



SESSION 2 Summer Term - TEACHING NOTES – Poetic memory writing – where I come from

Monday 26th April 2021 1.30 – 2.30 pm

Anything in red or blue must be read before the session – I will also put in red or blue any grids or sentences or instructions that should ideally be in the children's books. A main focus of this session is to ensure that everyone is comfortable with the technology and the teaching sequence as well as loosening up and gaining confidence as writers. The children need:

- **notebooks/ writing journals and pencils**
- **access to a tablet**
- **be able to see main screen**

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 as a class, in threes, 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 game. The idea of the games is to get everyone involved and buzzing with ideas, warming up the language and creative thought before going onto 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. The initial games are played orally and do not involve them using their tablets.

Today's Game – Never/always

Warm up the imagination and get ideas buzzing with this creative starter. The challenge is for the children to invent magnificent and impossible challenges. They should create either using the opening phrase 'I will never' or 'I will always'.

This model could be stuck into the children's books just before the session starts. If you do this, they should not use my ideas but invent their own!

I will never climb the Eiffel tower in a force eight gale.

I will never build the pyramids before breakfast.

I will never race a cheetah in the 100 metres at the Olympics and win.

I will never eat a ton of ice cream without brain freeze.

I will never ride a llama into Lidl.

I will never pull a tiger by the tail when trapped inside its cage.

I will always eat chips with salt and vinegar.

I will always enjoy riding my bike down Farm Lane.

I will always have very little hair.

I will always wear shoes when walking in snow.

I will always walk fast in the dark when I am late home and have to get from the car into the house and the lights are off.

I will always talk to myself inside my head.

This could be played in pairs, threes or as a class together. If at home, children could write a rapid list in their notebook. The children will be given a set time limit to play the game. If they dry up then they could start again or swap roles. David and Pie will model the game first.

The Objective – to practise creating interesting ideas.

Padlet – Make sure that your children work on their allocated padlet. Children have a few minutes to complete one or more ‘post it notes’. This poetry idea is based on a poem by the poet laureate Simon Armitage. We are building up to writing a non-rhyming poem that uses couplets.

On the padlets, we are going to practice writing the first line. This needs to be a sentence that states something that you have NEVER done, e.g.

I have never climbed the frozen heights of Everest.

It is useful to think about amazing things that would be fantastic to do but would probably be impossible. In the grid below I have provided ideas that might prompt sentences. Ideally, the children should think of their own ideas. **The following word list may be handy to display or stick into the children’s books as a prompt.** Make sure they know that they should try to think of their own ideas and not to be restricted by the list.

I have never...

● heard ● seen ● tasted ● touched	● felt ● visited ● befriended ● held	● ridden ● captured ● watched ● walked	● thrown ● caught ● climbed ● jumped
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Remind children about what they have been learning so far. This might make a useful poster:

- *Use accurate punctuation.*
- *Use concrete images and describe details.*
- *Use your senses - what you saw, heard, etc.*
- *Each word earns its place.*
- *No overwriting.*
- *Alliteration, similes and metaphors to build pictures.*
- *Personification to add atmosphere – the wind moans.*
- *Use detail and extend ideas.*
- *Name it – ‘Mr Jabbers’ not ‘the man’; ‘Kings Street’ not ‘the road’.*
- 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 write a variety of sentences, innovating on the given pattern, ‘I have never’, making a list of amazing and impossible things that the writer has never done.

Children’s Audio – encourage children to listen carefully to the reading 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.

Jotcast activity - This activity prepares the children for the blog post that they will write. – **‘I have never... but I have....’.**

This section of the lesson shows children how to add on the second line in the couplet (two related lines). The pattern is as follows:

I have never....
but I have....

For example:-

I have never climbed the frozen heights of Everest
but I have clambered up Swift's Hill on a summer day.

I have never ridden on an elephant's back
but I have sat on a pony on Margate Sands.

The two lines have to be linked. The first line states something amazing that the writer hasn't done and would like to do, e.g.

