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| Session Content | In the provider led taught curriculum**,** trainees have “**learned** **that**…” and will develop this in a range of contexts. | Trainees have **learnt**, and should begin to demonstrate in“**how to …”:** | Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further **“learn how to…”:** | Links to support trainee/further reading shared with trainees |
| Teaching Poetry | * poetry can extend pupils’ skills in expressing their ideas, emotions and their experiences. * there is a wide range of creative, poetry forms that can be explored in the primary classroom. * poetry is more than simple rhyme. * poetry offers different writing conventions to traditional writing forms. It does not have to follow punctuation and grammar rules * knowing and using a range of children’s poet’s supports discussion, promotes inclusion and empowers the children as writers * modelling through intonation, volume, tone, facial expressions and video clips can enhance children’s understanding of poetry and their vocal performance. | * use their understanding of poetry & poetic devices to develop and scaffold oral and written poetry in pupils * integrate poetry activities into classroom learning * develop their understanding of how to integrate poetry activities into classroom learning, based on a topic or theme. * provide opportunities for children to capture their ideas in response to the poems being shared * provide opportunities for children to express their own ideas and feelings related to the theme of the poems being shared * develop a sequence of lessons that enables children to compose their own poems, giving them the opportunity to experiment with language, form and imagery | * What active strategies will you use to deepen understanding of the poems, e.g. performance, drawing responses, role play, drama? * How will you draw attention to certain aspects of sight, sound, structure or sense? * How will you support children’s understanding of specific poetic devices, such as metaphor or simile? * How will you use shared writing to scaffold children’s writing of poetry? * How will you share and note the children’s responses to the poem? | * Ideas on planning and structuring lessons:   <https://clpe.org.uk/poetryline>   * Develop theoretical understanding:   direct trainees to read chapter 14 *of Exploring Children’s*  *Literature: Reading for Knowledge,*  *Understanding and Pleasure* by Nikki Gamble- found on the English course reading list   * Understand a range of perspectives about poetry: look at the Children’s Poetry Summit blog <https://childrenspoetrysummit.com/> * CLPE ‘*Poetry in the Primary School: What We Know Works’* <https://clpe.org.uk/system/files/Poetry%20in%20Primary%20Schools_0.pdf> |