Professional Development Meeting

Subject Knowledge Development: English

Teaching Poetry

MASON MOOR
PRIMARY SCHOOL

Subject Knowledge | 22nd February 2023

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Confident to teach poetry

Initial steps to feeling confident with poetry

Why poetry subject knowledge?
What is the problem that we are trying to fix?

Last week of term topic - gap filler!

Teachers are not confident to deliver

Poetry is too subjective - you can't be sure of the meaning.

We do an acrostic poem of Christmas during the last week of term.

There's rule book for how we teach poetry

Pupils perceive it as 'boring'

Boys hate poetry - they think it 'boring'

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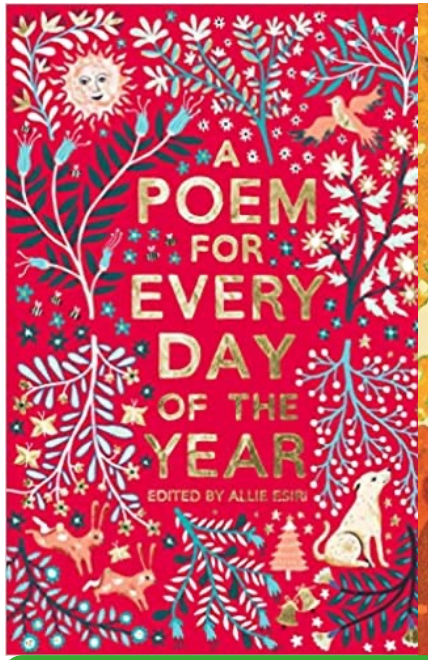
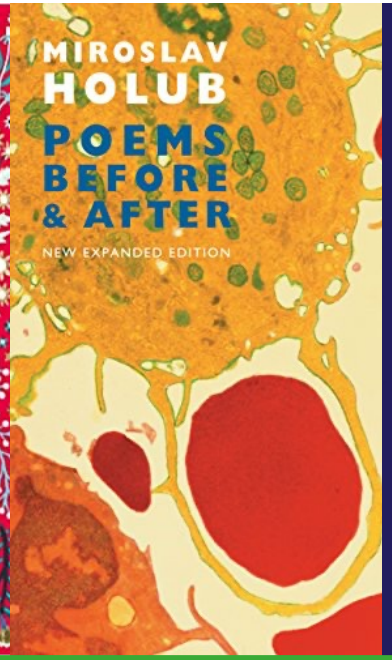
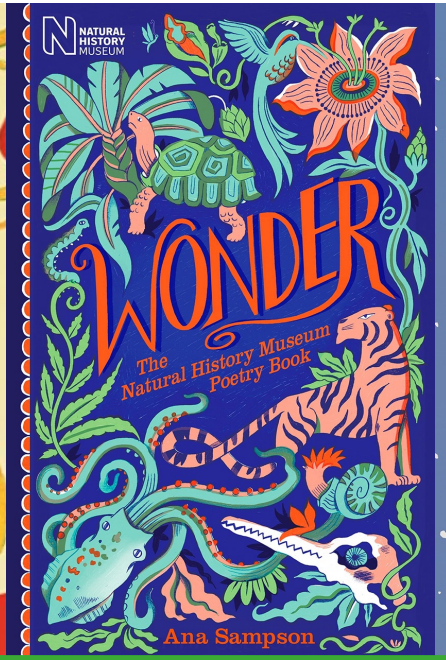
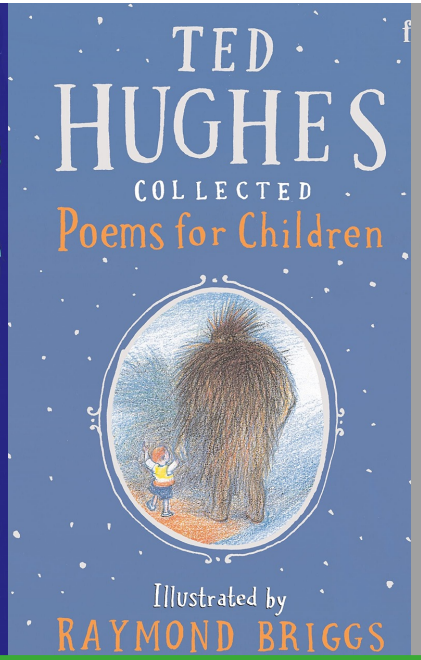
Confident to teach poetry

