



EXPLORE 3



IN ASSOCIATION WITH



WORLD BOOK DAY

ACTIVITY SUMMARY:

Explore language, meaning and expression in poetry

INGREDIENTS:

A descriptive poem
Appropriate footage to support the description

TIME:

40 minutes

METHOD:

1. Before listening to the poem, allow the children time to explore the chosen theme through first-hand experience,
2. listening to music or watching footage.
3. Collect the children's responses on large paper, eliciting a range of descriptive vocabulary.
4. Watch the poet perform the poem or read aloud without showing them the text.
5. Ask the children to discuss what they think of the poem, what it reminds them of, if anything puzzles them.
6. Show the children the printed poem and read aloud together. Model intonation and expression.
7. Ask the children to choose favourite or effective words or phrases from the poem. Add to the collection.

EYFS / NATIONAL CURRICULUM 2014:

- Build up vocabulary that reflects experience
- Listen to and discuss a poem, discussing words and phrases that capture interest and imagination
- Recognise some different forms of poetry

SUGGESTED RESOURCES:

EYFS

- *Jellyfish* by Michael Rosen (from *Big Book of Bad Things*) (Puffin)

YEARS 1/2

- *The Sound Collector* by Roger McGough (from *All the Best - The Selected Poems of Roger McGough*) (Puffin)

YEARS 3/4

- *Sun is Laughing* by Grace Nichols (from *Inside Out*)

YEARS 5/6

- *Bush Fire* by Jackie Kay (from *Red Cherry Red*) (Bloomsbury)

To access a range of teaching sequences and watch poets perform their poems, visit: poetryline.org.uk/poems

CASE STUDY

1. These Reception children wrote their own lines based on the poem *A Circle of Sun* by Rebecca Kai Dotlich from *Here's a Little Poem* ed. Jane Yolen and Andrew Fusek Peters.
2. This Year 6 child wrote a descriptive poem about strawberries after reading *Fruit in a Bowl* by A.J Seymour from *Under the Moon and Over the Sea* edited by Grace Nichols and John Agard.

