

# Rhyme

REVISE

READING

## Rhyme pattern

When you read a poem, it is important to be able to describe and comment on features such as **rhyme**.

**Rhyme patterns** are written as a series of letters.

Bertie Bullfrog lived by a road	A
He was often mistaken for a toad	A
Just because he was green and black	B
And had huge lumps on his oily back.	B



The first two lines rhyme; they are labelled AA. The second two lines also rhyme but they are a different rhyme, so they are labelled BB. You would say that this poem has an AABB rhyme pattern. Two lines that rhyme in an AA or BB pattern are called **rhyming couplets**.

## Effect of rhyme pattern

When you discuss a poem, think about the rhyming pattern being used and the effect the writer is trying to create.

Faster and further, a fantastic flyer.  
Hurtling, happily, higher and higher.  
Lazily lurking, longing and looking,  
Silently seeing, then speedily swooping,



This has an AABB rhyming pattern so there are two rhyming couplets. The writer has used alliteration in each line. The combination of the rhyming couplets and alliteration gives the poem a steady rhythm, which links in with the bird's rhythmical wing movements.



*Listen to the way the poem sounds to help you think about the effect the writer has created.*

**Keywords**

rhyme rhyme pattern rhyming couplet

## Rhyme pattern

Read each of these poems and think about what type of rhyme pattern it has.

*There was a young man from Stoke  
Who wrote some books as a joke  
He said "I'm a teacher,  
Not a judge, nor a preacher  
And it's only because I am broke!"*



- 1 The rhyme pattern of this poem is \_\_\_\_\_.

*Britney was a silly girl  
She always used to chatter  
Until one day she lost her voice  
So could no longer natter.*

- 2 The rhyme pattern of this poem is \_\_\_\_\_.

2

## Effect of rhyme pattern

Read this extract from the Robert Louis Stevenson poem *From a Railway Carriage*.

*Faster than fairies, faster than witches,  
Bridges and houses, hedges and ditches;  
And charging along like troops in a battle  
All through the meadows the horses and cattle.*

- 1 What rhyme pattern has the author used? \_\_\_\_\_

- 2 Read the poem aloud. What is the overall effect of the pattern of sounds in the poem?

\_\_\_\_\_

\_\_\_\_\_

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Top tip!

Consider the effect the author is trying to create by looking at the vocabulary and pattern in the context of the subject of the poem.

2

TOTAL MARKS

4