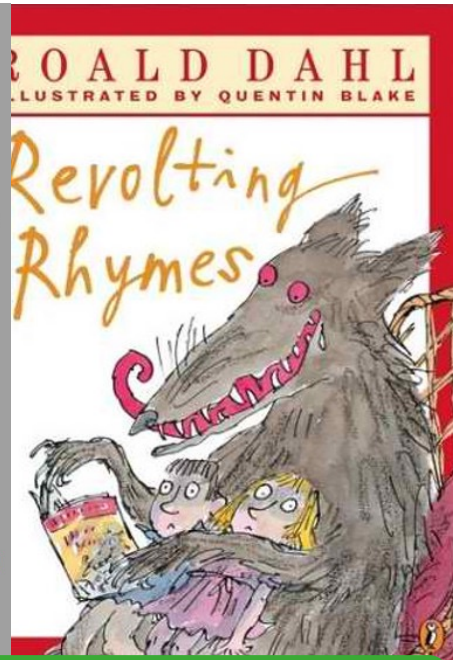
Finding the right subject matter and texts to share











To immerse pupils in quality poetry – they need to have access to it that isn't tokenistic.

In your class library, how many of you have more than 2-3 poetry books on the shelves? How many children regularly choose the poetry books - would you know?

Ted Hughes *Poetry in the Making*

Something of the inaudible music that moves us along in our bodies from moment to moment like water in a river….something of the almighty importance of it and something of the utter meaninglessness. And when words can manage something of this….and in that same moment make out of it all the vital signature of a human being….

…we call it poetry.

From *Macbeth* Shakespeare. Act 5, Scene 5 (1603)

Tomorrow, and tomorrow, and tomorrow,

Creeps in this petty pace from day to day,

To the last syllable of recorded time;

And all our yesterdays have lighted fools

The way to dusty death. Out, out, brief candle!

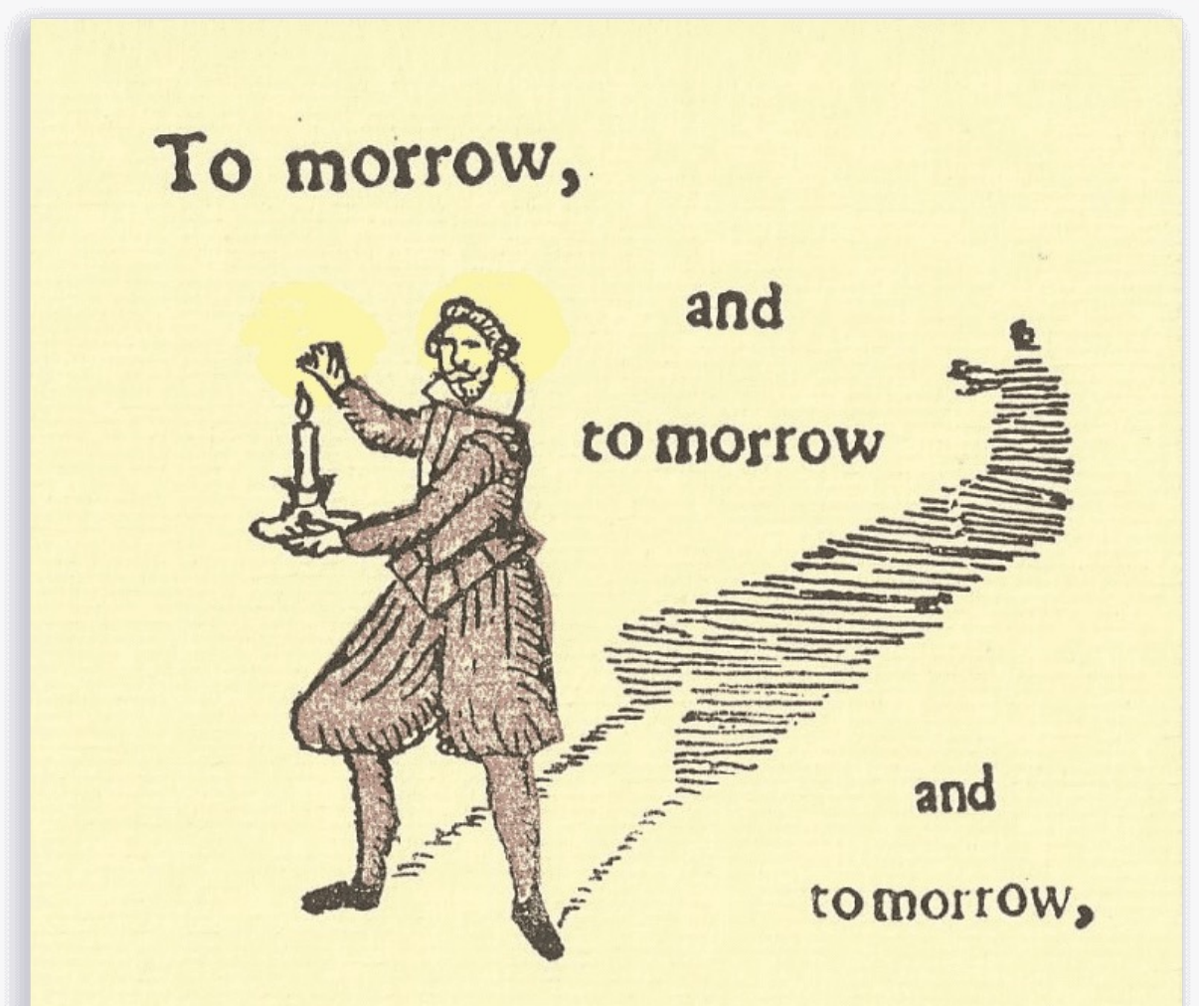
Life's but a walking shadow, a poor player,

