Amazingly Awesome Alliteration!

Alliteration is the repetition of letters at the start of words; this creates a repetition of sound within a line of poetry

big brown bear **pink pig** **great green giant** **sunny sky**

1. **Write 3 examples of your own in your book and share them with an adult.**

Can you up-level/improve them in anyway?

Different types of alliteration

Whilst we have not looked at this in School, it is great to know for when you year 6's go to secondary and year 5's, I now know you have been told it ☺

- **Assonance** - the repetition of vowel sounds (a, e, i, o, u, ou, ea,) - *"I wore a fleecy green jacket easy and tall."*
- **Consonance** - is the repetition of consonant sounds (c, d, f, g, h, j, k, l, m, n, p, q, r, t, v, w, x, y, z, th, ff,) at the beginning of words - *"Big, bold, blobs of rain."*
- **Sibilance**- repetition of 'S'- *'slowly but surely the sand swallowed my shoes.'*

The different forms of alliteration can greatly affect the sound, therefore the mood, of a poem. A repetition of vowel sounds can sometimes create an angry mood, whereas softer sounding consonant sounds created a mellower mood. Of course, there are no set rules for this and it always depends on what the poem is about. A common use for alliteration is emphasis, so if a poet is using alliteration they want to draw your attention to those particular words. It's your job to think about why.

Alliteration is a powerful way to:

- allow the poem to flow more quickly as the sounds are repeated
- slow the poem down as each word is emphasised
- create clear images
- create a certain mood or atmosphere – heavy or light, quick or slow

In your books, write alliteration words for these letters:

B:

M:

T:

R:

L:

The thunder from the CLOUD was LOUD. The CLOCK went tick-TOCK.

Try and make sentences using assonance:

Use the sound 'ai':

_____

Use the sound 'EA':

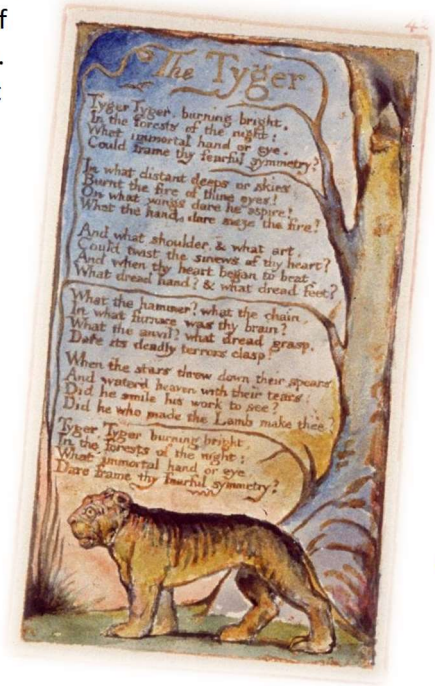
_____

Use the sound 'AY':

_____

William Blake (1757 - 1827)

Blake was a poet, painter, visionary mystic and engraver who illustrated and printed his own books. He proclaimed the supremacy of the imagination over the rationalism and materialism of the 18th century. Misunderstanding shadowed his career as a writer and artist and it was left to later generations to recognise his importance.



When he wrote 'Tyger tyger', often thought of now as a poem for children, [Blake] was not talking about the dangerous charm of the almost mythological beast (tigers were kept in the menagerie at the Tower of London) but the misused power of the French revolutionaries. Blake was horrified by the September Massacres of 1792 in Paris during which the French allowed the Terror to be unleashed against their own people. This also explains why Blake's illustration for this poem shows a sad creature; powerful, yes, but dominated on the page by a stronger looking and more dominating tree (perhaps intended to evoke the guillotine?). In Blake's own time readers of the poem would have made the connection, 'tygers' being the name given to the Parisian mob by the Times newspaper when reporting from the riots.

I know that some of you will have looked at this poem in guided reading, but it really is a wonderful example of alliteration.

The Tyger by William Blake

Tyger! Tyger! burning bright
In the forests of the night,
What immortal hand or eye
Could frame thy fearful symmetry?

In what distant deeps or skies
Burnt the fire of thine eyes?
On what wings dare he aspire?
What the hand dare sieze the fire?

And what shoulder, & what art.
Could twist the sinews of thy heart?
And when thy heart began to beat,
What dread hand? & what dread feet?

What the hammer? what the chain?
In what furnace was thy brain?
What the anvil? what dread grasp
Dare its deadly terrors clasp?

When the stars threw down their spears,
And watered heaven with their tears,
Did he smile his work to see?
Did he who made the Lamb make thee?

Tyger! Tyger! burning bright
In the forests of the night,
What immortal hand or eye
Dare frame thy fearful symmetry?

The Tyger Comprehension Questions

Questions:

1. In your own words, write out the question that the first verse asks the reader. (2marks)

2. Why do you think the poet uses the words 'distant deeps or skies'? (2 marks)

3. Pick out the words and phrases from the first four verses that make the tiger sound fierce and write them down. (5 marks)

4. Write down the words from verse four that suggest industry. (5 marks)

5. Look at the last two line of verse five. Who is 'he' that the poet refers to? (2 marks)

6. Although verse one and verse six appear the same, what word changes? (2marks)

7. Why has the poet changed this word? What does he want us the reader to think? (4 marks)

8. Why has the poet set the poem out as a series of questions? What does he want us to think about? (3 marks)

Your turn to write:

Try and write a poem about an aspect of nature you can see from your garden, or a more general poem based on the theme 'environment'. The poem does not have to rhyme, but try and use lots of each type of alliteration.

Remember to use your senses and to also include similes, just like you did yesterday.

Once you have written your poem, highlight and annotate it to show where you have used each type of alliteration.

Extension:

How does Blake's view of 'nature' compare with Wordworth's poem from yesterday?

Is it similar or different? Write a minimum of two paragraphs comparing the two poems.

or

Read Blake's 'The Lamb', how does it compare with the views of nature presented in 'The Tyger'? Compare at the three ideas or techniques used in each poem.