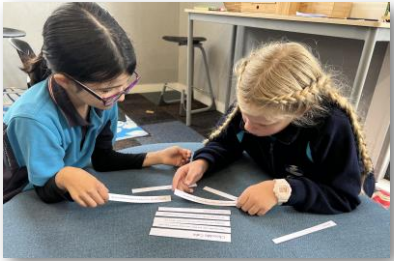




Accelerating writing progress using poetry



Sheena Cameron and Louise Dempsey



The Literacy Place

1

What is Trust?

Trust is a rare feeling to find, when you find it, keep it.
It has no ears, but has eyes.


Trust is the taste of truth and lies, when you find it,
take another bite.

It is the sound of loyalty singing to your heart, as the
branches of support grow around you.

Trust is the smell of a newborn baby, wrapped softly in
a korowai.


Created By: Heavenly, Kingston, Kqwizan & Mahdi
LS2 – Robyn Anderson, Panmure Bridge

2



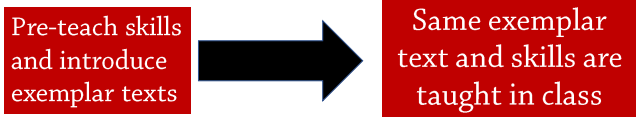
The Poetry Project (2022 - 12 weeks)

- 4 teachers teaching at KS2
- 4 'at risk' students chosen from each class
- Integrated unit plans provided for 3 different poetry structures (shared reading, mini-lessons, writing)
- We met regularly and reviewed the units and shared successes and challenges
- We modelled lessons from the units for the teachers
- Sheena and Louise worked with the target students and 'frontloaded' skills and lessons



3


Front loading to support 'at risk' students



Pre-teach skills and introduce exemplar texts

Same exemplar text and skills are taught in class

Monash University Maths intervention programme; ALL Ministry of Education NZ



4

Front loading

How could this idea be implemented in a classroom?

Teacher or teaching assistant pre-teach lessons to groups

Guided group teaching – use exemplar texts as guided texts and/or pre-teach skills (mini-lessons)

Teach whole-class mini-lessons (introduce skills before writing)

Link reading, mini-lessons and writing

The Literacy Place

5

Student feedback

What have you done well in your writing?

- *My language features – I have used a metaphor and the spelling rules – I can spell more words correctly now*
- *My vocabulary is better – I choose good words*

Do you like writing poems? (they all do)

Yes – you get to express your feelings and there is no stress
They are refreshing
Yes, because they are fun and there is a structure

The Literacy Place

6

Student feedback

What do you know about poetry?

- *It has a structure*
- *It can have different punctuation like no full stops and commas in lists*
- *You need to pick good words for poems as they are short*
- *Poems express emotions and feelings*
- *They sometimes have metaphor and simile*

All the target students said they enjoyed writing more at the end of the project.

The Literacy Place

7

Teacher feedback

Not frightened to try new words

The kids are so proud of themselves

All shining – puts everyone on the same level

No passengers on the journey

The Literacy Place

8

High impact strategies built into all lessons

- **explicit teaching** using the ‘think aloud’ approach to model learning
- **multiple exposures** to new skills to scaffold successful learning for all
- **collaborative strategies** to engage all learners used regularly throughout lessons
- **regular discussions** in a range of groupings used throughout lessons
- **exemplar texts** used multiple times to support students to learn about features of poems, gather ideas, and to generate success criteria
- **increasing writing mileage**— students writing regularly during the lesson introduction, lesson Wrap-up and during mini-lessons. This writing includes notes, lines of poems, whole poems, editing and feedback.
- **mini-lessons** to explicitly teach and practise skills that have been analysed in reading and will be added to the success criteria for writing
- **regular sharing, reviewing and publishing** of students’ poetry.

Informed by research from: John Hattie, Robert Marzano, Shirley Clarke

The Literacy Place

9

The benefits of teaching poetry

Writing poetry is creative, fun, and achievable

Students are able to share their experiences, feelings and think deeply about ideas

Think, pair, compare

Writing poems improves the quality of students’ writing

Poetry writing develops vocabulary and teaches students to use literary devices

Reading and enjoying poems improves reading fluency and speech development

Students learn to use punctuation for effect

Students can learn about and express their emotions

Based on research from the CLPE and findings from The Poetry Project

The Literacy Place

10

Purpose and audience

The purposes for writing poetry could be:

- to communicate feelings
- to make people think
- to be creative
- to be humorous
- to describe something
- to entertain.

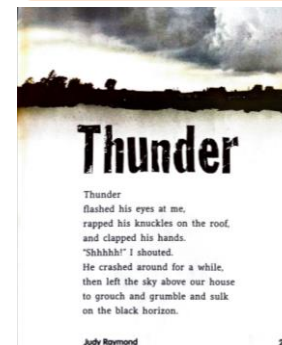
The Literacy Place

11

Don't forget about free verse

Free verse poetry

Poetry that is written in a poetic but free style. It is organised into lines and often stanzas. There are no rules about the organisation or pattern of these poems. A free verse poem can be narrative or descriptive and include poetic features from other poetry forms such as repetition and alliteration.



