

POETRY

IN PRIMARY SCHOOLS

2023

Learning about the place of poetry in
Primary Schools



What teachers told us about the importance of poetry...



"I think poetry can be so engaging for children and allows them to create and perform in a totally different way."



"I enjoy performing and reading poetry to my class and love the way people can use words in a different way in poetry."



"I love it but I don't know how to teach it as I don't know enough about the construction or composition."



"I enjoy poetry and would welcome more ideas of how to make it accessible to the children in our school."



Learning about the place of poetry in primary schools in January 2023

In 2023, the Centre for Literacy in Primary Education (CLPE) and Macmillan Children's Books (MCB) came together in a new partnership to learn about poetry in primary schools. This partnership project will support CLPE, as a primary literacy charity and MCB, as a children's publisher to gain a picture of poetry practice and provision in primary schools, and understand how they can support teachers and children.

CLPE is the National Poetry Centre for Primary Schools. We have an extensive collection of poetry for children at our centre and the importance of poetry is central to all our professional development programmes because we believe it is central to literacy learning and development. We also host a wide range of resources on our website, including videos of poets and teaching plans to help teachers teach poetry in primary schools.

We are also proud to run the CLIPPA – the Centre for Literacy in Primary Poetry Award. This is the only award for published children's poetry in the UK. Our Schools Shadowing Scheme runs alongside the CLIPPA. More than 6000 children from 200 schools across the country take part each year. They use the free teaching resources we create for the shortlisted books to bring poetry to life in the classroom.

Macmillan Children's Books is the fourth largest children's publisher in the UK, with an outstanding poetry list, which celebrates its 30th anniversary this year. In that time, MCB has published over 400 poetry titles for children from reception to Year 13, and today works with hundreds of poets who visit schools all year round and do events at festivals. They understand the importance of poetry in developing literacy skills and the power of hearing poetry performed and their anniversary anthology, *The Big Amazing Poetry Book*, showcases 52 of those poets.

In 2022, CLPE published the outcomes of a survey that asked teachers to share their experiences of teaching reading as they emerged from lockdown and returned to full class teaching. We learnt a great deal about how schools were working to address gaps in learning post-pandemic and how teachers were still striving to put reading for pleasure at the heart of their teaching.

Our work with teachers, children and poets over the last fifty years has given us a wealth of knowledge and understanding about teaching poetry in primary schools and what an important and transformative branch of literature it is.



Artwork © Chris Riddell, 2022.
Kind thanks to Chris Riddell for his permission to use the artwork throughout the report.

What teachers told us about the importance of poetry...



"I love poetry, but do not have the knowledge to plan for the school curriculum."



"I love poetry and would love to have time to explore in depth personally for myself. With regards to teaching, I would love to teach more to enable the children to write their own. I have recently taught narrative poems to perform and the children loved them."



"People feel that it does not impact or show their progress as narrative writing does, so we are often dissuaded from teaching it explicitly within English, which I don't agree with."



Poetry provides the gateway for so many young readers and writers in their journey towards becoming literate; delighting, supporting and engaging children as they build a love of literature. It is a crucial genre for bridging the most prominent gaps that teachers identified in our last survey: understanding language and vocabulary, reading fluency, inference and deduction, expanding the range and breadth of children's reading, pupil's ability to respond to texts and their phonics/decoding ability.

From the programmes we run in our Centre and beyond we were hearing anecdotal evidence that poetry was being put to the side in favour of other genres seen as more valuable for post-pandemic catch up. Partnering with Macmillan Children's Books has given us the opportunity to focus this year's survey on gaining a fuller picture of the place of poetry in primary schools in 2023.

80% of teachers told us that they thought poetry was a significant part of a literacy curriculum. This is fantastic, as it means that they value the place of poetry as part of children's developing literacy.

As positive as this is, it still means that **one in five schools do not have poetry as a significant part of their curriculum.** Many of the responses we received recognised the considerable challenges in providing a rich experience of poetry as part of the curriculum.

