

The Colour of My Dreams

Peter Dixon

- 1 I'm a really rotten reader
the worst in all the class,
the sort of rotten reader
that makes you want to laugh.
- 5 I'm last in all the readin' tests,
my score's not on the page
and when I read to teacher
she gets in such a rage.
- 9 She says I cannot form my words
she says I can't build up
and that I don't know phonics
– and don't know c-a-t from k-u-p.
- 13 They say that I'm dyxlectic
(that's a word they've just found out)
... but when I get some plasticine
I know what that's about.
- 17 I make these scary monsters
I draw these secret lands
and get my hair all sticky
and paint on all me hands.
- 21 I make these super models,
I build these smashing towers
that reach up to the ceiling
– and take me hours and hours.
- 25 I paint these lovely pictures
in thick green drippy paint
that gets all on the carpet –
and makes the cleaners faint.
- 29 I build great magic forests
weave bushes out of string
and paint pink panderellos
and birds that really sing.
- 33 I play my world of real believe
I play it every day
and teachers stand and watch me
but don't know what to say.
- 37 They give me diagnostic tests
they try out reading schemes,
but none of them will ever know
the colour of my dreams.

Name: _____ Class: _____ Date: _____

1. (a) Write **two** pairs of rhyming words.

.....

(b) Write **one** pair of words that nearly rhyme.

.....

2C6

2 marks

2. The poem is divided into verses. Tick **two** reasons why the poet starts a new verse.

- A different person is speaking.
- It looks good on the page.
- Poems with this pattern of rhythm and rhyme usually have verses.
- You can set it to music and sing it.
- Each verse has one pair of rhyming words.
- Each verse is about a new topic.

2C7

2 marks

3. '*I play my world of real believe*'. What do you think the poet means by the words underlined?

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2C1

1 mark

4. What is the function of the dashes in 'k-u-p'?

.....

2C6

1 mark

5. Dyslexic writers often muddle up the sounds in words. How does the poet make a joke about this?

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2LfE1

1 mark

6. The poet uses lots of adjectives in verses 5–8, but many fewer in the other verses. Think about what he is describing in verses 5–8. Why do you think he uses more adjectives here? Include quotations from the poem in your answer.

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2LfE2

2 marks

7. Tick or cross these statements to show what the writer is good at:

- | | | | |
|--|--|-----------------------------------|---------------------------------------|
| <input type="checkbox"/> reading | <input type="checkbox"/> drawing | <input type="checkbox"/> painting | <input type="checkbox"/> plasticine |
| <input type="checkbox"/> making models | <input type="checkbox"/> readin' tests | <input type="checkbox"/> dreaming | <input type="checkbox"/> sounding out |

2C4

1 mark

8. Do you think the poet is trying to be encouraging to children who can't read well? **Yes / No**
Explain your answer using quotations from the poem.

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.....

2MI2

2 marks

9. In this poem and in the poem 'You can't be that', the poet refers to 'they'. Are 'they' the same people in both poems? Explain who 'they' might refer to in each.

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2C9

2 marks