

The cLc Learning Platform is supporting teaching and improving learning outcomes in schools around the world. These Best Practice examples enable teachers to share experiences, ideas and recommendations to support and aid other teachers tackling the same challenges.

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School: Polehampton Cof E Infant School	LA: Wokingham
Teacher: Marianne Wilberforce	Students: Year 2
Contact: mwilberforce@gmail.com	
Learning Focus: To prompt poetry writing and genre exploration based on the poem Jabberwocky.	
Curriculum Focus: Literacy Primary Framework > Literacy > Poetry	
Tools used:  images,  forum,  links,  podcasts	



The screenshot shows the website for Polehampton C of E Infant School. The page is titled "Imagine that!" and discusses a poetry topic for the first half of the spring term. It mentions that the topic is about imagination and silly stories, inspired by the poem "Jabberwocky" by Lewis Carroll. The page includes two photographs of children's work: one showing a collage of words and phrases, and another showing a similar collage with more text.

How this worked in practice: Children at Polehampton Infant School are familiar with combining online and offline activities as part of their cross subject personalised curriculum. As part of their literacy work, children were introduced to Jabberwocky the 'nonsense poem' through a link on their cLc learning platform. They enjoyed a number of practical classroom activities responding to this poem including creating poetry storyboards using combinations of collaged words. Once complete, the children  photographed the storyboards and these were shared and celebrated through the shared class area on their cLc learning platform. To extend their poetry work, children began to learn about specific authors, including humorous poetry authors such as Roald Dahl and used a  forum to ask questions about these authors. Children were then able to use a range of practical classroom and online  links/resources to find out the answers to their questions (including the very child-friendly Roald Dahl  website). The children then answered their own and each other's questions by returning to the  forum and posting responses either in text or  sound – particularly useful for children who are not as confident in reading or writing, but are still able to access the learning focus which in this instance is about authors and humorous poetry. After these engaging activities children used 2 connect (2Simple Mindmapping programme) to help plan children's own nonsense poems – exploring vocabulary, characters, structure and phrasing. The children then  recorded them with a microphone and shared these through the cLc learning platform with children from around the world on the by linking to other school's cLc's, and via the UniServity A Million Words Project.

By the end of this sequence of work children had developed skills in:

Literacy: Poetry, Vocabulary, Speaking & Listening, Planning Writing, Author studies

Learning: Communicating, Sharing, Debating

Next Steps: Children could now begin to explore  sound recording their favourite stories and poems into a large class talking library to share across and beyond the school.