Teachers told us that **children really enjoy hearing, writing and performing poetry.** However, they also told us that **poetry is read aloud less than once a week in 93% of schools. In nearly 20% of schools children never have the opportunity to hear a poem read aloud.**

In this survey, we have found out that schools have limited poetry book stock and access to poets and there are many barriers to regular teaching of poetry.

This research highlights the importance of poetry as a crucial part of all children's literacy experience and supports us to build new opportunities and experiences. Together, CLPE and Macmillan Children's Books ambition is to help all children access poetry and all teachers to get the subject knowledge they need to ensure that poetry is part of all children's developing literacy.



What teachers told us about children's experiences of poetry...



"They all like to listen to the poets sharing their poems. The videos on CLPE's website are excellent."



"We have had Karl Nova visit and work with us twice. Every pupil was fully engaged and in awe of him. They wanted to write more poetry and have the chance to share it with him."



"We've attended online poetry sessions led by Joseph Coelho and Michael Rosen which children and staff loved. We would love to have poets in and have it on our development plan as an action but funds have not allowed recently."



Children's experiences of poetry

88% of teachers thought their children enjoyed engaging with poetry, with 28% of them saying they really enjoyed it.

In terms of what the children enjoy most about poetry, **89% reported that children enjoyed listening to it being read or performed** and **72% reported that they enjoyed performing it themselves.**

This reflects what we know about children's engagement with poetry from our research over the past 50 years, and is why, as part of the CLIPPA shadowing scheme, we film videos of poets performing their poetry and the shadowing competition focuses on children performing a poem from one of the shortlisted collections.

The best way to engage children in poetry is to make sure they hear a wide range of poetry as often as possible. It is important to hear and feel the distinct rhythms of different voices and dialects, and to see that poetry comes in different forms and can be written by a range of different people. Videos and audio performances of poets performing are a fantastic inspiration for children's own performances.

However, when we asked how often children get the chance to hear poems read aloud or listen to poets read their poems via audio or video, we saw a lack of opportunity for this. **Poems are read or listened to daily in only 4% of classrooms. In 74% of primary school classrooms poems are heard or read less than once a week.**

We also asked about how often poems were read or listened to in whole school routines, for example in assemblies. **In 93% of schools this is less than once per week and 19% of schools felt they never had the opportunity to share a poem in this way.**



What teachers told us about children's experiences of poetry...



"Children have said that they have enjoyed poetry when I have taught it and even told me that they have changed their minds about poetry since our lessons."



"Simon Mole came to work on a poetry project with our Y5 children. They improved their writing skills and performance poetry as a result of the visit. Some of our reluctant boys were engaged by his style."



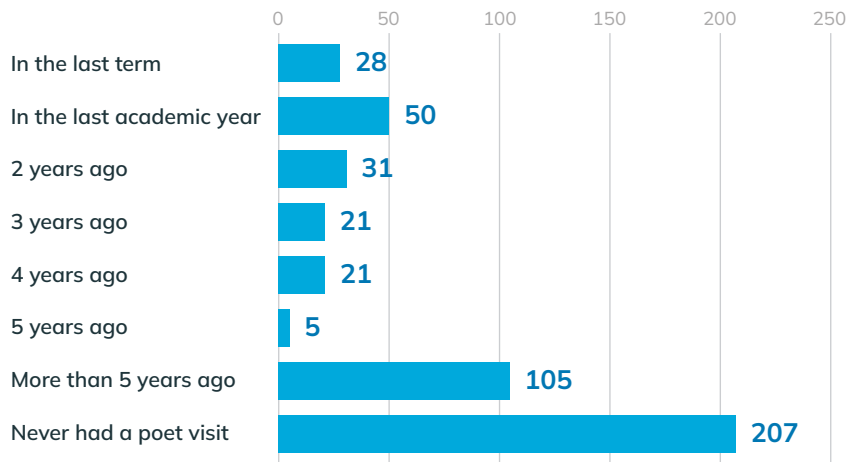
"The children really enjoyed the poet visit and it prompted them to begin to experiment with poetry outside of school as well as read more poetry."