I have never stroked an anaconda's throat...

The second line provides an equivalent thing that has been done even though may seem to be of a lesser dimension, e.g.

... but I have petted my cat's Caspar's arched back.

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. For instance, you make a character seem real by thinking about how writing counter arguments or justifying their viewpoints. Writing tips could be made into writing posters or written in their journals. Some children may build up sentence by sentence to a whole paragraph. *Objective – writing couplets which link imaginative ideas.*

Gallery Challenge – Illustrate a couplet, e.g.

'I've never walked through the winter
streets of Moscow
but I have wandered through Swindon
streets at night.'



Blogging Activity – Write a free verse poem in couplets

**You may wish to stick the model below into children's books
just prior to the session.**

I've Never...

I've never ridden in a star ship to Mars
but I have raced down Farm Lane on my bike.

I've never seen the Northern Lights
but I have seen fireflies on the old railway track to Ninfield.

I've never danced with a superstar
but I have dodged raindrops on Strawberry Banks.

I've never run the 100 metres in the Olympics
but I have raced Tom and Ellie through Bluebell Woods.

I've never forged a horse's shoe
but I have made a nest for a black kitten found in Pirrey's barn.

I've never eaten caviar in a Russian palace
but I have tasted salted chips at night from Sharky's.

I've never touched Parisian silk
but I have grazed a knee on the rocks at Hell Bay.

I've never stolen the Queen's tiara
but I have taken fat, red raspberries from Sharpham Woods.

I've never seen a UFO over Warminster Hill
but I have seen constellations at night
like sequins on an Icelandic, velvet dress of darkness.

Pie Corbett

Objective – learning to write a free verse poem using couplets and a surprising but truthful contrast.

Type of Writing – poetry writing using couplets

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 develop their performance.

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Final thoughts

This idea is playful and yet is also a serious challenge. It can be met at a very simple level and can also be tackled with sophistication and originality. The children will all succeed at their own level, are beginning to grow a sense of confidence in themselves as writers and starting to develop some techniques alongside a sense that writing might be for them as a way of changing or playing with the world. Everyone should have their imagination celebrated.

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Talk for Writing™

Appendices

I've Never... but I have....

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but I have raced down Farm Lane on my bike.

I've never seen the Northern Lights
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I've never danced with a superstar
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I've never eaten caviar in a Russian palace
but I have tasted salted chips at night from Sharky's.

