original, insightful and strongly focused. Purpose is compelling and consistently achieved.
Form & structure	Structure is unclear or inappropriate for a poem. Stanzas and line breaks are used inconsistently.	A basic structure is used with some attempts at stanzas or line breaks. Organisation is unclear.	Structure suits the poem and meaning. Stanzas and line breaks are used appropriately.	Structure is well chosen and supports meaning effectively. Stanzas and line breaks are controlled.	Structure is purposeful and creative, enhancing meaning. Stanzas and line breaks are skillfully crafted.
Sound devices	Little or no use of sound devices. Rhythm and flow are weak or absent.	Some sound devices are attempted, but used inconsistently. Rhythm and flow are uneven.	Sound devices such as rhyme, alliteration or onomatopoeia are used clearly and appropriately.	Sound devices are used effectively to enhance meaning and create pleasing rhythm and flow.	Sound devices are used sophisticatedly and creatively to deepen meaning and impact.
Imagery & figurative language	Little or no imagery or figurative language. Descriptions are vague or unclear.	Some imagery or figurative language is used, but is simple or inconsistent.	Imagery and figurative language are used clearly to create vivid pictures and meaning.	Imagery and figurative language are effective and well chosen, enhancing the poem.	Imagery and figurative language are sophisticated and original, creating powerful effect.
Word choice & conventions	Word choice is basic and repetitive. Spelling, punctuation and grammar have many errors.	Word choice is developing with some variety. Conventions have some errors that affect clarity.	Word choice is appropriate and specific. Spelling, punctuation and grammar are mostly accurate.	Word choice is varied and precise. Conventions are accurate and support clarity.	Word choice is imaginative and precise. Conventions are consistently accurate and enhance meaning.
Revision & presentation	Little evidence of revision. Poem is difficult to read or untidy.	Some revision is evident. Poem is legible but presentation is uneven.	Poem shows clear revision. Presentation is neat and easy to read.	Poem is carefully revised and polished. Presentation is neat, clear and engaging.	Poem is thoughtfully revised and refined. Presentation is creative, polished and enhances impact.

Overall feedback _____





Learning Goals



Recognise important poetic forms and language devices.
Analyse how sound, rhythm and imagery shape meaning.
Plan, draft, revise and publish an original poem.
Perform poetry with clear pace, volume and expression.



What Is Poetry?



Poetry uses carefully chosen words to create sound, images and feeling.

Poems are organised into lines; groups of lines are called stanzas.

A poem may rhyme, but rhyme is a choice rather than a rule.

Line breaks, punctuation and white space can change pace and emphasis.



The Poet's Toolkit



Form: the overall shape or pattern of a poem.

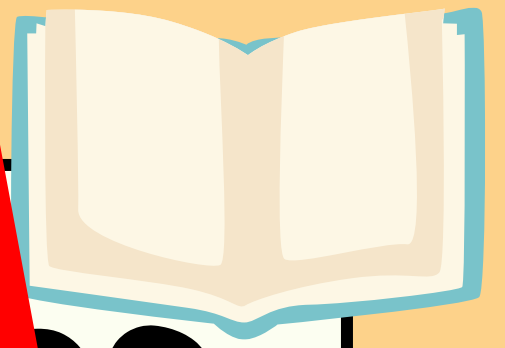
Sound: rhyme, rhythm, alliteration and onomatopoeia.

Image: precise nouns, vivid verbs and sensory detail.

Figurative language: personification, simile and metaphor.

Craft: deliberate word choice, line breaks and revision.





End Rhyme & Rhyme Families

End rhyme occurs when matching sounds appear at the ends of lines.

Example: The moon shone bright / across the night.

Build a rhyme family before drafting: bright, night, light, right.

Choose rhyme words that support meaning—not words that force a sentence.



Rhyme Schemes



Label each new end sound with a letter: A, B, C ...

AABB groups rhyming lines into pairs.

ABAB alternates between two end sounds.

ABCB leaves lines 1 and 3 free while lines 2 and 4 rhyme.

A scheme can make a poem feel musical, memorable or playful.



Internal Rhyme



Internal rhyme occurs within a line or before the final word.

Example: I found a cat in a hat on the mat.

Close rhymes can create energy, humour and momentum.

Read the line aloud to hear whether the rhyme strengthens the meaning.



PREVIEW

Rhythm, Stress & Syllables



A syllable is one beat in a word: po-et-ry has three syllables.

Rhythm is the pattern of strong and soft beats across a line.

Clap or tap while reading to hear the beat.

Short, strongly stressed words can speed the poem; long, softly stressed words can slow it down.



PREVIEW

Onomatopoeia



Onomatopoeia is a word that imitates a sound.

Examples: buzz, crack, whoosh, clang and rustle.

Select a sound word that matches the volume, speed and mood of the scene.

Use sound words precisely; too many can distract from the poem.