We were also keen to gain a picture of whether schools were able to offer children the opportunity to connect with poets directly through poet visits. **44% of teachers told us they'd never had a poet visit.**

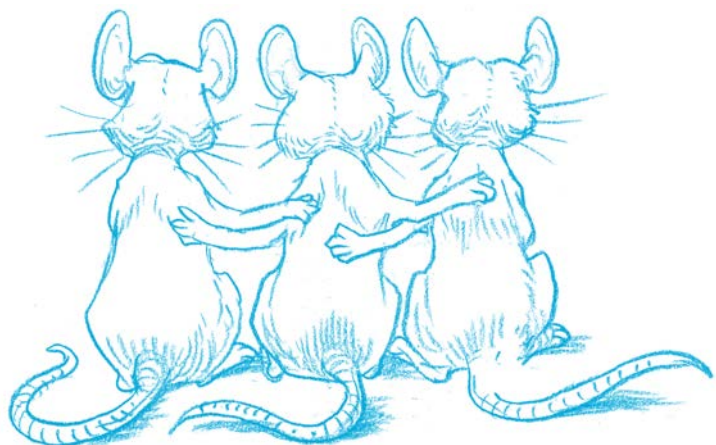
Of the schools that said they had experienced a poet visit, **42% reported that this had been 5 or more years ago.**

When did your school last have a visit from a poet?



Teachers that had experienced a poet visit were hugely positive about their impact. They talked about the enjoyment and engagement of the children and the impact on their confidence as well as their reading, performance and writing ability. Many talked about the creativity the experiences offered to the children, and the understanding and aspiration this gave them in terms of writing, both within and beyond the visit. They also talked about the impact of poets who the pupils could relate to and whose poetry reflected them, their language and their experiences.

Those that hadn't engaged in a poet visit cited funding and the priority of poetry in the curriculum as barriers to this. This is why, CLPE continues to produce more poet videos each year, alongside the CLiPPA, and keep these free for schools to access, enabling children to engage with poets in their classrooms.



what teachers
and leaders told
us about planning
for poetry in their
classrooms and
schools...



"Really enjoy it, but would like more confidence in finding texts, planning and teaching sequences."



"Whilst I am confident, some of my wider staff team are not, and do not see the benefits of teaching poetry."



"As an ECT, I have minimal experience planning and teaching poetry. I have enjoyed teaching it but want to learn more about engaging all learners and providing appropriate scaffolding."



"I feel confident teaching non-fiction and stories but I've not had any training on teaching poetry."



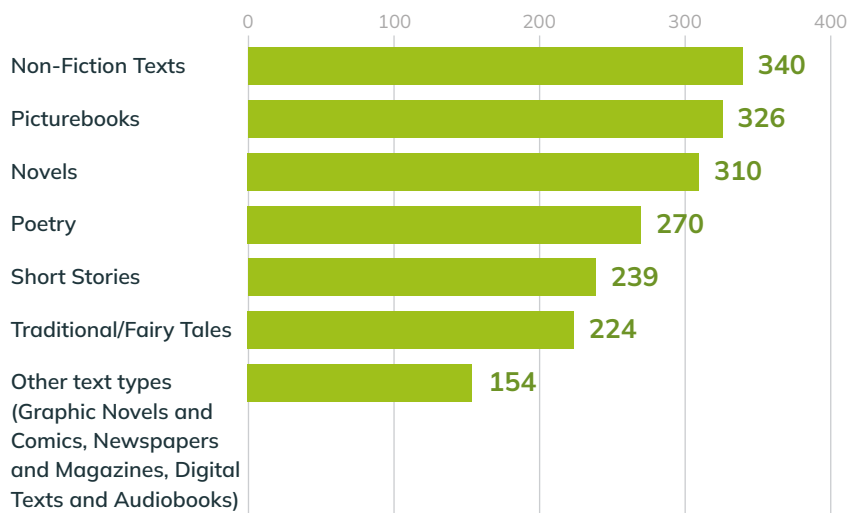
Poetry in the Primary Curriculum

77% of teachers told us that they teach poetry at least once per school term, which is a positive figure in terms of how well poetry is covered in the curriculum. However this means that **nearly a quarter of schools teach poetry only once a year or less**.

