

Olympic Glory

Race-runners
Hurdle-jumpers
Routine-performers
Equine-riders

Supersonic-swimmers
Javelin-throwers
Superior cyclists
Gather, unite!

Medal-winners
Contest victors
Glory-seekers
Conquering heroes

Record-breakers
Sports pioneers
Strong bodies
Stronger minds

Competition-winners
Champion-challengers
Opposition-beaters
Determined displays

Working harder
Aiming higher
Endlessly enduring
Always faster

Perfection-deliverers
Living legends
Strong-believers
Stardom-achievers

Ancient games
Modern values
International unity
Lasting legacy

Fairy-tale story
Olympic glory!



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Olympic Glory – Y4m/Y5d/Y6e (Sapphire) – Text

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What type of poem is this? (S2)

What is the name of the punctuation mark used between the following two words:
race-runners? (S2)

Name three sports which are mentioned in the poem? (C3)

What are the first two stanzas of the poem mainly about? (C5)

Use a dictionary to find the meaning of 'supersonic'. (S2)

What sport do you think the writer refers to when using the phrase 'routine performers'? (C6)

Alliteration is often used throughout poems such as this. Can you find three examples in the text? (S2)

'Superior cyclists' is not an example of alliteration because it does not start with the same letter. Is this statement true or false? Explain your answer. (S2)

The writer of this poem respects the Olympic athletes. Which words and phrases from the poem support this statement? (C6)

What do you think is meant by the lines 'ancient games, modern values'? (C6)

The writer does not use rhyme in this poem until the last two lines. Why do you think they have chosen to rhyme the final two lines? (R2)

What do you think the writer means by 'strong bodies, stronger minds'? (C6)

Why do you think the writer describes the Olympics as a 'fairy-tale story'? (C6)

What do you think is meant by the name 'lasting legacy'? (R8)

Based on what you know already, and what you have read in this poem, what do you think about the Olympic Games and the athletes that take part? (R3)

Olympic Glory – Vocab 1

Unscramble the words below and match them to their meaning.

onqnugecri	an individual act or performance
alsuev	a horse; relating to horses
irctovs	to win by effort; to overcome
edlenslys	a person or group of people opposing someone e.g. a team
qeunei	the beliefs and ideals shared by a group of people
rutoien	being one; working together
samrdot	one of the first people to create or try something new
sopnoitiop	a winner in a competition or contest
eyacgl	decided in achieving a goal; resolute
utyni	something handed down from the past
eioenrsp	having no end
eerimdedtn	the status achieved by someone very famous
ospriure	better; of a higher grade or quality

Olympic Glory – Vocab 2

Choose the correct word from the box below to fit in the following sentences.

The gymnast performed a beautiful _____ in front of the judges.

The cyclists were so fast that they looked almost _____.

The illustrious athlete left a _____ for many years after his success.

Despite trying his best, he knew his opponent was a _____ athlete.

The Olympic athletes are real _____ of the sports world.

The athletes train extremely hard, _____ lots of stress and pressure to achieve their best.

The most successful athletes become famous and achieve _____ overnight.

Olympic athletes are always _____ to achieve their goal.

At the Olympic Games, teams have to work hard to defeat their _____.

At the opening ceremony, the athletes feel a sense of togetherness and _____.

supersonic

superior

unity

enduring

pioneers

determined

stardom

routine

opposition

legacy

Olympic Glory – SPAG

Verbs

A verb is a word that expresses an action or a state of being. Examples include: dance, turn, write, read. Circle the verbs in the box below.

imagine	because	increase	proud	walk
above	play	medal	perform	gold
jump	therefore	silver	behind	dream

A kenning poem often uses a verb as a noun, for example, 'race-runner' is derived from the verb 'to race'.

Using the poem, create a list of verbs related to the text.

Past and Present Tense

Change these present tense verbs into past tense.

draw	_____	win	_____
begin	_____	start	_____
fight	_____	challenge	_____
jog	_____	outrun	_____
lift	_____	compare	_____
lead	_____	oppose	_____
overcome	_____	plan	_____

Olympic Glory – Oral Teacher Questions

What type of poem is this? (S2) **Kenning.**

What is the name of the punctuation mark used between the following two words: race-runners? (S2) **Hyphen.**

Name three sports which are mentioned in the poem? (C3) **Running, hurdles, gymnastics, horse riding, swimming, javelin and cycling.**

What are the first two stanzas of the poem mainly about? (C5) **They refer to the different sports which are featured at the Olympic Games.**

Use a dictionary to find the meaning of 'supersonic'. (S2) **Supersonic means extremely fast.**

What sport do you think the writer refers to when using the phrase 'routine performers'? (C6) **Sports such as gymnastics or show jumping.**

Alliteration is often used throughout poems such as this. Can you find three examples in the text? (S2) **Race-runners, supersonic swimmers, lasting legacy, living legends, determined displays, champion challengers or superior cyclists.**

'Superior cyclists' is not an example of alliteration because it does not start with the same letter. Is this statement true or false? Explain your answer. (S2) **It is false because although these words do not start with the same letter, they do begin with the same sound.**

The writer of this poem respects the Olympic athletes. Which words and phrases from the poem support this statement? (R8) **Superior, conquering heroes, champion, determined, perfection-deliverers, living legends and stardom-achievers.**

What do you think is meant by the lines 'ancient games, modern values'? (C6) **The Olympic Games have existed for many years, however they are still relevant and important in the modern day.**

