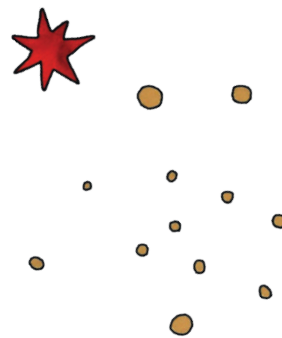


At the End of the Day

A National Poetry Day
resource from CLPE

KEY STAGE 2



This resource was produced in collaboration with the Centre for Literacy in Primary Education (CLPE). Find more poets and poetry on CLPE's website, visit: clpe.org.uk/poetry

CLPE is a charity working to improve literacy teaching in schools and settings.
Registered Charity No: 1092698

Find refuge in writing...

Read the poem out loud together and talk about it. *You might find it helpful to read it more than once.*



At the end of the day

Mr Joshua calls me over to his desk,
Hey, Nate
I just wanted to say
that poem you wrote was beautiful
there was something about it that just grabbed me
made me feel something, you know?
And that's what the best writing does, Nate
it's the feels you're looking for.

He opens his drawer, you got a notebook
or anything that you keep ideas in?

I shake my head,
just a pile of old paper, Sir.

He passes me a notebook
a proper posh little
hardbacked black one.

Here he says *have this*
I keep one around like I used to in the bands,
you've got to grab those ideas when they come
or else they're gone forever
you know?

And he waves his hand above his head
tryna grab summat that in't there.

No one used to tell me to write my ideas down
Nate but they were just there knocking on the
inside of my head until I did -
just like the poet in the video
and you I think you have the flow
you have to grab that pen, Nate
let it all go.

He spins round in his chair
and types summat into Google,

Now look at this
these are David Almond's
notebooks
they're on display up in the North East
see all those mad swirls of words and pictures?

If you've got it in you Nate
which I'm pretty certain you do
it's what you can do too.

And he spins back round to look at me
proper kind look in his eyes,

It helps you process the world, you know?
All that heavy stuff we have to carry.

Then he glances at his watch,
Oooooops staff meeting
I've got to go Nate see you tomorrow.

At the End of the Day by Matt Goodfellow ©

The Final Year by Matt Goodfellow, illustrated by Joe Todd-Stanton, Otter-Barry Books

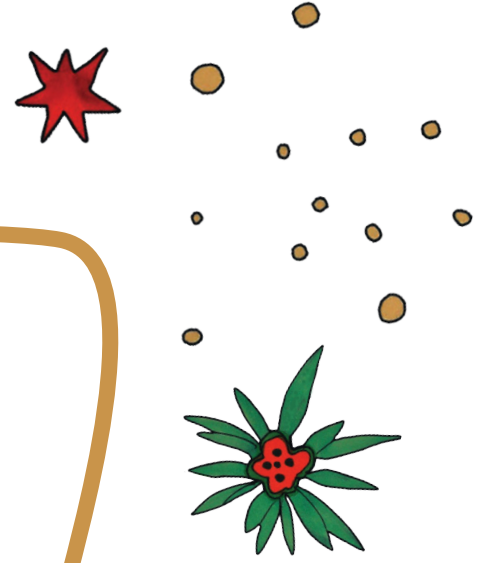


Find refuge in writing...

Think about the poem

You could discuss this as a whole class, in small groups or think about it on your own.

What do you think the poem is about?



How does the poem make you feel?

Who are the people?

What do you know or think you know about them? How are they connected?

Read the poem again

What can you tell about the relationship between the two characters?

What shows you this?



What is Mr Joshua telling Nate about his writing?

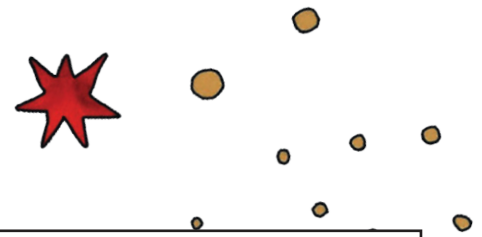
What is he telling him about writing in general?

Find refuge in writing...



Think about the poem

You could discuss this as a whole class, in small groups or think about it on your own.



What do you think the poem is about?

Who are the people?

What do you know or think you know about them? How are they connected?

How does the poem make you feel? What makes you feel this way?

Read the poem again.

What can you tell about the relationship between the two characters?