In the majority of classrooms (68%), poetry is taught in units of 1-2 weeks in length. In 19% of classrooms, poetry units run for three weeks or more. **7% of teachers said that they don't teach poetry specifically.**

In terms of how prominent poetry is in the curriculum in relation to other text types, poetry sits lower than non-fiction, picturebooks and novels, but is more represented than other types of texts.

What text-types feature most prominently in the English curriculum in your year group?



What teachers and leaders told us about planning for poetry in their classrooms and schools...



"I personally feel quite confident, but I feel like there is very little time given to poetry in our curriculum. When I get to teach it, it's usually because I have snuck it in."



"I tend to stick to what and who I already know, using resources I'm already familiar with and not looking for new/different ideas/poets"



"I feel that I don't always know enough about poetry or have enough time to teach it in depth."



"I'm lacking in confidence and am aware I need more support and access to good quality resources."



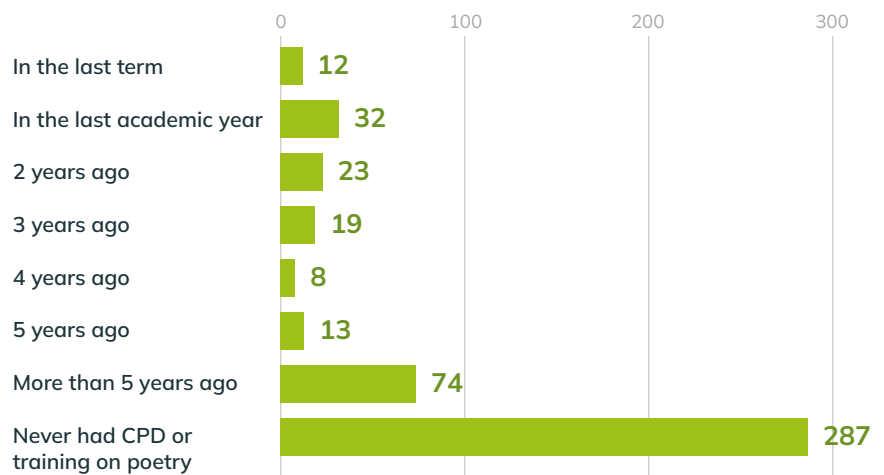
Three quarters of teachers (76%) plan their own units of poetry, whereas a quarter use published plans or schemes. Many teachers are aware of and use a wide variety of resources to support them in finding out more about poets and poetry to support their planning.

Which resources do you use to support your planning of poetry?	Mentions
CLPE	195
Social Media (Twitter, Facebook, Instagram)	123
Google / Internet Search	98
From a school/subject leader	30
Literacy Shed/Poetry Shed	25
Children's Poetry Archive/Poetry Archive	22
BookTrust, including Joseph Coelho's Poetry Prompts/Resources	21
National Literacy Trust	13

However, **only 38% of teachers felt confident about planning units of work focussed on poetry.** Many cited that they felt they didn't have enough knowledge about poetry or experience of teaching it to do so.

There was a significant link to a lack of training and development in this area of literacy. **61% of teachers told us they had never had CPD or training on poetry and only 7% of had received CPD or training on poetry in the last year.**

When did you last receive CPD or teacher training on poetry?



What teachers told us about access to poetry books and collections...



"We are not very well resourced with poetry material, therefore, I find it difficult to provide high quality, diverse experiences. I do my own research though."