The writer does not use rhyme in this poem until the last two lines. Why do you think they have chosen to rhyme the final two lines? (R2) **To make an impression on the reader and make them remember the poem. It relates back to the title of the poem.**

What do you think the writer means by 'strong bodies, stronger minds'? (C6) **Athletes need to be physically strong, but also need to be mentally strong if they want to achieve success.**

Why do you think the writer describes the Olympics as a 'fairy-tale story'? (C6) **To the athletes, winning an Olympic medal is a dream come true which is similar to the storyline of fairy tale.**

What do you think is meant by the name 'lasting legacy'? (R8) **The athletes and their achievements are remembered long after they have been achieved.**

Based on what you know already, and what you have read in this poem, what do you think about the Olympic Games and the athletes that take part? (R3) **Personal response.**

Olympic Glory – Vocab 1

Unscramble the words below and match them to their meaning.

conquering

an individual act or performance

values

a horse; relating to horses

victors

to win by effort; to overcome

endlessly

a person or group of people opposing someone e.g. a team

equine

the beliefs and ideals shared by a group of people

routine

being one; working together

stardom

one of the first people to create or try something new

opposition

a winner in a competition or contest

legacy

decided in achieving a goal; resolute

unity

something handed down from the past

pioneers

having no end

determined

the status achieved by someone very famous

superior

better; of a higher grade or quality

Olympic Glory – Vocab 2

Choose the correct word from the box below to fit in the following sentences.

The gymnast performed a beautiful **routine** in front of the judges.

The cyclists were so fast that they looked almost **supersonic**.

The illustrious athlete left a **legacy** for many years after his success.

Despite trying his best, he knew his opponent was a **superior** athlete.

The Olympic athletes are real **pioneers** of the sports world.

The athletes train extremely hard, **enduring** lots of stress and pressure to achieve their best.

The most successful athletes become famous and achieve **stardom** overnight.

Olympic athletes are always **determined** to achieve their goal.

At the Olympic Games, teams have to work hard to defeat their **opponents**.

At the opening ceremony, the athletes feel a sense of togetherness and **unity**.

supersonic

superior

unity

enduring

pioneers

determined

stardom

routine

opposition

legacy

Olympic Glory – SPAG

Verbs

A verb is a word that expresses an action or a state of being. Examples include: dance, turn, write, read. Circle the verbs in the box below

imagine	because	increase	proud	walk
above	play	medal	perform	gold
jump	therefore	silver	behind	dream

A kenning poem often uses a verb as a noun, for example, 'race-runner' is derived from the verb 'to race'.

Using the poem, create a list of verbs related to the text.

Answers could include run, jump, perform, ride, swim, throw, win, cycle, father, challenge, beat, display, gather, unite, conquer, win, seek, believe, achieve, live, break, work, aim, endure, deliver.

Past and Present Tense

Change these present tense verbs into past tense.

draw	drew	win	won
begin	began	start	started
fight	fought	challenge	challenged
jog	jogged	outrun	outran
lift	lifted	compare	compared
lead	led	oppose	opposed
overcome	overcame	plan	planned

Reading Strategies

- Year 1/2 S1 Talk about features of books such as contents page and titles
- Year 3/4 S2 With support, recognise and understand the features of continuous and non-continuous texts in terms of language, structure and presentation,
- S3 Identify how texts differ in organisation, purpose, structure and layout
- Year 5/6 S2 Recognise and understand the characteristics of a range of different texts (continuous and non-continuous) in terms of language, theme, structure and presentation
- S3 Identify features of specific texts

Comprehension

- Year 1/2 C1 Recall and retell narratives and information from texts with some details in order
- C2 Identify information from a text accurately and sort into categories or headings
- C3 Recall and explain relevant details from texts
- C4 Draw upon relevant personal experience and prior knowledge to support understanding of texts
- Year 3/4 C5 Accurately identify the topic, main points and supporting information in texts
- C6 Deduce connections between information
- C7 Take an interest and explore information and ideas beyond their personal experience
- C8 Identify similarities and differences between continuous and/or non-continuous texts
- Year 5/6 C5 Show understanding of main ideas and significant details in different texts
- C6 Infer meaning and ideas which are not explicitly stated
- C7 Identify and explore ideas and information that interest them to develop further understanding
- C8 Identify and begin to comment on similarities and differences between continuous and/or non-continuous texts in terms of language, techniques, structure, character and form

Response and Analysis

- Year 1/2 R1 Express views about information and details in a text, considering content, ideas, presentation, organisation and the language used
- R2 Explore, understand and express opinions about language, information and events in texts
- R3 Make links between the text and other information about the topic
- Year 3/4 R2 Consider what they read/view, responding orally and in writing to the ideas, language, tone and presentation/organisation
- R3 Make links between what they read and what they already know and believe about the topic
- R4 Respond to texts orally and in writing
- R5 Identify how texts change when they are adapted for different media and audiences
- Year 5/6 R2 Consider what they read/view, responding orally and in writing to the ideas, language, tone, style and presentation/organisation; select evidence to support their views
- R3 Consider whether a text is reliable and effective in conveying information and ideas
- R4 Respond to texts orally and in writing
- R5 Comment on how texts change when they are adapted for different media and audiences
- R6 Collate and make connections between information and ideas from different sources
- R7 Distinguish between facts, theories and opinions
- R8 Identify what the writer thinks about the topic
- R9 Compare the viewpoint of different writers on the same topic