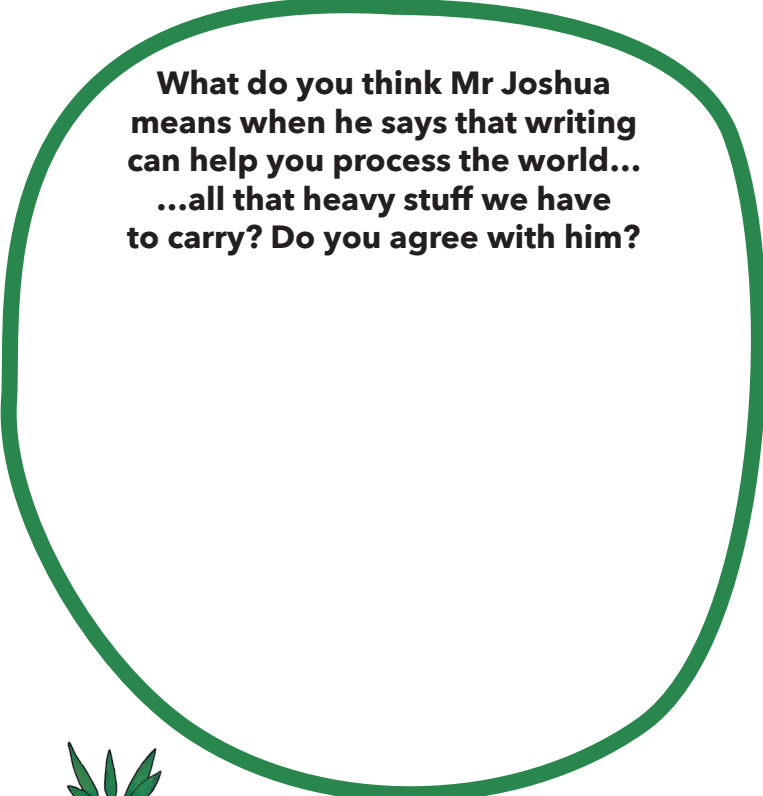
What shows you this?

What is Mr Joshua telling Nate about his writing?

What is he telling him about writing in general?

Writing can help you...

Consider how the poem links to your own experience.

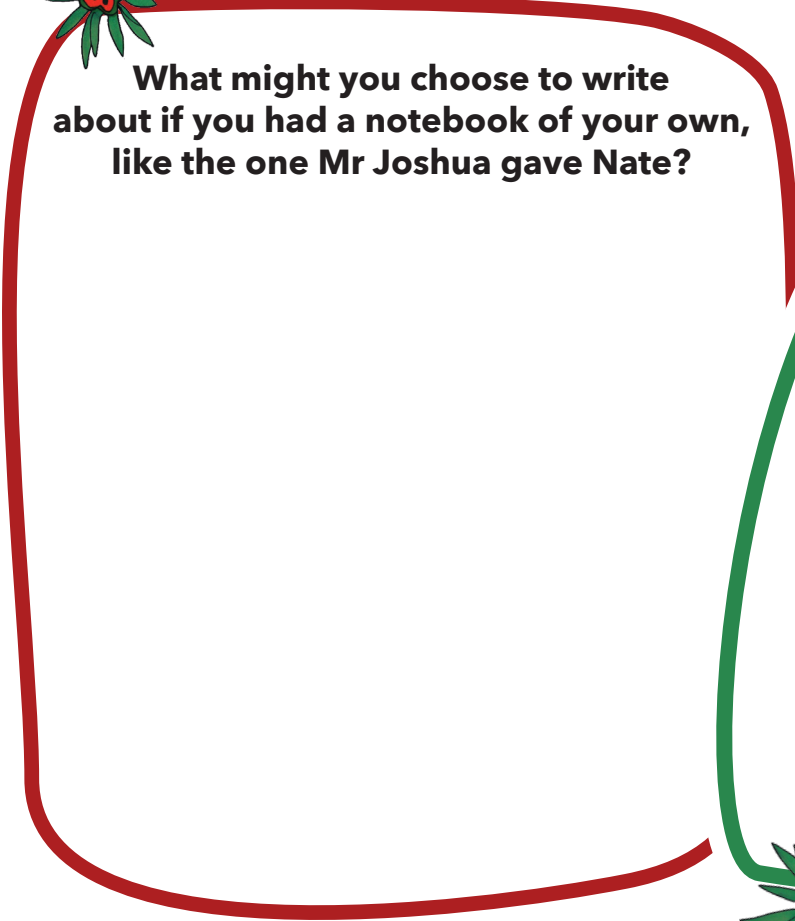


What do you think Mr Joshua means when he says that writing can help you process the world...
...all that heavy stuff we have to carry? Do you agree with him?

