



Happy National Poetry Day 2024!

This year's theme is 'counting' and we have devised this whole-school resource for you to adapt and use for in classrooms, as a larger workshop or as part of an assembly.

The poem, *Poetry Day* by Grace Nichols is an engaging introduction to Poetry Day itself.

Why not create poetry papering around school for National Poetry Day by putting up poems around school/classrooms so children can stop and read? Make reference to this before reading the poem. Which poems did they like and how did it make them feel? For this poet, the poems are all in her head, everywhere she goes! We hope that the pupils will feel like her by the end of the day- bursting with ideas for poems of their own.

Talk more about what poetry is, the literature it is within, the forms it takes and the rules it breaks. Spotlight particular poets to show how poetry impacts their readers through their individual style.

Spend time considering the different ways of interpreting the word 'counting' as our theme for National Poetry Day 2024. How many smiles can we count in this room? How many fingers on our hands? How many geese in a gaggle?

Turn either idea into a poem e.g.

I can count...

25 brains to learn with
50 eyes to see
250 hands to write ideas
You learning with me.

I can count...

Sixteen geese in a gaggle
Seventeen penguins in a waddle
Eighteen frogs in a splatter
Nineteen bees in a rumble

Poetry Day

by Grace Nichols

Today's a good day.

Poems everywhere

peeping

poking

running

jumping

-leaping

From every

hat

cat

rat

dog

and

bus shelter.

There are so many I stumble as I
step,

Squash them as I walk.

I gather a headful

Wondering which to immortalize

For you

in ink

And pen

and A4 sheet...

Neatly folded.

Whole-School Resource

Ten Things Found in a Shipwrecked Sailor's Pocket

By Eleanor Farjeon

A litre of sea.

An unhappy jellyfish.

A small piece of a lifeboat.

A pencil wrapped around with seaweed.

A soaking feather.

The first page of a book called *Swimming is Easy*.

A folded chart showing dangerous rocks.

A photograph of a little girl in a red dress.

A gold coin.

A letter from a mermaid.

Read out the poem omitting the title. Explain the context but encourage guesses as to who might the pocket belong to.

Invite children to reflect on what you might find in their pocket as opposed to a parent's pocket or a magician's pocket?

Interrogate the poem looking at language and layout features. Draw attention to the free form, how the author has used humour to describe through well-chosen adjectives and noun phrases.

SIMPLE TASK OVERVIEW-

Generate a poem of your own related to the ideas the children have had, sharing and modelling ideas first and adding in adjectives or extra information to develop more description. Talk about adding in humour and an object that is also cryptic- like the photo in the original poem.

e.g. Ten Things Found in a Magician's Pocket

A multi-coloured scarf

A box with a hidden compartment

A black stick with white ends

An ace of spades

The key to a pair of handcuffs

A blindfold made of silk

A code written in disappearing ink

A coin with two heads.

EYFS

Adapt the task to a topic/person related to a known theme e.g. a policeman, teacher, pirate.

Place some relevant objects/pictures in a bag and draw them out one by one, asking the pupils to identify why the person might have this in their pocket. Carry out shared writing to model how to generate a class poem together.

KS1

Adapt the task to a topic/person related to something the pupils have background knowledge of e.g. a teacher and introduce some items they might have in their pocket. Ask children to come up with more ideas of their own. Children write their own version of the poem or choose another person to write about following the guidance.

KS2

Ask the children to draw the objects as you read the poem- talking about why the Sailor would have these objects and discuss in detail what he has used the objects for. Create a back story around the sailor and why he has been shipwrecked. *Perhaps he is a fraud of a sailor, sent away by an unkind boss, to prove the existence of mermaids. He cannot swim and has become shipwrecked after he read his map wrong, not seeing the dangerous rocks, and is trying to get back to his daughter in the red dress whom he had got a feather for from a rare bird.*

ADAPTED TASKS

LKS2 – Generate another poem based on an image of a person they know about e.g. a pirate, Henry VIII etc with a 'back story' synopsis to support explanation of their choices.

UKS2 – Create a response poem for the sailor called, *Ten Things a Shipwrecked Sailor wished he had in his pocket / Ten Things a Sailor contemplates while Shipwrecked.*

Perform!

Children are encouraged to perform their poems to a partner, small group or the rest of the class. Model and show examples of high-quality poetry reading including some clips of professional poets performing to emphasise the impact a good reading has on the effectiveness of the poem.

Oracy Essentials for Presenting

Physical –

- Are you facing your audience?
- Are you using a clearly articulated voice?
- Are you talking at the correct speed?
- Are you using gestures and expression?
- Do your body language and facial expressions convey your message?

Social/Emotional-

- Are you feeling confident?
- Are you aware of your audience's understanding of what you will read?
- Have you set expectations of your audience for listening?

Tips for a Successful Performance:

- Establish and reinforce ground rules for being a good audience.
- Model first- ask pupils to rate you on how well you used the 5 Ps.
- Ask those who need support to perform with a peer or perform chorally.
- Give feedback and ask pupils to improve performances relating to specific points.
- Create a culture of oral poetry alongside written poetry.

A summative checklist for poetry performance can be useful if pupils lack experience:

5 Ps of Performance

Posture

Stand straight and confidently!

Power

Use a punchy and powerful voice appropriate to the tone

Projection

Make yourself heard at the back of the room, guide your voice over the audience.

Punctuation

Take account of punctuation to inform how to inflect your voice.

Pause

Create effect by using pauses, count in your head if necessary to pursue a rhythm.



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