"I would love to have a wider range of poetry books and poetry collections in school to expose the children to different forms of poetry."



"We don't have a large collection at school to choose from. There isn't a budget for me to buy several books for the class."



Access to collections and anthologies and levels of poetry book stock

We are aware that poetry is only part of the book stock that will be found in a classroom selection. **However, in 79% of classrooms, the book corners contained fewer than 10 poetry books and in 44% of classrooms, the figure was 5 or less.**

This is a drastically low figure if you are trying to create an environment where children can see a range of poetry and types of poetry, giving them a broad perspective of what poetry is, what it could be and who it is written by. This also gives limited access to poetry as a free choice for independent reading or reading for pleasure. **Only 21% of classrooms had a book stock of over 10 poetry books.**

In our last reading survey, we found that **84% of classrooms in early years and 73% of classrooms in Y1 have fewer than 100 books in their book corner.** Children in these year groups are much more likely to be in classrooms where there are fewer books.

This is also true in this current survey. Lower down the school, there was less access to poetry books. **No classes in EYFS or Year 1 had more than 20 books and only 17% of classes in EYFS and 16% in Year 1 had over 10 books.**

In Year 2, only 14% of classes had more than 10 books, of which only 1 class had more than 20 books.



What teachers told us about access to poetry books and collections...



"We have such a small range of materials and all I bought myself, so I do not know enough."



"At times it's hard to find poetry which is suitable for upper KS2. Poems which are engaging but have appropriate age-related content and are challenging."



"I will always research poetry sites to find poems, but I have found that these are not always suitable for what I need. I definitely need to update my knowledge of poetry books/anthologies."



The picture was only marginally better in Key Stage 2. **In Year 3, 7% of classes had more than 20 books and only 18% had over 10 books. In Year 4, 11% had more than 20 books and 25% had over 10 books. In Year 5, 9% had more than 20 books and 25% had over 10 books. In Year 6, 6% had more than 20 books and 22% had over 10 books.**

Poetry book stock by year group:

	5 or less	5-10	10-20	20-50
EYFS (36)	20	10	6	
Y1 (51)	21	22	8	
Y2 (74)	40	24	9	1
Y3 (72)	27	27	13	5
Y4 (64)	23	25	9	7
Y5 (67)	26	24	11	6
Y6 (90)	33	37	15	5

A limited book stock also has implications for the range and breadth of poetry teachers have to draw on to broaden their own knowledge of poets and poetry, as well as to plan lessons from and provide recommendations for children's own reading.



What teachers told us about their knowledge of poets and poetry...



"I used to read a lot more poetry, when I was a student. As I have got older novels & non-fiction texts seem to have taken over. I would like to return my poetry books & rediscover them again as well as encounter new poems/poets."



"I'm a 1st year ECT, so haven't had much experience in finding poetry to teach and don't read poetry myself."



"We use the CLPE teaching sequence texts. We also celebrate National Poetry Day every year. Poetry is on our English action plan as a priority this year, as I know how important it is in providing children with examples of rich language and vocabulary."



Teacher's knowledge of poets and poetry

Previous research into teacher's knowledge of children's poets, namely Teachers as Readers (Cremin et al, 2007) and Poetry in Schools (Ofsted, 2007) showed that too limited a range of poets were known by primary phase teachers.

Responses collected in this survey showed that this has not moved on in the 16 years since those research reports were published. Aside from Joseph Coelho, who has come to prominence due to his role as Waterstones Children's Laureate 2022-24, Valerie Bloom and Julia Donaldson, the names of the top 9 poets named by respondents matched those in the Teachers as Readers survey from 2006-7.

The top 9 poets had over 50 mentions. **The highest number of mentions was for Michael Rosen (376), with only two others gaining over a hundred mentions: Benjamin Zephaniah (167) and Joseph Coelho (109).** After these, six poets were mentioned more than fifty times.