That struts and frets his hour upon the stage,

And then is heard no more. It is a tale

Told by an idiot, full of sound and fury,

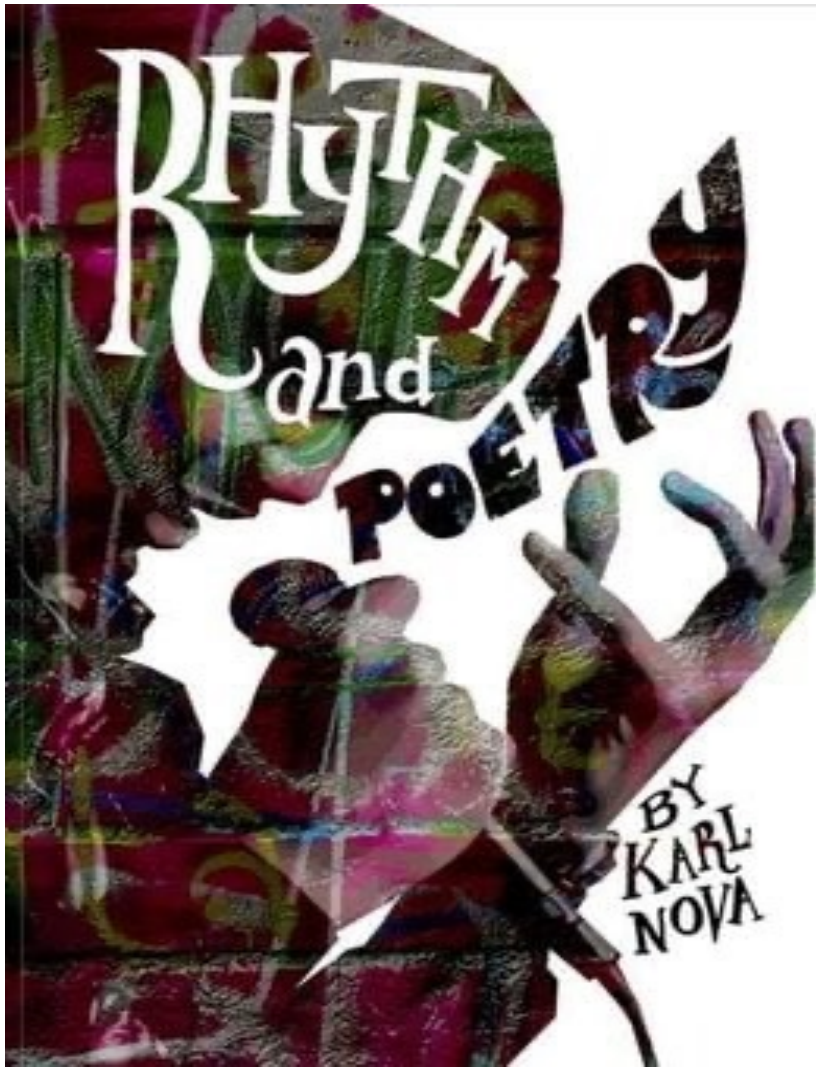
Signifying nothing.