<https://instructionalseries.tki.org.nz/Instructional-Series/Junior-Journal-CHAPTERS/Junior-Journal-44-Level-2-2012/Thunder>

The Literacy Place

12

Structure really supports students to be successful



I like oranges

I like oranges
but
I don't like lemons.
I like turtles
but
I don't like frogs.
I like summer
but
I don't like getting sunburnt.
I like sports
but
I don't like baseball.
I like movies
but I don't like scary ones.

Copyright 2022

13



I like candy

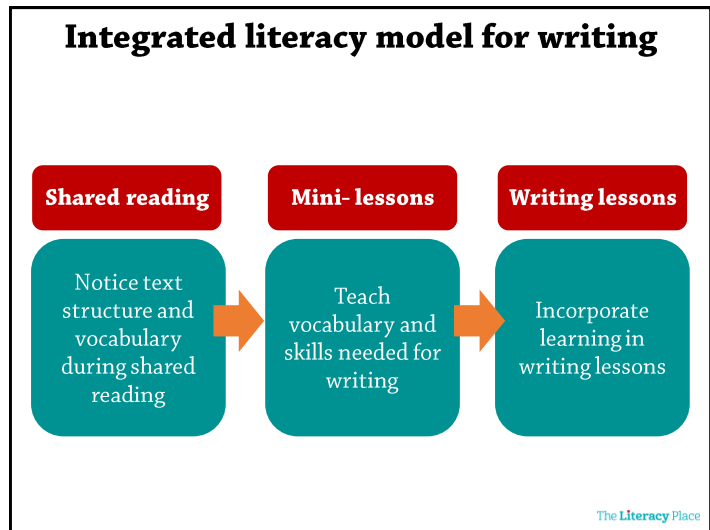
Mackenzie

I like candy
but
I don't like sour candy.
I like kittens
but
I don't like scratching.
I like lemons
but
I don't like mandarins.
I like T.V.
but
I don't like scary shows.
I like Zoe
but
I don't like it when we fight.

Jo Rednall, Year 1 - Gladstone School

The Literacy Place


14



15

Shared reading

Notice text structure and vocabulary during shared reading



The Literacy Place

16

Features of shared reading

- All students can see the text
- All students active and engaged
- Quality discussions
- Explicit teaching of reading skills (decoding and comprehension)
- Structure and punctuation of poems
- Vocabulary and literary devices



The Literacy Place

17

Text marking writing mileage



Steven noun

2 Strong, intimidating adjectives

3 Passing, dribbling, shooting verbs

4 Our king of basketball phrase

Champion

18

Feedback from the KS1 teachers about using poems in shared reading

- Very focused teaching sessions as the texts are short
- Repeated reading meant students really got to know the poems and the features (sentences)
- The repetition in the poems supported the structure of writing and embedded sentences and spelling of key words (like, looks, etc)
- Students could really focus on content of the poems and vocabulary

The Literacy Place

19

Colour

VISION
"Blue looks like a police car catching thieves."

TOUCH
"Blue feels like the bumper of a police truck."

HEARING
"Blue sounds like a police helicopter looking for crooks."


TASTE
"Blue tastes like delicious blueberries."

20

Blue

Blue looks like a police car catching thieves.
 Blue sounds like a police helicopter looking for crooks.
 Blue smells like the boosters on a police jet.
 Blue feels like the bumper of a police truck.
 Blue tastes like delicious blueberries.

Jacob



21



Mini-lessons




Learn



Practise



Review


Link the activity to your writing topic

Add the learning focus of the mini-lesson to the success criteria for the writing lesson


Keep the session short and interactive

The Literacy Place

22



15-minute mini-lesson to generate nouns for a 'noun, verb' poem. Teacher models then students work together to generate more nouns. Topic: Matariki (Maori new year)



Year 3

23

Group mini-lesson

Students read and annotated the poem before this lessons. This mini-lesson was a planning lesson. The students filled in the planning sheet to match the poem. This activity really supports planning and note taking.




The Literacy Place


24

Punctuation map

Mini-lesson 33



A _ _ .




Draw a map of the punctuation in a piece of text.

Include the capital letters (either agree one capital to use (A), or students record the actual capital letters).

Use a line to represent text/words.

The Literacy Place

25



Thunder

Thunder
flashed his eyes at me,
rapped his knuckles on the roof,
and clapped his hands.
"Shhhhh!" I shouted.


A _ _ .
_ _ _ _ .
_ _ _ _ .
_ _ _ _ .
"A _ _ !" A _ _ .