CLPE, 2023 (mentions /468)	Teachers as Readers, 2006-7 (mentions /1200)
Michael Rosen (376)	Michael Rosen (452)
Benjamin Zephaniah (167)	Allan Ahlberg (207)
Joseph Coelho (109)	Roger McGough (197)
Spike Milligan (71)	Roald Dahl (165)
Roger McGough (70)	Spike Milligan (159)
Roald Dahl (69)	Benjamin Zephaniah (131)
Valerie Bloom (69)	Edward Lear (85)
Julia Donaldson (61)	Ted Hughes (58)
Allan Ahlberg (56)	A.A. Milne (57)

40 poets had more than 10 mentions. Of these, 28% (11) were women and 20% (8) were poets of colour.

Many of the poets mentioned were poets that teachers would have been likely to encounter in their own schooling. Other living poets mentioned were: Brian Moses (42), Pie Corbett and Joshua Seigal (37), Paul Cookson and Kit Wright (13), Brian Patten (11) and Roger Stevens (10). Many of the living poets mentioned have been shortlisted for or won the CLPE Poetry Award, the CLiPPA: Matt Goodfellow (30), James Carter (29), Grace Nichols (27), A.F. Harrold (25), John Agard (24), Karl Nova (22), Rachel Rooney (15), Liz Brownlee (12) and Kate Wakeling (10).

What teachers told us about their knowledge of poets and poetry...



"I love teaching poetry but feel less confident selecting poems to teach and group. My knowledge of poets is not very diverse and I would like to improve this to influence other members of staff. I know poets I like to read as an adult but I have got out of the habit of keeping up to date with individual children's poets rather than using just anthologies of mixed poems."



"I lack poetry knowledge and particularly poems that are relevant to children now."



"Without the support of CLPE units I would have no idea where to start."



Teachers were less likely to be able to name specific poetry collections or anthologies. **Only one text received more than 50 mentions.** This was *The Works*, a Macmillan Children's Books anthology, with poems chosen by Paul Cookson, which contained poems covering every form and theme of the National Literacy Strategy; suggesting that this was well known by and used in schools since then.

Only 19 texts received more than 10 mentions, the top 9 of which received more than 20 mentions:

Collection/Anthology Name	Number of mentions
The Works, collected by Paul Cookson	52
Revolting Rhymes by Road Dahl	42
Please Mrs Butler by Allan Ahlberg	40
The Lost Words by Robert MacFarlane, illus. Jackie Morris	33
Poems to Perform ed. Julia Donaldson	27
A Great Big Cuddle by Michael Rosen, illus. Chris Riddell	24
Heard it in the Playground by Allan Ahlberg	21
Smile Out Loud/Poems Aloud by Joseph Coelho, illus. Daniel Gray-Barnett	21
Overheard in a Tower Block by Joseph Coelho, illus. Kate Milner	20

We also asked teachers to name any children's poems they could recall.

Only 9 poems received over 20 mentions and only 16 received over 10 mentions:

Poem (first publication date)	Number of mentions
Chocolate Cake – Michael Rosen (1985)	150
The Owl and the Pussycat – Edward Lear (1870)	63
Jabberwocky – Lewis Carroll (1871)	59
Please Mrs Butler – Allan Ahlberg (1983)	55
On the Ning Nang Nong – Spike Milligan (1959)	40
The Highwayman – Alfred Noyes (1906)	33
Talking Turkeys – Benjamin Zephaniah (1994)	31
The Sound Collector – Roger McGough (1990)	28
The Magic Box – Kit Wright (1987)	22

What teachers told us about their knowledge of poets and poetry...



"I don't know poetry as well as I should in my role. I have worked hard on improving my knowledge in other areas. Poetry is the gap."



"As literacy leader my knowledge is stronger than other staff but I would still need to look up poems that would suit particular age groups and themes."



"I have been trying to find ways to include more diversity in the selections we use- children love the Michael Rosen poems- but we try to use a range of classical and contemporary poets."