From *The Lady of Shallott.* Alfred, Lord Tennyson (1832)

She left the web, she left the loom
She made three paces thro' the room
She saw the water-flower bloom,
She saw the helmet and the plume,
She look'd down to Camelot.
Out flew the web and floated wide;
The mirror crack'd from side to side;
'The curse is come upon me,' cried
The Lady of Shalott.

My address
By Karl Nova



You will find me on rhythm and poetry street

where lyricism, poetic lines and the spoken word meet

the lines are blurry here its hard to trace but for me it is home a familiar place

Modelling Reading Poetry
If by Rudyard Kipling

Activity

To: Subject Knowledge PDM

Chat

Teams

Assignm

Calls

Where could you incorporate a 'listening' to poetry element into your day? **Answer in TEAMS chat bar..**

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Making meaning

Helping children to make meaning/links from poems

Making Meaning
Access Strategies for introducing poetry.

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Activity

Chat

Teams

Calls

To: Subject Knowledge PDM

In the TEAMS chat bar, type a WORD that sums up the 'feeling' or 'mood' of the image.

Making Meaning
Access Strategies for introducing poetry.

Access Strategies

Illustrations

Questions on post-its

What puzzles you?

What is the mood of the text/picture?

Present a sliver of text

Music/drama

Taster draft

Writing for Reading

Make Connections

Spot Themes

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Making Meaning
Diving into the poem…

In a dark wood Prince Kano lost his way
And searched in vain through the long summer's day.
At last, when night was near, he came in sight
Of a small clearing filled with yellow light,
And there, bending beside his brazier, stood
A charcoal burner wearing a black hood.

Concept: Connotation

Making Meaning
Diving into the poem…

How do you feel about a wood? How do you feel about a dark wood?

In a dark wood Prince Kano lost his way
And searched in vain through the long summer's day.
At last, when night was near, he came in sight
Of a small clearing filled with yellow light,
And there, bending beside his brazier, stood
A charcoal burner wearing a black hood.

How do you feel about summer? How do you feel about a long summer's day?

Concept: Connotation

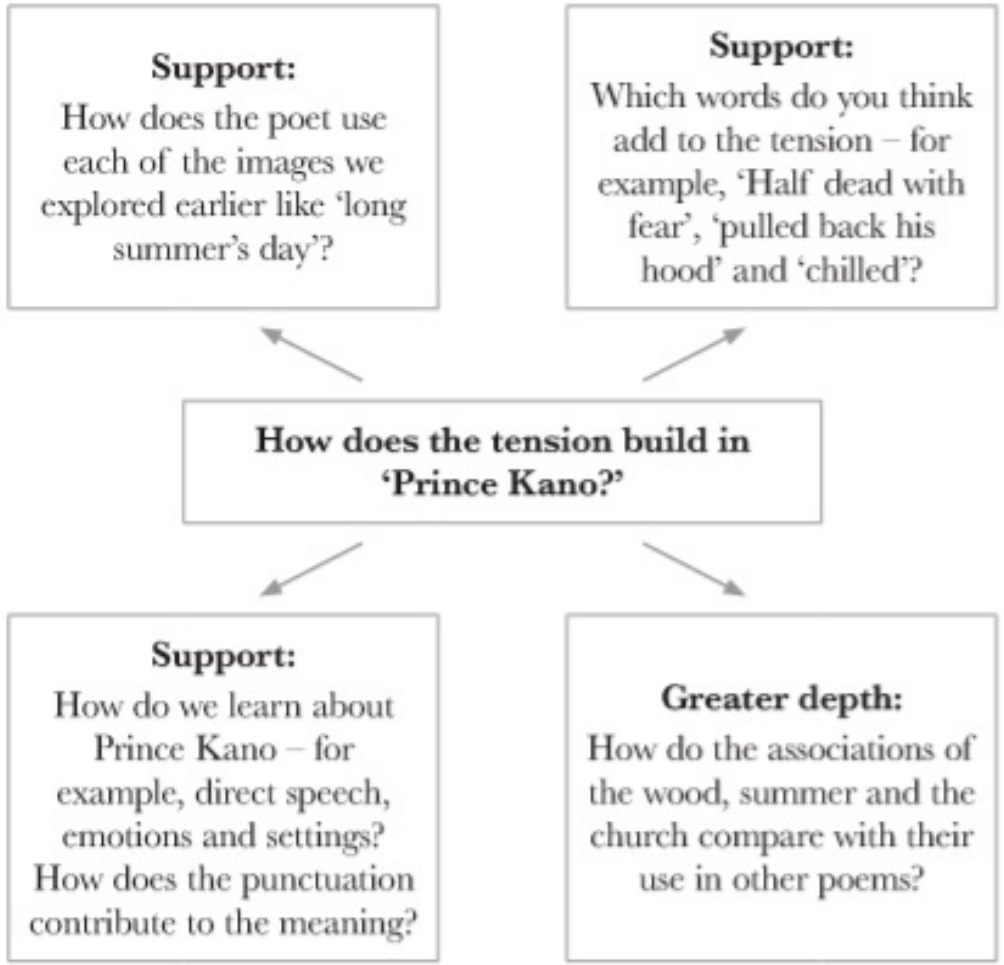
Making Meaning
Predicting, thinking, hypothesizing and anticipating

