



INSPIRING A LOVE OF LITERATURE

Features that will be discussed in this presentation all relate to the project I ran whilst on professional practice. This project was set up to increase the love and memory of quality children's literature in hope it will positively improve their relationship with future literature and ability in literature. This presentation will discuss the following: what was involved, research inspiration and rationale, aims and impact and my reflection on the result.

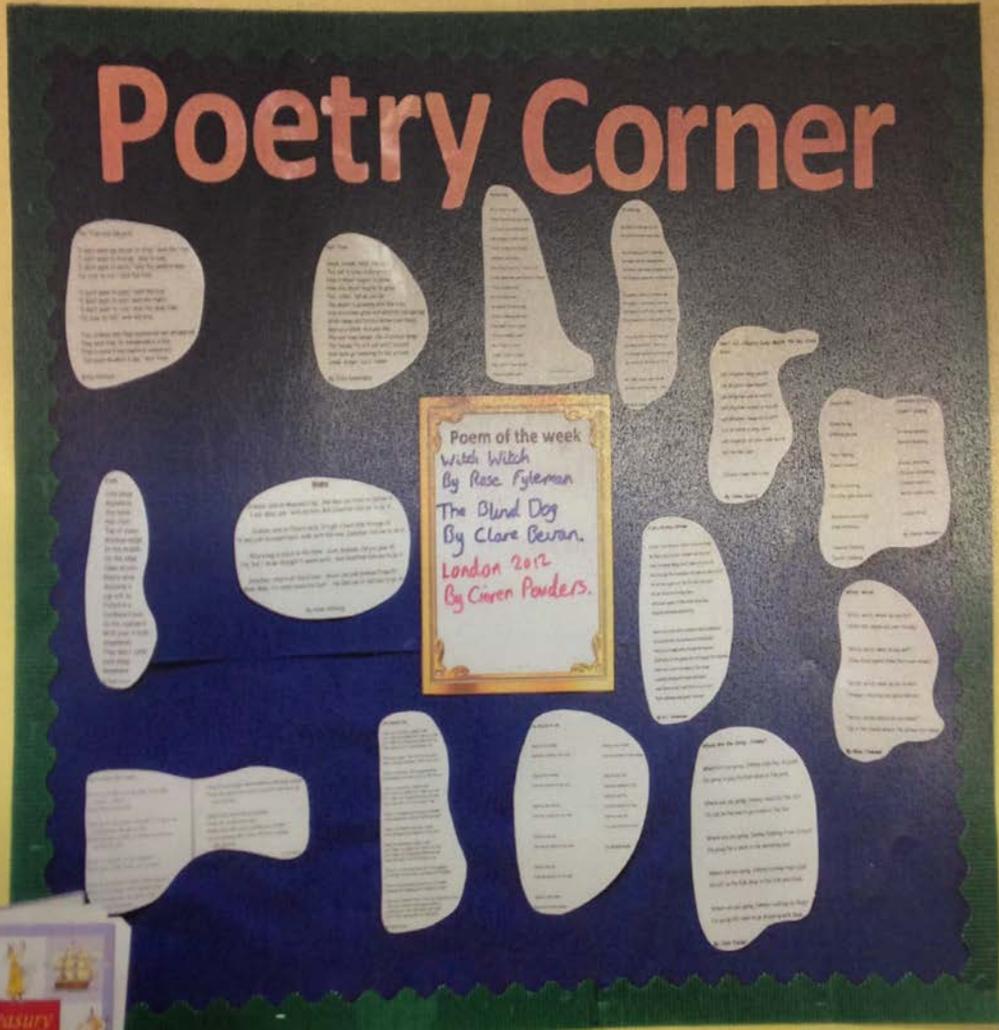
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WHAT WAS INVOLVED

I started with compiling as many child friendly poems as possible. Therefore, building my bank of resources by asking teachers and lecturers where the best places to find child friendly poems seemed the best way. Thankfully, I received a Julia Donaldson book from a colleague and an extremely helpful website from a lecturer, filled to the brim with quality children's poems. These two sources were all I needed and brought back a lot of past memories with poetry which rekindled my passion for quality children's literature. Then, I began to type and laminate the poems I wanted to look at with the children. We aimed to read a poem a day for the first five weeks. But, with the fluid primary timetable, it was often hard to fit a poem in a day. So, I did my best to get as many in as possible. With the poems I typed up, I put these onto my display (previously made in the first week) so the children could read these after we had read them as a class. Once we had read all of the poems, in week 9 and 10 we began to revise and perform these poems. This was in light of the poetry trip I had organised and agreed with the head teacher. I gave the children the opportunity to choose what poems they wanted to perform to the elderly. Then, we learned the poems, songs and prayers that were required for our trip. Finally, I had to come in an extra day to take the children to the church to perform their poems, prayers and songs to the elderly citizens of Billinge. This was an incredible experience and the children did exceptionally well. After their performances, the children went into the congregation and talked about the poems they had learnt. The feedback from the elderly was humbling and I felt very proud of how well the children had retained their knowledge of poetry.