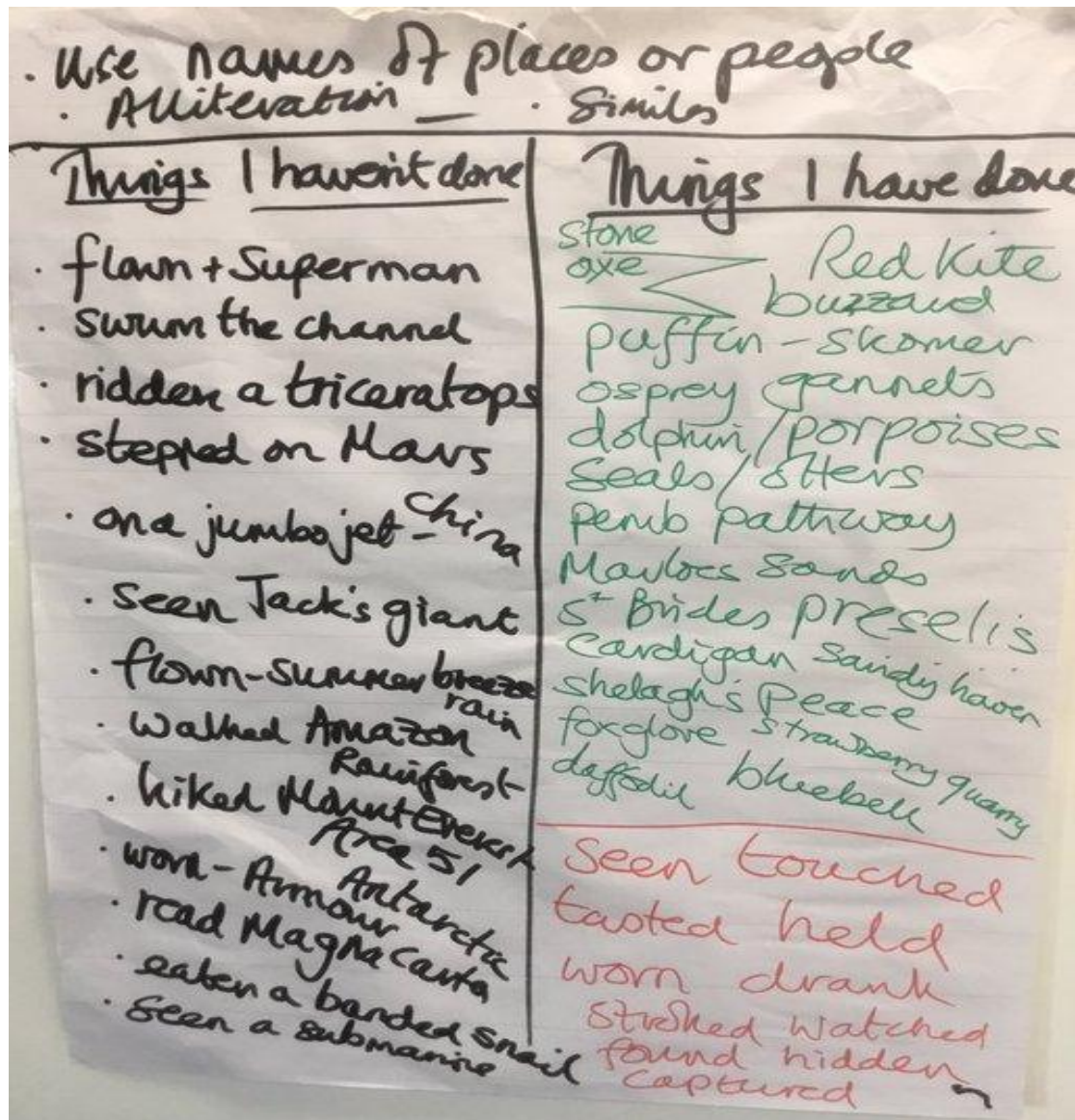
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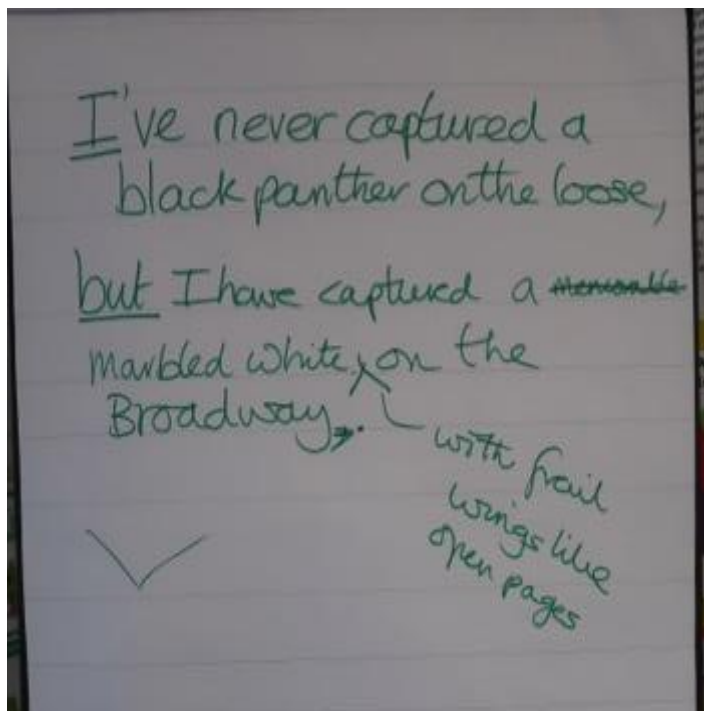
Pie Corbett

