

Writing

LO: To draft and edit a poem about the theme of memory.

YOUR TASK:

Your task is to write a **poem** with the purpose of conveying your memories about school and your childhood.

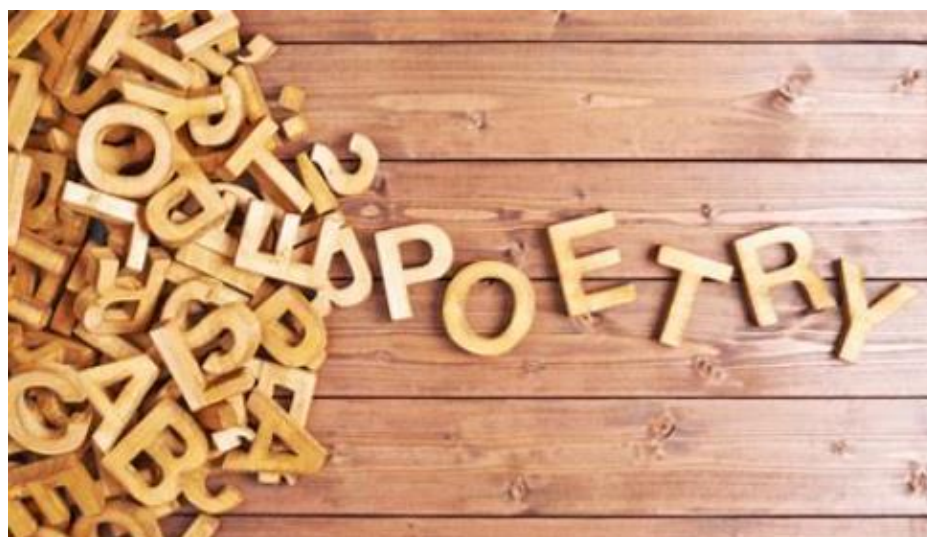
Poems are opportunities to explore and experiment. They come in a huge array of different forms, it is an opportunity for expression.

I would **recommend** making some **notes**, before you begin writing, about the different memories you may want to write about. Once you have chosen some memories; expand on them. What can you see, hear, smell, feel, touch? How does the memory make you feel emotionally? Do you look back on it fondly? Would you want to create more memories like these? What did you learn from this moment? Why do you think you remember this moment specifically?

Rather than a specific memory you may wish to write about the over-arching idea of memory.

These notes will **help you structure** the different verses/stanzas of your poem.

Think about the poems you have read – they are all structured differently. You should pursue whatever structure you feel comfortable with when writing your own poem.



Things you may want to consider:

- **A range of poetic features** such as rhyme, rhythm, imagery, couplets, alliteration and assonance:
 - **Alliteration** – same sound at the start (e.g. **m**eandering **m**oonlit **m**oor)
 - **Assonance** – similar sounds in the centre of a word
 - The ball **bound** **ar**ound without **so**und on the **g**round
- **A range of punctuation is very common in poetry** – you could focus on dashes, semi-colons, colons and parenthesis (brackets). All of which allow you to insert additional phrases and clauses but can help maintain the rhyming structure.
- Separating your poem into **stanzas or verses** which can work similarly to paragraphs and could centre around a specific idea or section of your memory.
- Consider how many **syllables** you may want to use in each line
- Consider the **rhyming structure**.
- Consider the use of **similes and metaphors** which are also very effective in poetry.

Colon

2. Introduce examples or explanations.
It gives a little more information about what comes before it.

The bird eats lots of snacks: he needs lots of energy for flying.

Links TWO main clauses

Semi-colon

2. Replace a full stop.

It links two complete sentences and turns them into one sentence. The two sentences are closely linked in meaning.

It shows a **LONGER** pause than a comma

The girl has never been so terrified; she backed away, but there was nowhere to hide.

The film was brilliant; I had a great time.

Brackets

Separate additional detail or information

I spoke to Eliza (**her sister is a doctor**) about your strange symptoms.

I gave the bear a banana (**all I had left**).

Full stop on outside



The word or phrase inside the brackets, commas or dash is called a parenthesis.

Dash

Show a break in a sentence.
Separate two clauses.

The fire spread quickly and the trees were engulfed – I was scared.

Remember:

- It is stronger than a comma
- It is longer than a hyphen

Examples of poems around the theme of childhood memories as well as other themes:

Through The Eyes Of A Child

Encouraged to see strangers as friends
A trip to the park ends
With a grin.
It begins with a coy hello
And before you know it
You are running around together
Enjoying the simple pleasures
Of slides and swings.
Uninhibited laughter rings free.
If only we never lost those values
how sweet life would be.

Memory

A sudden twitch,
The curtain
Drawn aside,
Memory floods in
Bright light.
It can bring pain
Or remembered
Delight.
Hold on to it,
Do not cast it
Aside.
While you can feel
And remember,
You, and they
Are not alone,
For in your memories
They are alive.

My First Drink

By Bob Boucher Nov, 2010

My memory is a bit hazy.
It as nineteen thirty four
of our round kitchen table
and our wooden floor

Mama was on this side
Papa on the other
I was in my high chair
opposite my brother

Then in my tiny hands
they put a tiny little cup
they said OK Bob
try and drink it up

I tried and I tried
my quest was unfulfilled
every time I tried
the milk was always spilled

The Good Old Days

Do you remember
The good old days
and the beloved farm
Where we used to play?

The rope swing that lled
Under a big oak tree
That for hours upon hours
Our laughter would ring

Remember the huts
That we worked on together
Or the hills that we would sled
Down in snowy weather

We were wild and free
With the world to explore
We would bond together
In the great outdoors

Our world was so carefree
When we were young
We were always brought together
By our family's love

Look at us now
And how much we have grown
We have turned out so well
Because of the examples we were shown

Our family is united
And we always will be
There for each other
Throughout eternity

The good old days
Contain memories of a time
Where the world was so good
It was truly sublime

What a great past
That we can always share
We can reflect on our memories
When there is time to spare

I'll Remember

I'll never be a grownup
who forgets I was a kid.
I won't pinch children
on their cheeks
or say, "Look what you did!"
I won't ask
what they want to be
when they are old
and gray like me.

Instead
I'll watch them
biting ends off ice cream cones
blowing bubbles
skipping stones
wasting flashlight batteries
spending all day long in trees.
I won't forget my friends
or rolling down a hill.

When I'm a grownup
I'll remember
childhood.
Yes I will.

Suggested Structure and Planning Sheet

The beauty of poetry is that you have the freedom to write in whatever structure you desire. However, if you are unsure and need some guidance I have listed below some instructions to help you. **If you have other ideas please do pursue them whilst remembering the features of a poem.**

- 4 verses
- 8 syllables per line
- Written in rhyming couplets

Verse 1 – Where/when are you? Describe the physical scene.

Verse 2 – What can you see/hear/smell/taste? Further detailed description

Verse 3 – The memory.

Verse 4 – Fondly looking back on that memory.