Alliteration



Alliteration repeats a starting consonant sound in nearby words.

Example: Seven silver snakes slid silently.

Repeated sounds can make a line smooth, sharp, soft or playful.

Use alliteration deliberately so it supports meaning rather than being a tongue-twister.



Personification



Personification gives human actions or feelings to non-human things.

Example: The fog tiptoed between the houses.

The human action can suggest mood: tiptoed feels quiet and sneaky.

Ask: What would this object do if it were alive?



Imagery

Imagery helps readers see, hear, smell, taste or feel a scene.

Choose concrete nouns and precise verbs before adding adjectives.

A focused comparison can make an unfamiliar image clear.

Example: Cold rain stung my cheeks like tiny needles.



Haiku

A haiku has three lines and captures one clear moment.

A traditional syllable pattern is 5–7–5.

Warm rain taps the leaves (5)

Green frogs drum beside the creek (7)

Night hushes the town (5)



Limerick

A limerick has five lines and an AABBA rhyme scheme.

Lines 1, 2 and 5 are usually longer; lines 3 and 4 are shorter.

Limericks often introduce a character and a playful problem.

Test the beat aloud before choosing final rhyme.



Couplets & Free Verse



A rhyming couplet is a pair of lines whose ending words rhyme.

Couplets can create a neat, memorable ending or a steady pattern.

Free verse has no fixed rhyme scheme or regular rhythm.

Free verse still uses deliberate sound, imagery, line breaks and word choice.



Plan Your Poem



Decide your audience, purpose, subject and mood.

Choose a form that suits the meaning.

Collect sensory words, precise verbs and useful rhyme families.

Select two or three devices you can use purposefully.

Plan how the poem will begin, shift and end.



Draft & Revise



Draft for meaning first; polish the pattern second.

Read aloud to hear awkward rhythm, repeated words and weak line breaks

Replace vague verbs and remove filler.

Check that sound devices and figurative language enhance meaning.

Edit spelling, punctuation and presentation.



PREVIEW

Publish & Perform



Prepare a clear final copy with an effective title.

Practise pace, volume, expression and pauses at line breaks.

Look up when you can and let important words land.

Listen respectfully and give specific, encouraging feedback.





PREVIEW

Well Done!



Poetry Quiz



Question 1 — True or False



Every poem must rhyme.



PREVIEW

Answer 1



False.

Poetry may use rhyme, but free verse does not need a regular rhyme pattern.





Question 2 — Multiple Choice

Which pair is an end rhyme?

A. moon / spoon

B. moon / corn

C. bright / breeze

D. cloud / creek



Answer 2

A. moon / spoon

The ending sound match.



Question 3 — Short Answer



What does the rhyme scheme AAA mean?



Answer 3

Lines 1 and 2 rhyme.

Lines 3 and 4 show a different rhyme





Question 4 — Multiple Choice

Which line uses personification?

A. The river raced to greet the sea.

B. The river is wide.

C. The river has sand.

D. The river flows south.



Answer 4



A. The river raced to greet the sea.
The river is given the number 4 option of greeting.



Question 5 — True or False



A haiku traditionally has three lines with a 5–7–5 syllable pattern.



Answer 5

True.



PREVIEW

Question 6 — Short Answer



Name the sound device in:

Bang! The gate slammed shut



PREVIEW

Answer 6

Onomatopoeia.

‘Bang!’ imitates a sound and makes the slam feel sudden and loud.





Question 7 — Multiple Choice

Which rhyme pattern belongs to a limerick?

A. ABAB

B. AABBA

C. ABAABC

D. no rhyme



Answer 7

B. AABBA



PREVIEW

Question 8 — Short Answer



How can reading a draft aloud improve a poem?



Answer 8



It helps the poet hear awkward rhymes, repeated words
and places where punctuation or line breaks need revision.



Question 9 — True or False



Internal rhyme appears only at the end of two lines.



Answer 9

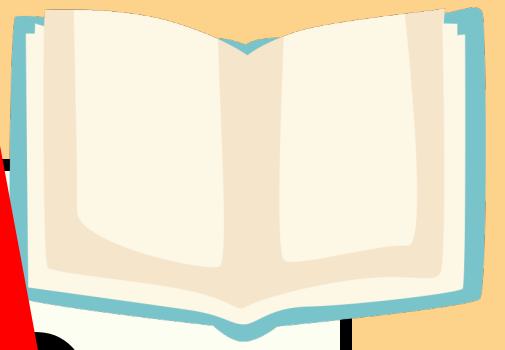


False.

Internal rhyme occurs within a line & before the line ending.



Question 10 – Multiple Choice



Which revision creates the strongest imagery?

A. The bird was nice.

B. The bird was happy.

C. The crimson locket crashed through wet leaves.

D. I saw a bird.



Answer 10



C. The crimson lorikeet flashed through wet leaves.
It uses precise colour, movement and sensory detail.





Well Done!