I ran this workshop in Coastlands Primary School, perched on the edge of Pembrokeshire in a year 5 and 6 class. I began the workshop by reading to the class the model poem above (which is loosely based on a poem by Simon Armitage) followed by a short discussion. We then made a list of amazing things that we had never done on the flipchart and then a list of local animals and places where the children had been or experienced in some way. In red, I listed with them possible verbs to use, e.g. *I have never touched... held... worn... captured, etc.*



On a separate sheet I very quickly used shared writing to model how to create and set out the basic poem, emphasising that they should 'name' a special local place or animal to make their poems sound real and truthful. As the children were very used to writing poetry, I felt that I could move straight into them writing – with a less experienced class, I

might have modeled a few more ideas so that they really understood what to do.



The class sat on the carpet, in close, using their magpie books.



Here are some examples – the class wrote for about 20 minutes or so. It's important to keep them quiet and writing in a concentrated manner so that they write as well as they can. On going round to support and challenge, I had to remind some to keep to the pattern, leaving a space between each idea. Many needed prompting to 'name it'.

It's interesting to see the difference between Freddie's first draft and his 'copied up best version' because his handwriting improves radically, partly because he can focus more on that aspect as he is not in composing mode but also because he is using the handwriting guidelines as a scaffold.

Freddie's rough draft

I've never befriended a dragon's child,
BUT I HAVE befriended a bumble bee,
that was fluffy and loyal to me.

I've never ^{eaten} a striped snail in France,
BUT I HAVE ~~eaten~~ ^{eaten} baked Fetta in Corfu,
with onion and basil. ^{feta}

I've never ^{petted} a wild Lynx in ^{the} Sahara,
BUT I HAVE pet my little tiger Pixie,
So fluffy and sneaky.

I've never seen the face of death ^{himself},
BUT I HAVE seen a photo of Jesus
in all of his glory.

I've never been to Brazil in the ^{summer} hot
BUT I HAVE been to Scotland, in the
snowy winter

Second draft

Freddie (page 1)

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But I Have...

I've never befriended a dragons child,

But I have befriended a bumble bee,

that was fluffy and loyal to me.

I've never eaten striped snails in France,

But I have eaten baked feta in Corfu,

with onion and basil.

I've never petted a wild Lynx in the Sahara,

But I have petted my little tiger Pixie,

so furry and sneaky.

I've never been to Brazil in the hot summer,

But I have been to Scotland in the snowy

winter.

I've never heard the rushing wrath of Niagara Falls

But I have heard the trickling brook,

The pencil written poem below written on two pages is Rhia's first draft. Sheila's Peace is a local wood. She read it aloud to the class with great expression.

I've never hiked snowdonia,
but I have climbed an old ash
tree in Sheila's peace.

I've never felt golden silk
from asia's lands,
but I have felt the ethers
off a ~~marx~~ shrew water chick
on Skomer Island.

I've never tilted on
strickly with ankon by my
side,
but I have swayed on
the dale princess while
watching a garret dill off
grassholm.

I've never smothered a wild
alligators tail in azzica,
but I have stroked a
shree rabbit living in marlos
park.

I've never strolled down
the red carpet in london
with camras slashing for
a picture,
but I have walked along
the coastpath leading to
albarin in sands with the
albarin wreck sitting in the
sand watching the waves go
in and out and the sun
set and the moon rise
creating a star light sky.



I've never...

I've never hiked Snowdonia
but I have climbed an old ash tree in Sheila's Peace.

I've never felt golden silk from Asia's lands
but I have felt the feather's of a manx shearwater chick on
Slomer island.

I've never jived on Strictly with Anton by my side
but I have swayed on the Dale Princess
watching a gannet dive off Grassholm.