The highest mentioned poem was Michael Rosen's 'Chocolate Cake', which received 150 mentions. Three other poems received more than 50 mentions: 'The Owl and the Pussycat' by Edward Lear, 'Jabberwocky' by Lewis Carroll and 'Please Mrs Butler' by Allan Ahlberg. When looking at the poems mentioned, there was a distinct lack of contemporary poetry, the newest poems mentioned being 'The Sound Collector' by Roger McGough, first published in 1990 and 'Talking Turkeys' by Benjamin Zephaniah, first published in 1994.

Looking across the data on poets and poetry, it would seem that there are a wide range of contemporary children's poets publishing new and exciting poetry for children, which haven't yet reached the consciousness of teachers.

This is why CLPE runs its poetry award, the CLIPPA; to showcase the best new and contemporary poetry for children. Each year, we also create videos of poets performing and talking about their work and make these free to access. Exposure to a wide range of poets and poetry is crucial in allowing children to develop their own individual tastes and preferences.



what teachers told us about the barriers to teaching poetry...



"Time pressures on the curriculum. Our English curriculum is currently dominated by time consuming novel studies. Poetry is not a familiar text type to our pupils and many do not have a wide vocabulary."



"We need better subject knowledge in how to teach children to write poetry, what to include in different year groups, how to select poems to read and share, how to use poems to develop children's writing and how best to assess this."



"I don't think management in my school see value in it. I don't think there is specific space or emphasis given to poetry in our curriculum for excellence."



Barriers to poetry teaching

87% of teachers told us that their children had the opportunity to read poetry for themselves at least once per term and 75% said that children had the opportunity to write poetry at least once per term.

However, **69% of teachers thought that there were barriers to teaching poetry in their classroom.** The most commonly cited perceived barriers were:

- Time
- Teacher knowledge
- Teacher confidence
- SLT and/or other teachers valuing the importance of poetry
- Finding it difficult to see the grammar and writing expectations in poetry
- Poetry not being prominent enough in the National Curriculum or assessments (SATs)
- Knowledge of and access to poets, poems, and poetry texts
- Lack of training
- National or school curriculum being weighted to fiction and non-fiction
- Constraints of assessment preparation



There are 26 references to poetry in the current National Curriculum in England (DFE, 2014). The majority of the references relate to children listening to or reading and responding to poems, or performing or reciting poetry.

It is only in Year 2 that poetry is specifically mentioned in relation to writing composition, although in the introduction to English in Upper Key Stage 2 (Years 5 & 6) it is stated that 'Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension.'

what teachers told us about the barriers to teaching poetry...



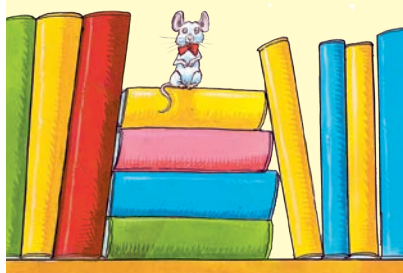
"It's hard for staff to know how the expectations around grammar fit and SLT can be negative towards poetry as a writing opportunity as the grammar expectations aren't always relevant."



"There are many barriers: teacher knowledge, time within the curriculum, constraints of SATS preparation and poetry is not deemed a 'focus' within the Trust."



"Access to quality texts, not a high enough priority in planning/curriculum. It's often wedged in as a one off week instead of being given a high profile and priority."



While there are references to reading poetry, other than a general direction to expose children to 'a wide range of contemporary and classic poetry', there is no additional guidance about what this might be. When we put this together with the data regarding access to poetry books in the classroom, and teachers knowledge of poets and poetry, it's therefore easy to see why some of these barriers were mentioned by respondents.

As part of the CLiPPA shadowing scheme each year, CLPE produces teaching plans for each of the five books shortlisted for the award. These exemplify best practice in the teaching of poetry, allowing children to gain a wide experience of listening to, reading, performing, responding to and writing poetry.

