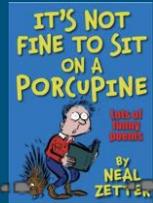
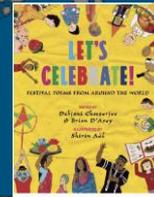
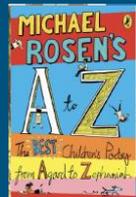
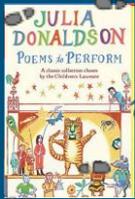
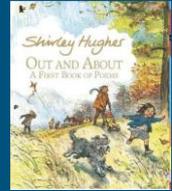




# We're Going on a Poetry Hunt

By Ruby and Ezrie



# Context



We are two current Year 3 students at the University of Greenwich who are currently undergoing a children literature course. We have both experienced teaching a range of different year groups ranging from Year One and Year Five

We both enjoy reading children's book and are keen to develop our knowledge of children's poetry

Within our classrooms we try to ensure we read a wide range of books to our classes and introduce them to different poets and poetry styles



# Aims

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We wanted to expand our own knowledge of children's literature, so that we as teachers would be able to promote reading for pleasure within our own classrooms.

We found that poetry was something that we weren't confident in using as much in the classroom, due to our own lack of knowledge. Due to this we both chose to focus our research on learning more about the different poets and poems used throughout primary schools so that we could gain further understanding of how to then use this in classrooms.

— *There are many little ways to enlarge  
your child's world.*



*Love of books is the best of all.*



*~Jacqueline Kennedy*

Ezrie

**What was your favourite book as a child?**  
The tiger who came to tea by Judith Kerr

**What two children's books have you read recently for your own pleasure?**  
Please name the books and the authors.  
My cousin is a time traveller by David Solomons  
Ug: Boy genius of the stone age by Raymond Briggs

**Please indicate when this was**

Within the last month

Within the last 3 months

Within the last 6 months

Over 6 months ago

**List 6 'good' children's authors**  
By 'good' we mean those you have found valuable and successful to use with primary-aged children.

Roald Dahl  
Michael Morpurgo  
Julia Donaldson  
C. S. Lewis  
Michael Rosen

**List 6 'good' children's picture book authors/ illustrators**  
By 'good' we mean those you have found valuable and successful to use with primary-aged children.

Quentin Blake  
Dr. Seuss

**List 6 'good' children's poets**  
By 'good' we mean those you have found valuable and successful to use with primary-aged children.

Michael Rosen  
Roald Dahl

Ruby

**What was your favourite book as a child?**  
The Gruffalo

**What two children's books have you read recently for your own pleasure?**  
Please name the books and the authors.  
Charlie and the Chocolate Factory by Roald Dahl  
Mr Stink by David Walliams

**Please indicate when this was**

Within the last month

Within the last 3 months

Within the last 6 months

Over 6 months ago

**List 6 'good' children's authors**  
By 'good' we mean those you have found valuable and successful to use with primary-aged children.

Roald Dahl  
Jacqueline Wilson  
JK Rowling  
Micheal Morpurgo  
David Walliams  
Anthony Browne

**List 6 'good' children's picture book authors/ illustrators**  
By 'good' we mean those you have found valuable and successful to use with primary-aged children.

Anthony Browne  
Quentin Blake

**List 6 'good' children's poets**  
By 'good' we mean those you have found valuable and successful to use with primary-aged children.

Micheal Rosen  
Roald Dahl  
Benjamin Zephaniah

# Initial Survey

As you can see from our initial surveys we did not have a varied knowledge of different authors and books from different genres of children's literature. This helped us to pick out what we were the least confident in, which was poetry, and what we could try to do to help us build our understanding of this topic better.

