

KEY STAGE	AGE
KS1	5-7
KS2	7-11 ✓
KS3	11-14 ✓
KS4	14-16
KS5	16-18

**AT A GLANCE**

- THE SENSES
- REDRAFTING
- LANGUAGE PLAY
- FEELINGS & EMOTION
- PATTERNS

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**POETRYCLASS: FRESH IDEAS FOR POETRY LEARNING FROM THE POETRY SOCIETY**  
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# A JOURNEY THROUGH THE SENSES

BY VALERIE BLOOM

This activity encourages children to use their senses and develop a fresh, original approach to their writing. It is useful in encouraging young writers to use their imagination and pay attention to detail.

**Developing ideas**

Give a copy of the worksheet to each child. Point out that there are five columns for each of the five senses and draw their attention to the sixth column. Explain that we utilise a sixth sense in our writing – that of feeling (emotions). Discuss with the children what sort of things it would be impossible to experience if we lost each of the senses in turn. Explain that people experience our poetry through their six senses, so we need to reach our readers through these senses.

Now ask the children, separately or in a collective brainstorming session, to think of words which they associate with each sense in turn. They write these into the appropriate column. Under 'touch' there might be words like 'rough, smooth, cold, clammy, lumpy...'

**Be specific**

Draw the children's attention to the poet's tip and encourage them to be specific. For instance, I sometimes get words like 'delicious' as a 'taste' word. I ask the class what 'delicious' food tastes like. From the variety of different answers they can see that 'delicious' has different meanings for different people.

Children should then use the columns as a word bank for the writing exercise that follows. Ask them to write several lines (ten is a good number to start with) using the sense words but not with the senses with which they are usually associated. For example, they may use touch words with the sense of smell, but not with the sense of touch. Get them started by giving them the beginning of the first line, e.g. 'I would like to (sense) the (sense word)...'

**Drafting the poem**

The children can use these lines as a basis for their poem. Encourage them to share and discuss what they have written, and to think about whether there are unnecessary repetitions that can be eliminated, images that can be expanded or lines that can be discarded or changed if necessary.



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**LEARNING OBJECTIVES**

- Y3 TO COLLECT SUITABLE WORDS AND PHRASES IN ORDER TO WRITE POEMS AND SHORT DESCRIPTIONS; TO DESIGN SIMPLE PATTERNS WITH WORDS AND USE REPETITIVE PHRASES; TO WRITE IMAGINATIVE COMPARISONS**