I've never smoothed a wild alligator's tail in Africa
but I have stroked a free rabbit living in Marloe's Park.

I've never strolled down the red carpet in london
with cameras flahing for a picture
but I have walked along the coast path I
eading to Albion Sands
with the Albion wreck
sitting in the sand
watching the waves go in and out and the sun set
and the moon rise
creating a starlight sky.

Rhia 10 years

Notes for 'Read and Respond' to the main poem

Loosening the imagination

This second writing session is really about helping the children begin to follow a slightly more demanding pattern. To this end, we are starting with a playful poem so that everyone can feel success but the children will need to be thinking about local places, flora, fauna and events as resources for their writing. The idea comes from Simon Armitage.

Read and Respond

Before or following the programme, at a suitable time, read through the poem fluently and expressively. Begin with a discussion of preferences - which sections do they like or dislike and why. The aim of this initial discussion is to get them digging deeper into the poem, thinking about its effect on them as readers and the images and ideas it creates.

To generate thinking, use a variety of prompts such as:

- Which ideas are the most surprising and why?
- Which ideas interest you the most and why?
- Which one do you wish you had written and why?
- Any suggestions for improvements?
- Discuss the different contrasts
- List reasons why you might want to do some of these things the poet has never done.
- Which of the things that the poet has done do you think was the most enjoyable.

I'd go through it line by line, taking their thoughts about each idea.

Create a simple display by the class choosing their favourite ideas and illustrating – any good ones could be popped onto

the TeachingLive gallery. Model how to write a short 'critical response' paragraph about a couplet of their choosing, using a simple frame, e.g.

I like the couplet about never having 'eaten caviar in a Russian Palace'.

The poet states that, 'but I have tasted salted chips at night from Sharky's

The poet contrasts the luxury of expensive food and distant places with the real treat of eating chips.

This suggests that the poet is able to get enjoyment from everyday things. He makes it sound real by using the name of the fish and chip shop.

Perform

Split the class into groups so that each group has a section of the poem to perform. Work towards a whole class performance. If they work in threes or fours, then they only might have a few lines which would speed this up!

Analyse the poem

Once everyone has had time to discuss and think about the meaning of the poem, begin to identify any writing techniques and challenges that the children could use in their writing. This could involve a quick discussion and then immediately modeling with the class.

The key to this poem is to think of things that you have done or that have happened locally and 'name' them – make a list of places, plants, animals, birds, landmarks, etc. For the first line, think of something amazing that has happened and been achieved. Again, make sure that you 'name' it. The key is to link both lines together.

Brainstorm

It is worth spending ten minutes or so doing a massive class brainstorm of things that could be written about – make a list with the children suggesting ideas of local places, unusual

animals, birds, water creatures, everyday objects, vehicles, things in the city/countryside and in school or home, local place names and landmarks, favourite things. The list should be made fast and furiously so your handwriting on the flipchart might not be up to much. Children should be jotting down ideas that they might use at the same time. This means that no one can say, *'I don't know what to write about'*.

Shared writing

As a matter of principle, I always used to 'do one together first', before they wrote. Again, this would be fairly rapid and I'd be pushing and challenging their suggestions as 'the first thought isn't always the best'. I'd be getting them to generate ideas and then choose with care, avoiding clichés and create surprises. Having done a few together, let them write their own. Remember that the first line needs to be like a 'massive boast' and the second must bring the reader down to ground.

When KS2 children write, I'd suggest total silence and give them a time limit of say 10 - 15 minutes. This creates a sense of urgency as you want the children's total concentration. Extend the time if they are working hard. The writing might stretch over several sessions.

Polishing

Use the IWB to show lines from different children, especially where there are teaching points to make. Children can then tweak and polish independently or in pairs – what works, what does not and why, and how can it be improved:

Blog it and Audio

Finally the children copy up their completed poem and then it can be blogged. If they have time, get them to perform for the audio padlet.