With significant barriers to teaching poetry, a serious lack of professional development in this area and with a substantial shortage of poetry books in class collections, there is much to do to raise the profile and recognition of the importance of poetry to children's literacy.

CLPE and Macmillan Children's Books have come together to work in partnership together on a new initiative for 2023, **The Big Amazing Poetry Project**. The project celebrates 30 years of MCB's award-winning poetry list for children and CLPE's work as the National Poetry Centre for Primary Schools and looks to embed poetry fully both into classrooms and also in children's choices when reading for pleasure.

Bespoke professional training held at CLPE's Literacy Library in London and led in partnership with two leading children's poets, **Valerie Bloom** and **Matt Goodfellow**, will be made available to 30 primary school teachers, whose schools will also receive a free poetry library from Macmillan Children's Books to support them to create a physical and joyful space for poetry for their pupils.

Following the training, CLPE will be publishing a new version of *Poetry: What we know works* to share what we have learnt about effective provision for poetry in primary schools, drawing on the evaluations of the programme and experiences of the teachers and schools involved. This will be published to coincide with National Poetry Day 2023.





About the Research

This report is based on the responses of 468 people who filled in our survey in January 2023.

The respondents were from across the UK regions. 21.8% of respondents were from the South East, 19.9% were from London, with the rest spread fairly equally between the other 7 regions of the UK. We also had a small number of respondents (26) from Wales, Scotland, Northern Ireland and internationally, whose responses have been included.

Respondents taught in all year groups of primary schools, with slightly more in Year 6 than other year groups.

The breakdown of responses is as follows:

Number	% Total respondents	Role
36	8%	EYFS Teacher
51	11%	Year 1 Teacher
74	16%	Year 2 Teacher
72	15%	Year 3 Teacher
64	14%	Year 4 Teacher
67	14%	Year 5 Teacher
90	19%	Year 6 Teacher

Respondents also held a number of other roles which had the ability to influence literacy practice and provision.

44% of respondents were also Literacy Leaders and 15% were Phase Leaders. 25% had senior leadership roles in school as Assistant Headteachers, Deputy Headteachers or Headteachers.

The majority of respondents (88%) had been teaching for more than 5 years, with 66% teaching for more than 10 years and 24% teaching for more than 20 years.

We are aware that this is a survey that relies on people self-referring. The survey was publicised through CLPE email and social media therefore the respondents are likely to be teachers with an interest in literacy teaching and children's literature. They are also likely to be teachers who understand the importance of reading for pleasure and the pedagogical approaches that are effective.

The BIG AMAZING POETRY PROJECT



The Centre for Literacy in Primary Education (CLPE) is an independent UK charity dedicated to raising the literacy achievement of children by putting quality children's literature at the heart of all learning. It is a charity with a national and international reputation for excellent literacy training, teaching resources and research. The charity was the winner of the 2019 Eleanor Farjeon Award, Southwark Charity of the Year in 2020, Teach Primary English Award winner in 2021, Teach Primary CPD Award winner in 2022 and London Book Fair Charity of the Year in 2022.



Macmillan Children's Books is one of the UK's leading children's publishers, creating and publishing bestselling brands and children's books for all ages for over 150 years. The original publisher of *Alice in Wonderland*, the MCB list today features many international bestselling and award-winning authors and illustrators. MCB has a highly regarded poetry list, including Allie Esiri's *A Poem for Every Day of the Year* and Paul Cookson's *The Works*. Pre-school specialist Campbell Books, award-winning illustrated list Two Hoots, and non-fiction led Kingfisher are also imprints.

"Children's poetry is important. Poetry teaches children to express themselves creatively. It provides them with new ways of looking at the world. At the same time it puts them in touch with their emotions, helping them to make sense of the world."

Valerie Bloom, MBE, Winner of CLIPPA 2022 and course leader on The Big Amazing Poetry Project

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