# Finding from the Teachers as Readers (TaRS) research.

(Cremin et al.,  
2009, 2014)

## Authors

64% named five or six

46% named six

- Roald Dahl (744)
- Michael Morpurgo (343)
- Jacqueline Wilson (323)
- JK Rowling (300)
- Anne Fine (252)

## Poets

56% named only 2,1 or 0 (18%)

11% named six

- Michael Rosen (452)
- Allan Ahlberg (207)
- Roger McGough (197)
- Roald Dahl (165)
- Benjamin Zephaniah (131)

## Picture fiction

59% named only 2,1 or 0 (24%)

11% named six

- Quentin Blake (423)
- 303 named books
- Anthony Browne (175)

From this we can see that as many others we don't have a varied knowledge of different authors and poets that we could use in the classroom. This shows the 'celebrity' authors are often known a lot more than others.

# Research and Inspiration

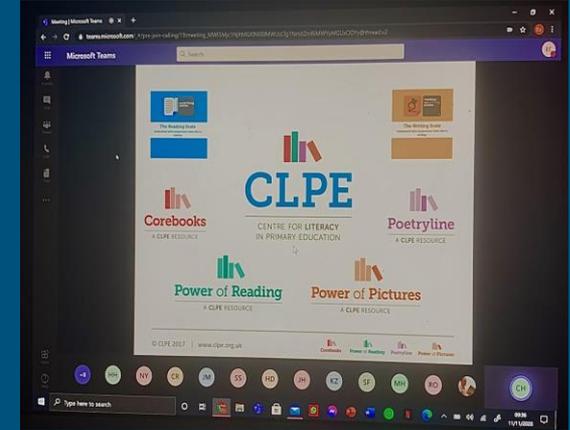
Through reading the TaRs research (Cremin et al. 2014) we learnt that teachers tend to read stories to the children of authors they recognise and have read before. They feel this will be more engaging for the children as they already know the story and can follow along easier. This means the range of writers who are introduced in the classroom could be severely reduced and children's confidence to explore new authors and books could be hindered as they feel apprehensive.

Using data from the survey of teachers (Phase One) suggests that many teachers may not have enough knowledge of children's books to be able to promote reading for pleasure and the development of children as readers and may struggle to keep children engaged in books as well as equip them to be able to respond to books.

During Phase Two of the project the teachers, whose questionnaire answers seemed most the same and similar to one another worked together to gain a wider knowledge of other authors that were out there for children as well as poets they could bring back into their classrooms. Doing this led to the teacher starting to read children's literature as readers rather than just as teachers. By having a plethora of authors and books within the classroom can positively impact the children as well as us as teachers. It will develop both ours and children confidence to respond and be able to discuss children's books as well as share the knowledge of books, and poetry we have read and explored.

# CLPE

To help us with furthering our understanding in poetry we had the opportunity to have a session discussing poetry with CLPE. Due to the circumstances we had to have this session online. They told us about different ways in which poetry can be used in the classroom and also gave us specific poems that they have found that have been beneficial when used in the classroom.



This session was very helpful for us and gave us more ideas and ways to become more confident teachers using poetry.

# How I extended my knowledge of Poetry

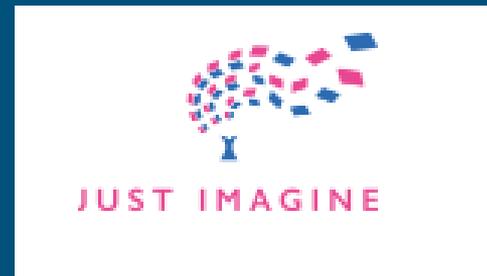


Date	Poem	Poet
30 <sup>th</sup> November	Life Doesn't Frighten Me	Maya Angelou
1 <sup>st</sup> December	Listening For Santa	Annabel Sheila
2 <sup>nd</sup> December	Among The Hairyboos and Smoothyboos	John Agard
3 <sup>rd</sup> December	Hey, Let's Go!	James Carter
4 <sup>th</sup> December	Winter trees	George Szirtes
5 <sup>th</sup> December	Daydreamer	Rachel Rooney
6 <sup>th</sup> December	Macavity: The Mystery Cat	T.S. Eliot

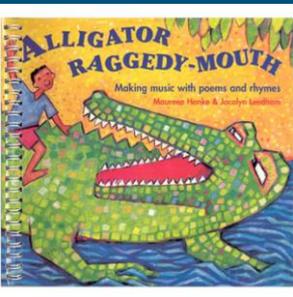
I decided to extend my knowledge by reading a different poem each day and explored a new poet each day. This allowed me to begin to collect a range of poems i could use in the classroom

