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School: Black Firs Primary School	**LA:** Cheshire
Teacher: Mr Ravi Kaler	**Students:** Year 5 (age 9-10) Lower Attainers
Contact: rkaler@black-firs.co.uk	
Learning Focus: To write engaging poems using objects as prompts & to improve through self-review.	
Curriculum Focus: Literacy > Primary Framework > Poetry	
Tools used: 📄 Custom Page, 🔗 Links	

Emma O'Hara says ...Imagine

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Imagine a plum turned into your mum.

Imagine a banana turned into a piranha.

Imagine a grape in superman's cape.

Imagine a beetroot wearing a dinner suit.

Imagine a pear with nothing to wear.

How this worked in practice: The School had asked a Poetry expert; David Horner, into the school to work with the pupils on their poetry in order to enthuse, motivate and enhance the children's interest in poetry, thus improving literacy attainment levels. Children were encouraged during and after the activities with the visiting poet to write poetry about different objects using their imagination (seen in example above) and to publish this poetry on their cLc learning platform in order to share it with a wider audience and celebrate their work.

Children therefore constructed their poems within 📄Custom pages and then as a class the children linked all of these 📄Custom pages together. This meant that parents would be able to read all of the poems by clicking on the key words within the poems which had become contextual 🔗 Links to other poems (eg the word Beetroot in the example above linking to another child's poem).

Having had the opportunity to review and share their poems with peers and parents, children were able to then edit their poem pages in order to improve them; both in terms of their poetry writing genre skills, but also presentational aspects (such as the adding of illustrative images seen in the example above). Children then have a record of their original piece of work and their improved version following self & peer assessment so that they can better review their progress towards targets and attainment goals met.

By the end of this sequence of work children had developed skills in:
Literacy: Instruction Writing, Drafting, Checking spelling, Vocabulary, Layout, Reading instructions, Editing.
Learning: drafting & editing, following instructions, collaborating, communicating, co-constructing.

Next Steps: The children could begin now to explore other genres of collaborative writing through 🧩Wikis, where they can develop and extend their drafting and reviewing skills learned within this activity.