The Literacy Place


26

Transfer learning into writing

A suggested structure for a writing lessons

- 

1. Lesson introduction
- 


2. Independent writing (guided)
- 

3. Lesson wrap-up

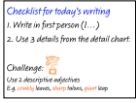
The Literacy Place

27


Lesson introduction




Motivate the students for the writing lesson



Agree and unpack the criteria for the lesson




Use modelled and shared writing to demonstrate the criteria




Use 'think-pair-share' to engage learners and check on students' understanding


28

Bus stop activity – generating comparisons for similes and metaphors





Generating Ideas



Organising Ideas

Take time to generate ideas and organise ideas for writing

The Literacy Place

29

Planning for writing - adjectives and verbs



The Literacy Place

30



3. Lesson wrap-up

The Literacy Place

31



This is not a ...



NOT A STICK

Exemplar poem 39

BY ANTOINETTE PORTIS

This is not a ball

This is not a ball, it's a fiery comet hurtling through space.
It's a slowly sinking sun disappearing without a trace.
It's a shiny purple bubble floating down to rest.
It's a giant dragon's egg hidden in its nest.



The Literacy Place

32

Modelled - shared writing

*This is not a piece of string,
it's a diamond necklace. ✕ +
sparkling in the sunlight.*

Success criteria

- Make an interesting comparison
- Add detail

The Literacy Place

33



Check punctuation
It's a



Read your line to your partner
+ Have you added detail?

The Literacy Place

34

Anna Sizer
Te Papapa School
Year 3

This is not a bottle,
it is a gigantic dynamite that
poofs at night fall.
it is a humongous sky tower that
ha you can jump off with a strong rope.
it is a glittery christmas wand that
makes people who litter mysteriously disappear.
it is a speedy motorcycle that is
zooming on the motorway with the rider
on a mission to be a spy.
it is a boomerang that is creating a
hurricane swallowing everything in its path.
it is a helpful rainbow that gives colour
to plants in need.
it is a digger that is constructing a
luxury pool.
it is a humongous cave that can give
people healing potions.
it is a helpful long pen that has writing power.
it is a sparkly snowglobe that shines in the
morning.
it is a diamond that sparkles in the pitch black.

The Literacy Place

35

Sharing and celebrating poetry



'Sharing the poem congratulates the writer, affirms the effort, serves as a possible model for other students, and encourages the writer to continue writing. When the writer reads, we also clearly hear the voice of the poet.'

— Regie Routman

The Literacy Place

36

Who could students share with?

Poems could be shared with:

- a writing partner
- a small group
- the teacher
- the class
- other staff
- family and friends
- the wider community.



The Literacy Place

37

Partner-check

Students put 'book on book'



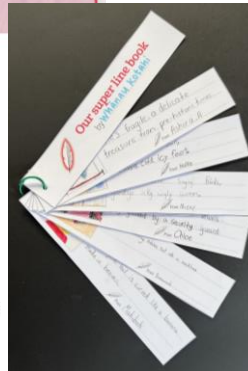
© Sheena Cameron & Louise Dempsey 2022

38

What could be shared?

Students could share:

- best words
- best descriptive phrase
- favourite line
- a literary device
- a stanza
- the opening line or final line
- the whole poem
- a collection of poems.



The Literacy Place

39

Noun-verb poem



Weather

Rain drizzles
Snow sprinkles
Hail falls
Lightning strikes
Thunder frightens
Wind whooshes
Fog blinds
Sun shines
By Serenity

The Literacy Place

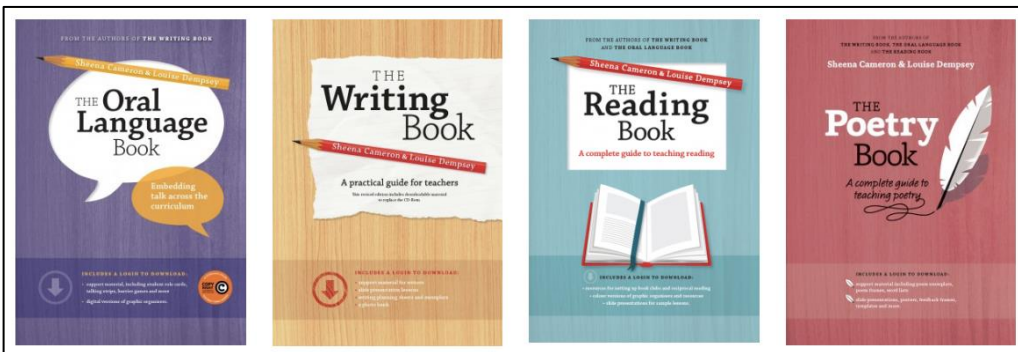
40



Join us on Facebook for great ideas
https://www.facebook.com/TheLiteracyPlace/?ref=embed_page



Download free resources
<https://www.theliteracyplace.com/resources/all>



Explore useful poetry links
<https://www.theliteracyplace.com/resource/links-for-the-poetry-book?category=Links-to-book-resources>

Find The Literacy Place books on the Scholastic website

<https://shop.scholastic.co.uk/search/search?log=t&search%5Bquery%5D=the+literacy+place>