



## Section 3

# Writing

In this section the children are encouraged to draw from material that they have worked on in Section 2 and use it in their own composition.

The projects take children through the three stages of the writing process, but maintain a focus on writing. Poetry is one of the most intensely concentrated types of writing in which young writers will engage. It involves gathering more material than they will use and a conscious structuring, not just of the words used, but also the length of lines, the sounds they make and the way the lines connect. The initial project develops this idea of gathering a lot of material. In this, as in all poetry writing, the message is 'less is more'. Children can gather a great deal of material but concentrating it down to a punchy, succinct piece of writing will bring their poems to life. To assist with the information gathering, direct the children to the various places from which they may gather stimuli. Ideally, encourage them to use experiences they have outside school – from home or from a school outing that stimulates their imagination. The fieldwork is essential.

Having gathered a range of material, the children then need the poetic discipline of organising it. Project 2 'Stanza chunking' provides a means of shaping their ideas in a way that matches their thoughts to one of the most basic structures of poetry – the stanza. Again, the emphasis should be on short and focused development of stanzas that take a subject and deal with it in different ways.

So much of what was covered in Section 2, to do with metre and line length, is really experienced when a reader fully engages with the lyricism and sounds of lines of poetry. Project 3 'Writing for performance' picks up on this essential aspect of poetry by promoting the notion of performance. Any poem can be recited or performed, but the emphasis here is on constructing a poem where the language lends itself to performance. This can be through the way things are said and also through devising opportunities for audience participation. Keep the focus on material that will work in this context and make sure material constructed for performance actually gets performed.



### Writing tips

- Gather more material than you need.
- Listen to how your lines will sound.
- Gather the best words from a wide range of possibilities.
- Construct interesting lines of poetry.
- Organise your material.
- Think how your poem will sound when read aloud.

### Using the writing templates

The 'My poem' writing templates allow the children to produce their own poetry using images and text. They can type their poems directly into one of the writing templates or the writing templates can be printed out for the children to fill in by hand. There is a selection of images available in the 'Image bank' that can be incorporated into the writing templates to illustrate their poems. It is also possible for the children to upload their own images into the 'Our images' section of the 'Image bank' (see the 'Help file' on the CD-ROM for more details).