

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

AT A GLANCE
• SIMILE & METAPHOR
• STRUCTURE
• PLAYING WITH LANGUAGE
• RIDDLES
• GROUP POEMS

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POETRYCLASS: FRESH IDEAS FOR POETRY LEARNING FROM THE POETRY SOCIETY

DEVELOPING THE INDIVIDUAL VOICE

BY FIONA SAMPSON

The key points about this group activity are that it's concentrated and it makes the familiar strange.

Getting inspiration

Ask the group to think about an object or a place, real or imagined, and, in silence, to come up with words to describe it, using all the senses. Then agree on a subject as a group, and make a list of suggestions for ways to describe it.

Making connections

Now tell the group to forget the original subject and to suggest other things which are that colour, then that texture, etc.

Inspiring structures

Talk about riddles. Ask the group for definitions and examples. Read one. Point out that riddles are one of the earliest forms of poetry in English. Discuss riddle formats and their use of the first person. Apply the riddle format to material gathered during the first part

of the activity. Discuss simile and metaphor: I'm as yellow as tinned apricots / I'm the yellow of tinned apricots. Why one rather than other? Talk about metaphors as 'speeded-up' similes and discuss how they can cover a poet's tracks.

Start writing

Now ask the students to write riddles of their own, remembering the subjects they thought of originally and the words they used to describe them, sense by sense. Ask for volunteers to read out their riddles and, as a group, try to guess the answers.

POET'S TIP

Encourage students to experiment as wildly as they wish.



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LEARNING OBJECTIVES

- Y5 TO WRITE METAPHORS FROM ORIGINAL IDEAS OR FROM SIMILES
 - Y5 TO INVESTIGATE METAPHORICAL EXPRESSIONS AND FIGURES OF SPEECH FROM EVERYDAY LIFE
 - Y6 TO EXPERIMENT WITH LANGUAGE, E.G. CREATING NEW WORDS, SIMILES AND METAPHORS
 - Y6 TO PRACTICE AND EXTEND VOCABULARY, E.G. THROUGH INVENTING WORD GAMES SUCH AS PUNS, RIDDLES, AND CROSSWORDS
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