Doing this also allowed me to realise just how many Poets there are and how many poems for children to explore outside of the usual poets they learn in lessons

I also used just imagine to build up my knowledge of different poets and the poems that they created. This gave me a background into how the poems helped other teachers in the classroom as well to help me gauge what books could be beneficial



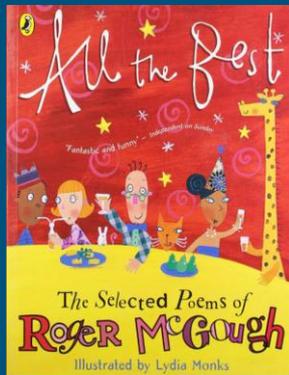
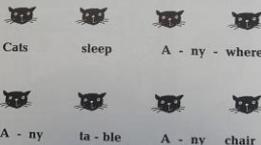
# How I extended my knowledge of Poetry



## Stage 1 - introducing the poem

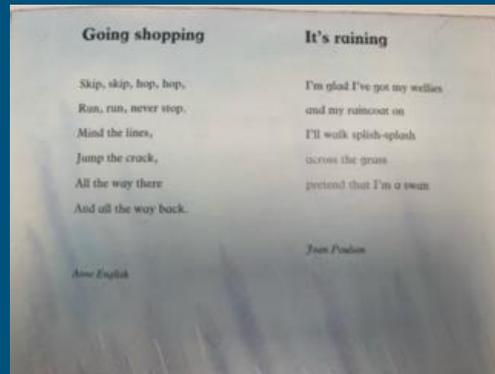
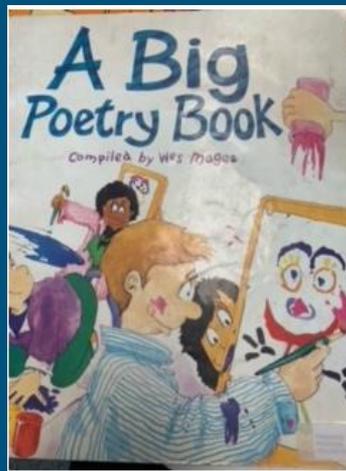
(A whole class activity)

1. Before reading the poem to the children, have a general discussion about cats. Consider different kinds of cats, their sleeping habits, nature and appearance.
2. Read the poem, keeping a steady beat throughout. Then ask the children to clap or tap the beat as you read. The cat heads below show the beat in the poem.



When trying to build my knowledge of poetry and poets I decided to try and extend my understanding of children's poetry books. These helped me to push my confidence on how children's poems are structured and how i could introduce and teach poetry in the classroom.

I had a lot of fun looking at all different poems and found a pattern of seeing a lot of them were based around quite basic ideas that the children could relate back to. Also the books that I read had lots of different poets within them so I was able to find a wider range to aid my knowledge of poets.



# How I extended my knowledge of Poetry

## Year 3 Classroom

Lining up to start the day

"What are we doing first?" they say

"I think we'll do PE"

The children beamed with glee

What a lovely Monday!

Together we decided to write a poem to see how our confidence and ability had grown after we had separately done our own research. We found that we were feeling a lot better about our ability to create our own poetry.

# Updated Survey

## Ezrie

### List 6 'good' children's poets

By 'good' we mean those you have found valuable and successful to use with primary-aged children.

Michael Rosen  
Roald Dahl  
J. Patrick Lewis  
Roger McGough  
Maya Angelou  
Wes Magee

## Ruby

### List 6 'good' children's poets

By 'good' we mean those you have found valuable and successful to use with primary-aged children.

Michael Rosen  
Roald Dahl  
Benjamin Zephaniah  
T.S.Eliot  
Maya Angelou  
Carole Anne Duffy

As you can see we both expanded our knowledge of children's poets and poems but still believe poets such as Rosen and Dahl are beneficial to use in the primary classroom