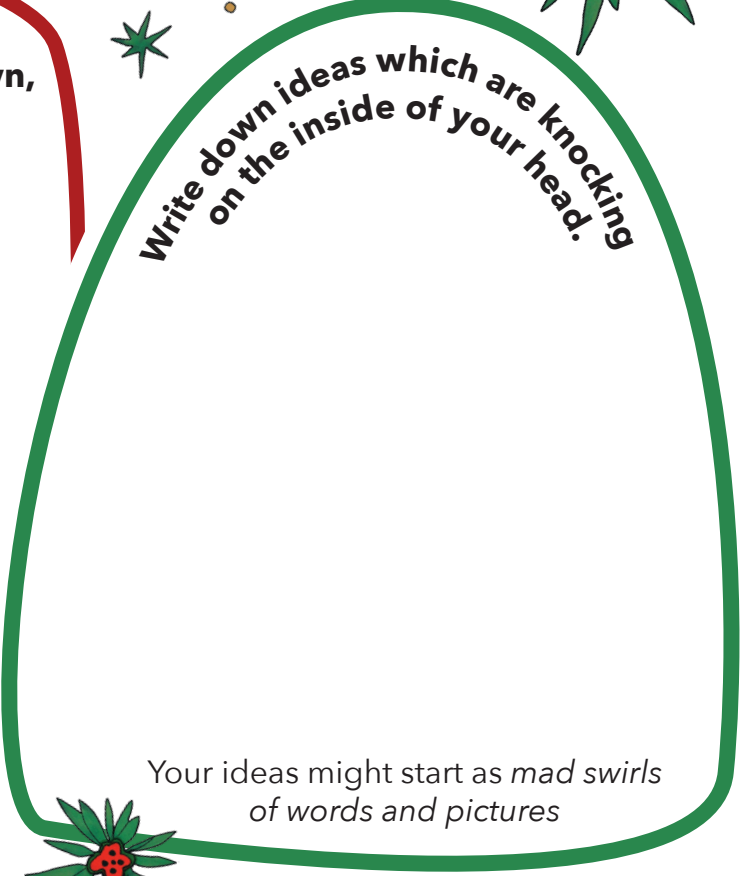


Have you ever grabbed your pen and let go in writing?

If you wanted to do this, what might you write about?



What might you choose to write about if you had a notebook of your own, like the one Mr Joshua gave Nate?



Write down ideas which are knocking on the inside of your head.

Your ideas might start as mad swirls of words and pictures

Find refuge in writing...



Writing can help you...

Consider how the poem links to your own experience.

What do you think Mr Joshua means when he says that writing can *help you process the world... ..all that heavy stuff we have to carry?* Do you agree with him?

Have you ever *grabbed your pen and let go* in writing?

If you wanted to do this, what might you write about?

What might you choose to write about if you had a notebook of your own, like the one Mr Joshua gave Nate?

Write down ideas which are *knocking on the inside of your head*.

You could explore ideas with words and pictures. Think about things you have seen or experienced and how you felt. It might be funny, strange, confusing, or inspiring. Your ideas could be real or imagined, or an interaction between people (as with the original poem).

Your ideas might start as *mad swirls of words and pictures*, they could be single lines or something more fully formed. Don't worry, just *grab your pen and let go*...

Find refuge in writing...



Create art with your poem

Think about the words in your poem. What colours, shapes or images might emphasise the meaning?

Some tips to get you started:

Use your best handwriting. Make a background and write your poem over the top or leave a space for the words and fill in the illustration around it. Perhaps you could create an artwork on the computer and experiment with fonts and digital images. Use your imagination and have fun!

A large, empty rectangular box with a thin black border, intended for students to create art based on their poems. The box is currently blank.

Why not create a class display of your illustrated poems, so others in your school can enjoy your poetic creativity?



Build drama with poetry

Spoken word performances can add another exciting dimension to poetry.

Perhaps the most confident poets and performers among you could perform your poems in assembly, so the rest of your school can discover all the enjoyment poetry can bring.

The poem is a conversation that explores the relationship between two characters. Find someone else to perform the poem with. How might you convey their individual characters and their relationship in a performance of the poem?

Some things to consider:

- Think about how fast, slow, loud or quietly you speak the lines.
- Are there any facial expressions or actions you could perform to accompany the poem?
- Could you use music, or sounds to enhance the performance?
- Could you use lighting to change the mood throughout the poem?
- Maybe you could work in small groups and share ideas about how to perform each others poems.
- When you have decided how to perform your poem, practice a few times before performing it for others, in your class or at home.
- If you don't want to perform your poem, perhaps you could think about how to perform a published poem instead.



Find refuge in writing...

The music of poetry

Many singer-songwriters also write poetry. Why not try setting your chosen poem to music to see how the meaning or imagery within it could be enhanced or changed.

Some things to consider:

- Think about the rhythm and flow of the words in your chosen poem.
- What sounds come to mind as you read the words?
- Use percussion, found objects, instruments or even your body to make sounds.
- Use your voice or layer multiple voices to create sounds.
- Use digital sound effects to build a soundtrack to enhance the meaning.
- How does it change the effect if you whisper, sing or shout the words?





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