RESEARCH INSPIRATION AND RATIONALE

In developing a successful environment for poetry, I found that there were key aspects to abide by. One large factor of this is being able to keep the environment fairly balanced between informal and formal methods of getting to know the poems (CLPE, 2018). With the formal-based methods I chose to allow the children to listen to myself (teacher as expert) read the poetry, and other famous poets to read their own poems so there was an equal balance and different reading styles the children could adopt.

With the informal-based I chose aspects such as a quick class poem review and the children exploring the poems for themselves and getting to read/perform them aloud to the rest of the class and in front of the church congregation. However, another important factor to building an enthusiasm about poetry was actually having the diverse knowledge and understanding of the literature myself. According to the UKLA (2008) it is necessary that the teacher should have this knowledge which in turn will develop itself into the students love of literature.

Reference list:

CENTRE FOR LITERACY IN PRIMARY EDUCATION., 2018. *POETRY IN PRIMARY SCHOOLS; What we know works*. Available from: <https://www.clpe.org.uk/aboutus/news/poetry-primary-schools-what-we-know-works>
THE UNITED KINGDOM LITERACY ASSOCIATION., 2008. *Teachers as Readers: Building Communities of Readers*. Available from: https://ukla.org/downloads/teachers_as_readers.pdf



AIMS

- The two main aims were to increase the love of literature (by telling people what they like about poetry) and the knowledge of literature (Poet names, key features and poetry titles). To track that I had an impact in this way, I got the children to fill out a before and after questionnaire which focused on the aforementioned aims. The results can be seen to the right which clearly demonstrates that each child has improved their knowledge of poetry.
- On a side note, I wanted the children to not only be inspired by literature, but when they thought of me they thought of the literature that we discussed and discovered as a class. I felt through this, we built a strong bond and literature community which I was extremely proud to be leading. Also, by picking their own poems to perform I wanted them to take ownership over the poems.



IMPACT

Before and after the poetry project

Below is a selection of three children: child 1, a lower ability child; child 2, a middle ability child; child 3, a higher ability child.

Before 10/01/2018:

Child 1 - "I don't know any poets," "Jack and Jill, Humpty Dumpty and Peelpipes," "I enjoy poetry because there is lots of rhyming."

Child 2 - "I don't know any poets," "Flanders Fields, Twinkle Twinkle little star, Little miss muffet, bah bah black sheep" "I enjoy poetry because it is very fun learning new stuff."

Child 3 - "I don't know any poets," "I know Daffodils is a poem. I also know Flanders fields and dinosaur rap are also poems," "I enjoy poetry because it's fun and enjoy how you can calp to the beat."

After 23/03/2018:

Child 1 - "R. L. Stevenson, Eleanor Farjeon, John Agard, Brian Patten," "From a railway carriage, London 2012, Cats," "I enjoy poetry because I liked the rhyme, repetition, repeated refrain, stanzas, metaphor, simile and rhythm."

Child 2 - "Ciaran Powders, R.L. Stevenson, Eleanor Farjeon, John Agard," "Blame, Cats, Don't call Alligator long mouth till you cross river," "I liked the rhythm, rhyme, stanza, metaphor, simile and repetition."

Child 3 - "R.L. Stevenson, Eleanor Farjeon, Ciaran Powders, John Agard, Allan Ahlberg, John Rice, Julia Donaldson, John Easter, Brian Patten," "From a railway carriage, London 2012, Don't call Alligator long-mouth till you cross river, Nut tree, The tree and the pool, Intructions for giants, Blame, The rhythm of life, Witch Witch," "I liked the rhyme, stanza's repetition, simile, rhythm, repeated refrain and alliteration."



REFLECTION

In reflecting on this I found that the children used the things they were discussing in poetry outside of the classroom, in the playground and to their parents. I found this information out through break time duties and parents telling me about what the children were talking about at home.

This was pleasurable to be told about as it was my aim to have the children remember and love the poems that they were discussing. I found that their confidence in performing poetry to the class grew and their collaboration with one another followed in the same direction. Their fluency and attention to the task at hand improved and led to all of the children being involved in reading and performing.

Having a trip to perform their poems to the elderly and talk about their learning, showed me that they cared for what they have learnt and they were passionate about the poems we had learnt.

The pinnacle moment of the poetry project was when the children started to recommend and informally talk about the poems they have read. Thus, showing me that I have had a positive effect on their knowledge and liking of poetry.

