

WORKSHOP

We will be practising:

- *Intonation*
- *Sound effects*
- *Voice*
- *Gesture and body language*

Perform that
poetry!

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Context

- ▶ I am currently a General Primary PGCE student at the Faculty of Education, University of Cambridge.
- ▶ I have tried to promote a love of reading throughout all my teaching placements and attended the RfP Teachers' Reading Groups to increase my own knowledge of children's literature and RfP pedagogy.
- ▶ This particular example of practice took place during my final placement in Year 5 at St. Andrew's CE Primary School in Soham.

OU Research Inspiration and Rationale

As a trainee teacher, the TaRs research surrounding teachers' knowledge of children's literature and other texts was particularly important to me.

Whilst my knowledge of fiction and non-fiction texts for children was increasing, I had noticed that I hadn't spent much time exploring poetry. I was beginning to feel confident in recommending a variety of literature tailored to specific children but there was a poetry gap.

I've also used the strand of research surrounding reading aloud to inspire my practice. The TaRs research highlights that reading aloud can be used to 'reassure, to entertain, to bond, to inform or explain, to arouse curiosity, to inspire' (Trelease, 2013:04). I believe that poetry has a performative purpose (amongst other purposes), therefore this part of the research helped to develop and inspire my ideas for including poetry in my teaching practice.

Aims



- ▶ To increase my knowledge of poetry as a Reading Teacher.
- ▶ To be able to recommend a wide range of poetry (and poets) to children.
- ▶ Encourage poetry to be read aloud for understanding, entertainment and inspiration.

Outline

- ▶ I decided to organise a break time 'poetry workshop' where the children could explore a range of poetry books and practise intonation, sound effects, voice, gesture and body language.
- ▶ I put up posters in the Year 5 classrooms and welcomed all children to join in.
- ▶ Twelve children came along and most of them signed up to perform a poem of their choice to the class, using the techniques they had learnt from the session.

POETRY WORKSHOP

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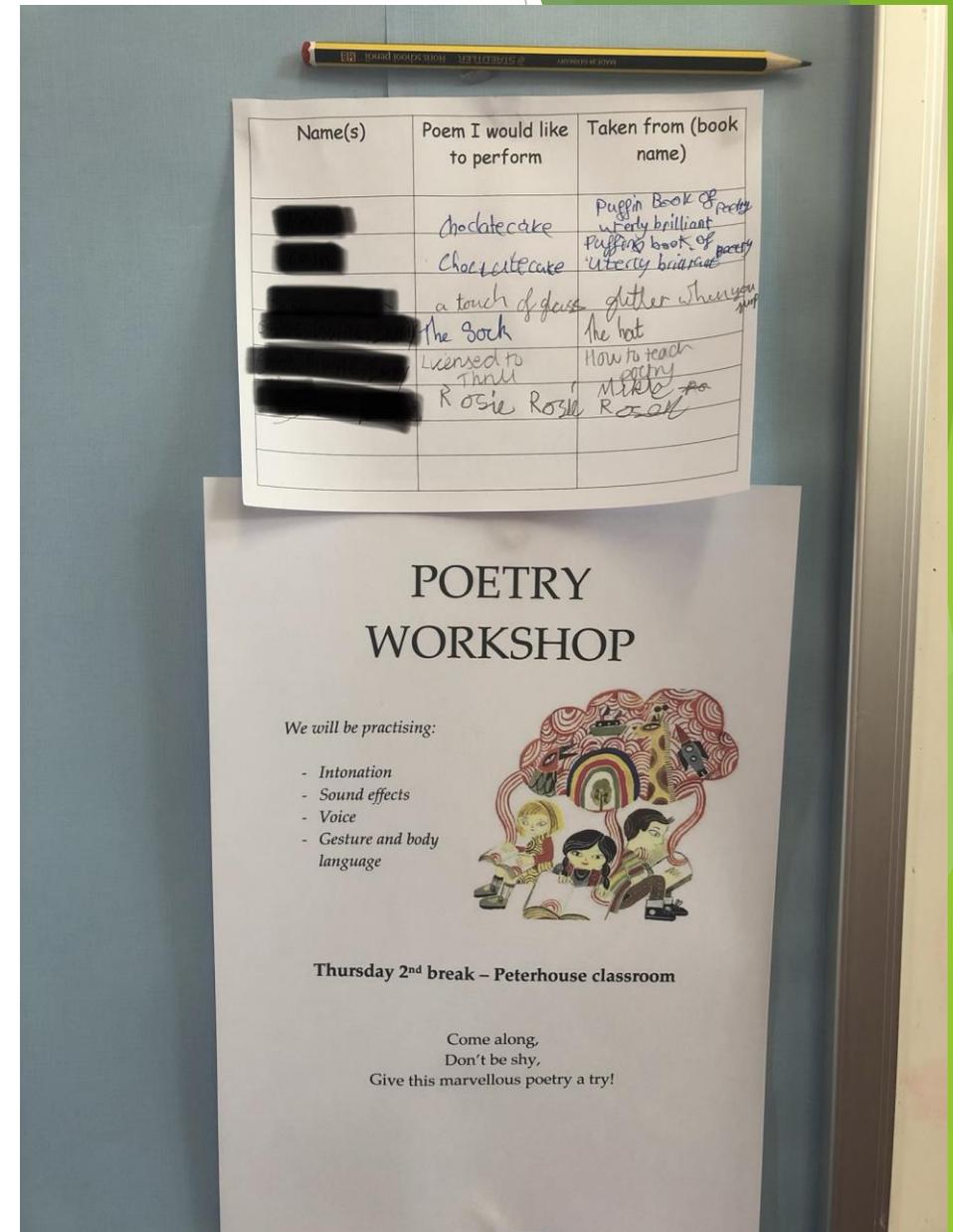


Thursday 2nd break – Peterhouse classroom



Impact

- ▶ The children really enjoyed the workshop and were excited to share what they had learnt and practised with their classmates.
- ▶ I left the poetry books in the book corner so that all children were able to access them during reading time (they were often the first books to go).
- ▶ After the children who attended the poetry workshop performed their poem, we were able to have a wider class discussion about some of the techniques used to make the performance exciting and engaging.
- ▶ Unintentionally, we discussed the importance of libraries too as I had borrowed some of the poetry books. This encouraged the children to think about using their local library to borrow a wider variety of books, including poetry!



Reflections on impact the TaRs research had on practice

- ▶ The TaRs research was really useful in supporting my practice as a trainee teacher.
- ▶ It helped me to identify my areas for development and understand the fundamental importance of encouraging a love of reading in young people.
- ▶ Although I will continue to read and explore children's poetry, I now feel more confident in sharing a variety of poetry with children.
- ▶ Moving forward into my NQT year, I plan to continue to use the TaRs research to inform other areas of practice and build a community of enthusiastic, inspired readers!