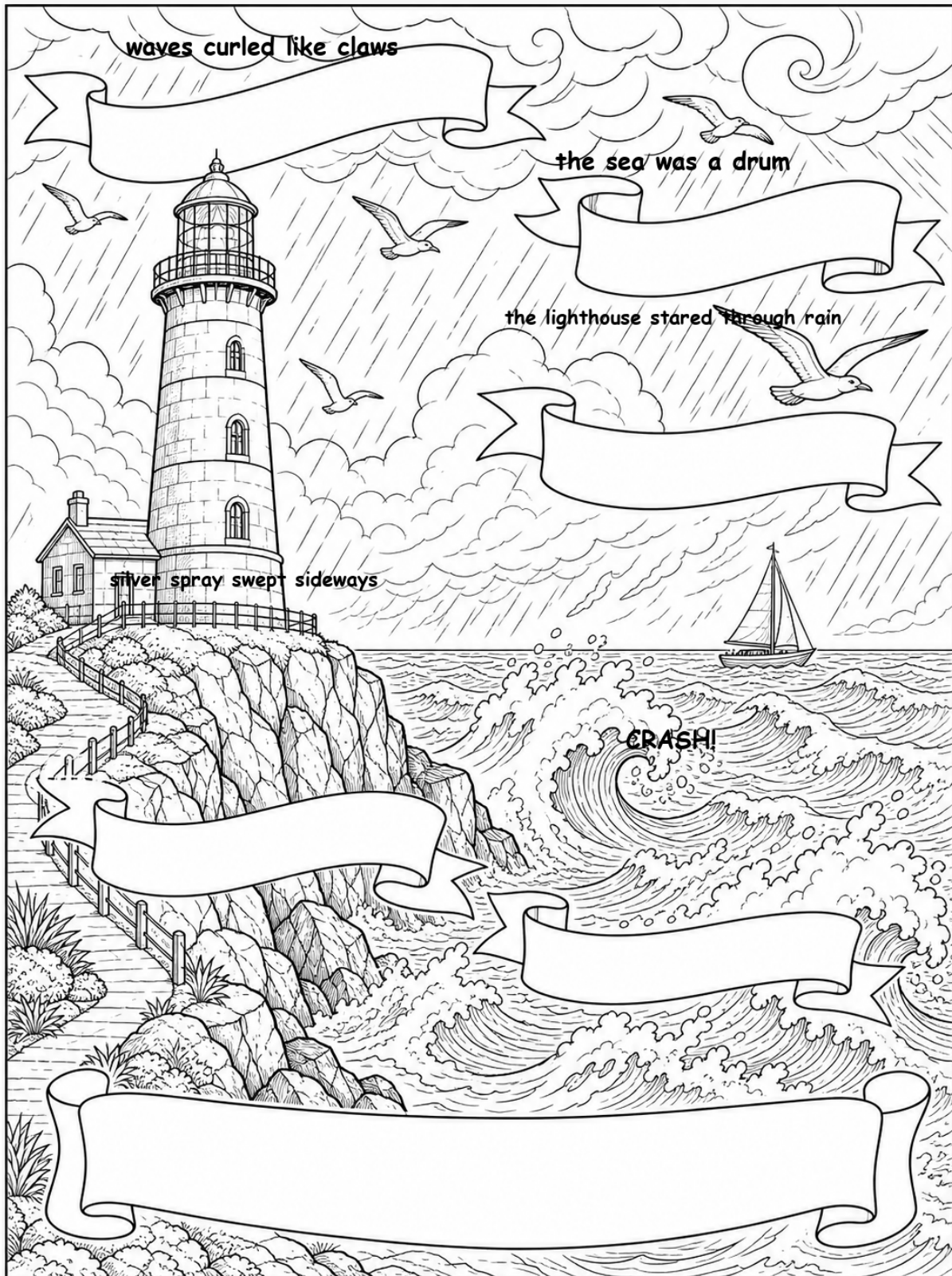


Figurative Language Storm Workshop

KS2 / Year 6 - English

Colour the storm scene, match five original lines to simile, metaphor, personification, alliteration and onomatopoeia, then write your own image-rich line.



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Parent & Teacher Guidance

Curriculum focus

Topic: Poetic devices. Develop accurate observation, subject vocabulary and evidence-based explanation. Mapped scope: Upper KS2 English: read and discuss poetry, evaluate authors' language including figurative language, and prepare or perform poetry with understanding..

Before you begin

Review the picture together and ask the learner what they already notice about Poetic devices. Read the activity aloud, explain unfamiliar vocabulary, and agree which details need special attention.

Solo activity

The learner can complete the colouring independently, then use the finished page to explain three details linked to Poetic devices. Encourage accurate colour choices where they carry meaning, but allow creative choices elsewhere.

Group activity

Give pairs or small groups different areas to inspect. Ask them to agree on evidence before colouring, compare their findings, and present one curriculum fact to the class. Finish with a whole-group check against the guidance below.

Questions to guide discussion

What evidence can you see? Which feature is most important and why? How does one part connect to another? What new fact about Poetic devices can you explain using the picture?

Answers and checking

Simile: waves curled like claws. Metaphor: the sea was a drum. Personification: the lighthouse stared through rain. Alliteration: silver spray swept sideways. Onomatopoeia: crash. Named-device study supports, but does not replace, the statutory focus on discussing figurative language and its impact.

Learning record and next steps

☐ Completed the colouring

☐ Explained key vocabulary

☐ Completed the activity

☐ Used visible evidence

Evidence noticed / vocabulary used

Next step:
