

Poetry Prompts: Week 42

Biscuits

This sheet is to accompany Poetry Prompt 42 that features Waterstones Children's Laureate 2022–2024 Joseph Coelho. This week Joseph Coelho was joined by baker and writer David Atherton. They wrote poems on biscuits. Here's a poem to make your mouth water, about something else you can bake!



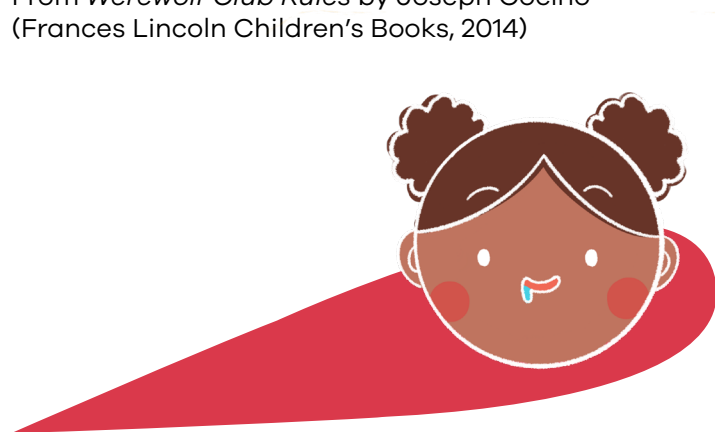
Read the poem:

Read the poem aloud. You might do this yourself, with a friend or someone else could read it to you:

Tilly's tarts

**Tilly's tarts were blooming brilliant
Petal pastry, sweet sap jam.
Huge in my small unfurling hands.**

From *Werewolf Club Rules* by Joseph Coelho
(Frances Lincoln Children's Books, 2014)



Think about the poem:

Consider the poem you just read or heard. What did it make you think about the tarts? How do you think the narrator of the poem felt about the tarts? What makes you think this?



Take some time to connect the poem with your own experiences. Have you ever eaten a jam tart before? What was it like? Were your thoughts and feelings similar or different to those of the narrator? Can you think of a time you've eaten something that was as delicious and memorable as Tilly's tarts were to the narrator? What was it? Who made it for you, or where did you get it?



Look at the language:

- **Read the poem again.** It is a short poem, but each and every word has **been carefully chosen** to make us **think or feel something about the experience** being described.
- Look carefully **at the words** Joseph Coelho has chosen to describe the tarts and to tell us about the experience of the narrator being given one. What do you know or think you know **about the tarts?** What do you know or think you know **about the person describing them?** What do **you notice** about the way Joseph has chosen and used words, particularly '*Tilly's tarts*', '*blooming brilliant*', '*petal pastry*', '*sweet sap jam*'? What effect does this **alliteration** – the **repeating of the starting sounds** in the words – **have on you?**
- Think about the **images you see in your mind** as you look at the words. If you were going to illustrate this poem, how would you do this? Take some drawing equipment and a sheet of paper and **create an illustration** to go alongside the poem. Which **words or phrases do you think influenced your illustration** the most?

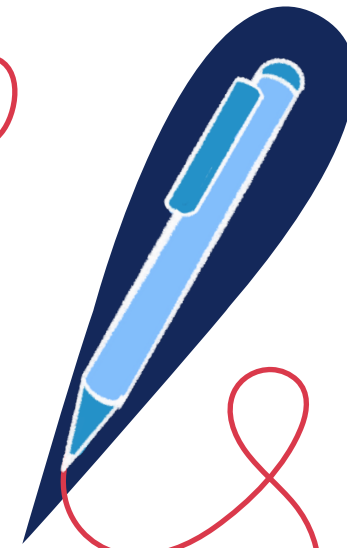
Perform the poem:

- Think about how to **recreate the sense of anticipation** and the **delight of this moment being described** in a performance of this poem. How will you **step into the shoes of the narrator** to show their **thoughts and feelings** about the tarts? How will you **use your voice to describe the tarts** so that your audience know what they are like and **can almost taste them?** Will some parts be louder or quieter, faster or slower, higher or lower? How will you pace your performance to build anticipation? How will you make sure any actions you may decide to include **add to the performance**, not detract from it?
- **Rehearse your performance** a few times until you are happy with it, then **perform it to someone else**. What sense did **your audience get** about this moment from the way you performed the poem? What did they think you did that was **most effective?**



Write your own!

- Think back to the **most delicious food** you have ever eaten. **What** was the food? **Who** made it or **where** did you have it? What is this **food like**? **What makes it so delicious?**
- Write down as many **words and phrases to describe the food** and what it was like on a piece of paper. There might be different components to the food that you can describe individually, like the jam and the pastry in the original poem. You might describe **how it felt in your hands** or **how it felt or tasted in your mouth**. You might also find it useful to **look at an image of the food**, or to **draw it yourself** – or you experiencing it; this might help you **think of words to describe it**. Think about which of these words and phrases you might be able to **use in a poem of your own**.
- Think about how you might bring across a **sense of awe and wonder** about the food, and the **anticipation you feel when waiting to eat it**, as Joseph did in his poem. Go back to the ideas you put to paper before and try to **think about the overall feeling** you want to capture to express how you want your **reader to feel about this food**. Then consider what you could say **about the moment to capture the experience** for someone else reading your poem. You might want to **include some alliterative** phrases, like Joseph Coelho did in the original poem, to **capture the attention of your reader** as they read your poem.
- See if you can **use as few words as possible**, as in Joseph's original poem, which was **only three lines long**. What words will you use to enable your reader to be able to **gain a sense of the food**? How will you **share the feelings** you have about it to someone else, **without using emotion words directly**?
- When you've had a go at writing, **read it through to yourself**, to **check it makes sense** and to **see what feelings you've created**, then **type or write it up** in your best handwriting to **show or perform** to someone else. What did they **learn or feel about the food** from your poem?



Find all Poetry Prompts as well as more information about Joseph Coelho at booktrust.org.uk/childrens-laureate

Find and explore more poems about food on CLPE's website.

This sequence of activities was designed in partnership with CLPE. CLPE is a UK-based children's literacy charity working with primary schools to raise the achievement of children's reading and writing by helping schools to teach literacy creatively and effectively, putting quality children's books at the heart of all learning. Find out more about their work, and access further resources and training at: clpe.org.uk.