- "I wonder what the full poem is actually about?"
- "What kind of Prince will it be?"
- "How will a black hood figure?"
- "Are you all ready to listen to every word?"

Prince Kano
By Edward Lowbury

In a dark wood Prince Kano lost his way
And searched in vain through the long summer's day.
At last, when night was near, he came in sight
Of a small clearing filled with yellow light,
And there, bending beside his brazier, stood
A charcoal burner wearing a black hood.
The Prince cried out for joy: 'Good friend, I'll give
What you will ask: guide me to where I live.'
The man pulled back his hood: he had no face –
Where it should be there was an empty space.
Half dead with fear the Prince staggered away,
Rushed blindly through the wood till break of day;
And then he saw a larger clearing, filled
With houses, people; but his soul was chilled,
He looked around for comfort, and his search
Led him inside a small, half-empty church
Where monks prayed. 'Father,' to one he said,
'I've seen a dreadful thing; I am afraid.'
'What did you see, my son?' 'I saw a man
Whose face was like….' And, as the Prince began,
The monk drew back his hood and seemed to hiss
Pointing to where his face should be, 'Like this?'

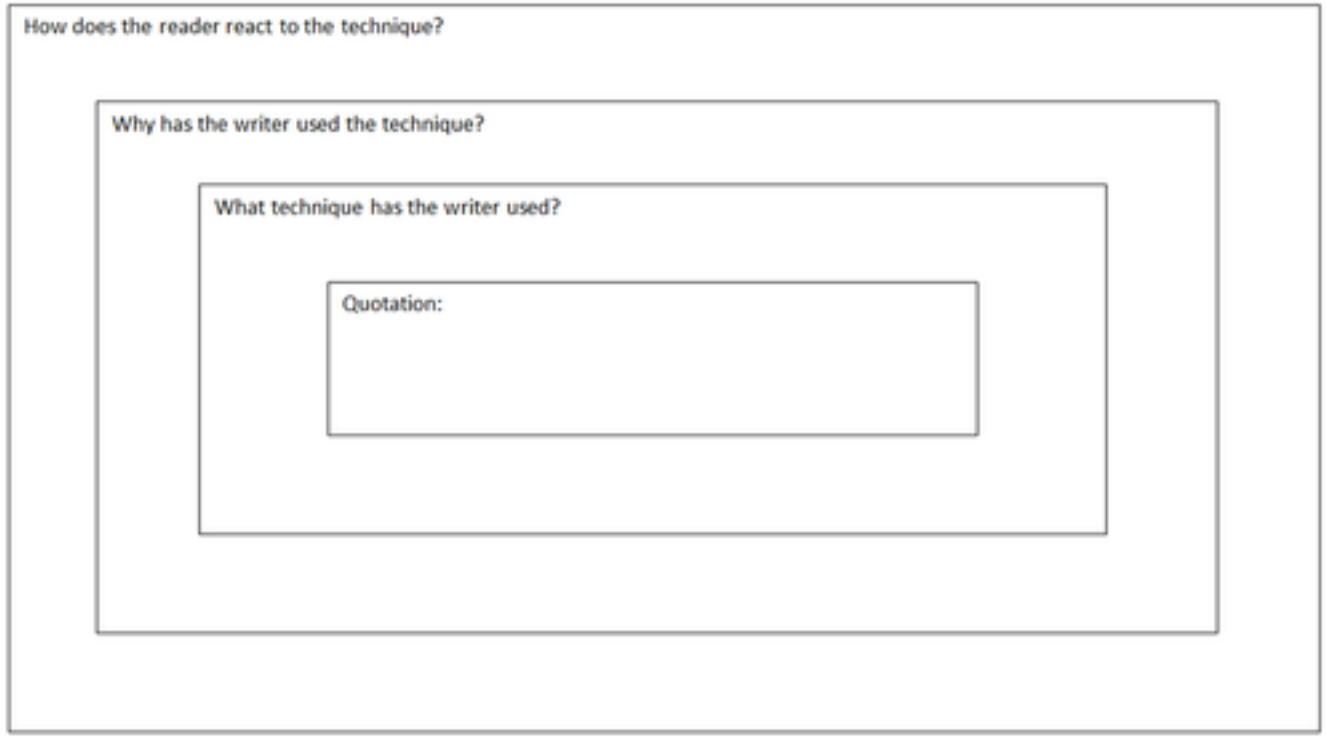
Connecting ideas
The use of radial layouts



Radial Layouts

1. Provides pupils with a way of writing down their thoughts and ideas briefly.
2. Builds their understanding of language, vocabulary and features of the poem at the same time as building comprehension.

