



PROGRAMME NOTES

Thursday ^{10th} September 2020 Free Session 9.30am or 1.30 pm

Creative Game

As usual, the show begins with a game for children to play. Make sure that they have their notebooks and pencils ready and listen carefully. The games can be played in pairs or solo. Get everyone to make notes as Pie and David play the game. Then there will be a pause of a few minutes – a ‘timer’ will be onscreen giving a countdown. The teacher settles the class to having a go at playing the games. The idea of the games is to get everyone involved and buzzing with ideas, warming up the language and creative thought before going into the main course! It is worth noting that sometimes the games themselves can be written up later as whole pieces of writing. They should gather all their ideas in one notebook so that this becomes a store of language and ideas that can be drawn upon at any time when writing

Today’s Game – rapid listing of likes and dislikes, e.g.

List likes and dislikes – in pairs take turns, rapidly, e.g. glass on the beach, oak trees, waves, sitting on top of a bus, spaghetti, smell of petrol (be specific, e.g. ‘parrot’ rather than ‘birds’). Give 2 minutes for children to have a go either in pairs or making a rapid list in journals. You could set this as a word-race challenge – how many likes can you write down in one minutes - then stop them – how many dislikes can you write down in one minute?

The Objective – to generate rapidly a list of ideas.

Children’s Audio – *The Dream catcher* by Rio. Encourage children to listen carefully to this as it was chosen because it was well written but also because it was read aloud effectively. Later on, get the class to discuss why they think the reading

was chosen. Discuss most effective images, ideas or turn of phrase and discuss why it worked. During the performance, children should take notes of any words, phrases or ideas that they thought were effective.

The Objective – to listen attentively, enjoy and reflect on what makes good writing and performance.

Padlet – Children have a few minutes to complete at least one ‘post it note’ using the frame ‘**I like**’ or ‘**I dislike**’, e.g. **I like** waves rushing up the beach. **I dislike** the sound of breaks squealing’. They should take ideas from their initial brainstorm or try new ones and put them into a more extended sentence. Remind them to use their senses – things you can see, hear, smell, taste and touch. If you have a very young class or reluctant writers who lack confidence, ideas could be co-constructed in pairs or as a class and posted by the teacher. Remind children and adults to use refresh button at the top of the page so that they can see their post-it note appear – as each note is moderated, they will not all appear during the session but will appear later once moderated.

The Objective – to begin writing preferences in short sentences.

Jotcast activity – The View of Things - This activity prepares the children for the blog post that they will write. The focus is on writing creative sentences. The children take their list of likes/dislikes and select some to craft into sentences, using either ‘What I like about X is’ or ‘What I hate about X is.....’. To get everyone started, Pie will read aloud the model poem (see below). The challenge is to extend each idea, explaining what is it about their selected item that they like or dislike. They could write about

- **Concrete nouns** - real things that can be touched (*snowflake, a stone, a photograph, etc*);
- **Abstract nouns** – things that cannot be touched (*hope, greed, anger, silence, war, etc*);
- **Senses**, e.g. *The sound of/ The taste of/ The smell of/ The sight of/ The feel of.*

Encourage the children to listen to any advice that Pie gives during this session and to act on it. It might be worth jotting any useful writing tips down on the flipchart. For instance, *name it, describe the object so the reader can imagine it, reread to make the sentence flow, create fresh images not clichés, say it aloud, choose words with care, avoid repeating words, reread to police your sentences, pretend you are your teacher....*

Writing tips could be made into writing posters or written in their journals.

Objective – the ability to write imaginative sentences, playing with ideas and using detail.

Blogging Activity – Create list poem of preferences

Children should build on the jotcast idea and write an extended list poem. There are further examples given below showing variations on the main model.

Objective – write an extended list, playing with language and ideas, using detail to bring ideas alive.

Type of Writing – playful list writing.

Audio Challenge – If children want to record their own blog ensure that they have read it aloud a number of times. They should read it slowly and clearly with expression. This could be worked on in pairs or threes so that children can develop their performance.

Models and Variations below

- a. Brain Freeze – general list of likes and dislikes
- b. Focused list, e.g. Likes and dislikes about types of birds – could be animals, fish, birds, things in nature, etc.
- c. Senses list
- d. Praise poem with different pattern.

Brain Freeze

After Edwin Morgan

What I love about my cat Chichi is her soft and snuggly purr.
What I hate about spiders is their sudden scuttling.
What I love about snow is the soft swarm of cold confetti.
What I hate about thunder is the shock of an overhead nuclear explosion and lightning ripping the night apart.
What I love about Australia is the strange and unbelievable bounce of the kangaroo.
What I hate about Australia is the incessant attention of flies on my face, crawling into my eyes and exploring my mouth.
What I love about Birmingham is the buzz of the Bull Ring.
What I hate about London is the push and shove in Oxford Street.
What I love about airplanes is the improbability of flying through clouds.
What I hate about my bicycle is the wheel wobble.
What I love about rain is the gift of banded snails.
What I hate about conversation is the obligation to play tennis with words.
What I love about writing is the lightning appearance of an idea from what seemed like an empty room.
What I hate about drains is the fear of being trapped underground with worms and overhead compression of earth.
What I love about babies is the elastic scrunch of their red faces as they yowl.
What I hate about ice cream is the brain freeze.
What I love about our garden wall is the solid reliability of stone.
What I hate about politics is the way words become empty boats of refugees.
What I love about poetry is the comedy of memory.

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In praise of birds

I like the way –

Swallows dip and dive like anchors in a sea of blue,
Thrushes tap snail shells on stones,
The blackbird drills rain-soaked lawns for worms,
Goldfinches peck at peanuts in the birdfeeder,
Sparrows quarrel and squabble in the bushes,
Starlings sit on telegraph wires, waiting,
The kestrel hovers at the roadside,
Owls wait for dusk to become silent ghosts,
Kingfishers create a sudden and aquamarine dash,
Seagulls eye up your fish and chips,
Pigeons in the park peck crumbs,
Swans glide by, wings mirrored in the pond,
Crows wait for break-time to end
And swoop down to pick over packed lunches
Chase the occasional salt and vinegar crisp;
Caught in the wind, their feathers ruffled.

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Sounds

The boom of a door breaks the silence.

The cackle of a witch in the night air giggling to herself.

The chattering and murmuring of Mum downstairs.

The crunch of a crisp pack being thrown away in the bin.

The moan of an old man grumbling.

The squeal of brakes skidding furiously.

The cold wind whips the sunlight from the trees.

The steady hum of children working.

The clatter of the dustbin falling over.

The dribble of a tap not turned off.

The gurgle and groan as the bath water gushes and swirls down the drain.

Year 3 class poem

Praise Poem.

Let us begin
with the hottest of days
and the shock of icy water, sipped from frosted glass.

Let us begin
with the tickle of a ladybird
and the rose bud of its freckled red coat.

Let us begin
with the fizz of sherbet lemon
sizzling on the tongue.

Let us begin
with the sudden grin and giggle
of a joke cracked open like a walnut.

Let us begin
with the cat's warm purr
and the first crazy petals of snow falling.

Let us begin
with the kicking of legs
as the swing flings itself higher.

Let us begin
with a blade of grass
and sunlight pouring through clouds like golden dust.

Let us begin
with the hot breath of chips on a cold night
and the surprise of torchlight icing the dark.

Let us begin
by counting the rings on your fingertips
and the mystery of a magnet's pull.

Yes, let us begin
with such simple things.