Connecting ideas
The use of layered inference grids



Layered inference

1. Enables you to break down the question into steps.
2. Enables children to consider the poem on a larger scale – techniques, poet intention, impact etc.
3. Supports children to be independent in analysis.

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Subject knowledge

Understanding primary terms and using them

Subject knowledge: Poetry
What do I need to know and impart to them?

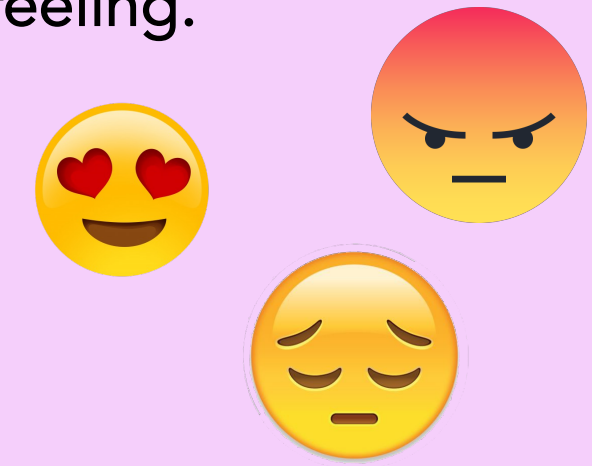
FORM

You need to know the poetry form – or in KS1 – the type of poem.

- Rhyming
- Acrostic
- Narrative poem
- Haiku
- Sonnet
- Lyrical

THEME

The theme is a 'message' or thought that the poem wants to leave the reader feeling.



SUBJECT

Who is at the centre of the poem?

Establish the poem's subject…

Is it a narrative poem with a character's inner feelings (monologue) or a descriptive poem with the subject of Autumn?

Subject knowledge: Poetry
What do I need to know and impart to them?

LITERARY DEVICES

- Simile
- Metaphor
- Onomatopoeia
- Alliteration
- Personification
- Rhyme
- Hyperbole (Y5/6)
- Repetition

POETIC TERMINOLOGY

- **Rhyme Scheme**

This could include: rhyming couples or a specific rhythmic rhyme.

- **Stanza**
- **Verse**
- **Line**

USE OF VOCABULARY

Why does the poet use certain words?

- **Simple inference?**
- **Implied inference?**
- **Nuance?**

We must help the children decide whether words are used for a particular impact.