



# BOOK BOX BITES

March Newsletter: Vol 8

## BOOKS AFTER WORLD BOOK DAY

Hi and a warm welcome to the March edition of Book Box Bites.

The last issue was all about prepping for World Book Day? How were your celebrations? I hope you enjoyed it and that it reinforced or kickstarted your reading for pleasure culture across school.

Why not get another event planned in for Summer Term?

It could be an author visit (in person or virtual), a reading picnic with better weather on the way (I am writing this with snow on the ground outside!) older children reading with younger children in school or perhaps teachers swapping classes for story time? Just pick something simple and plan it in.

This issue is jam packed with reading recommendations and there's a focus on poetry too with a free resource attached.

Esther x

## Useful Dates coming up

10th - British Science Week

13th - Neurodiversity Celebration Week

17th - Red Nose Day

19th - Mothering Sunday

20th - Spring Equinox

21st - World Poetry Day



*"Our voices are embodiments of ourselves, whether written or spoken. It is in times of extremity that we long to find words or hear another human voice letting us know we are not alone."*

*UCLA psychiatrist and poetry therapist  
Robert Carroll*

## The Power of Poetry

- World Poetry Day is celebrated on 21st March each year.
- It was started by UNESCO and celebrates poetry as a uniting force around the world ~ every culture in every continent uses poetry as a form of cultural and linguistic expression.
- World Poetry Day celebrates poems and encourages people to write, explore and recite poetry.

### Poetry and Emotional Literacy

- Research [Taken from *Arts and Minds lab.org*] shows that poetry ~ reading, writing, speaking it ~ can help support our mental health.
- Poetry can provide comfort and boost mood during periods of stress, trauma and grief.
- Its powerful combination of words, metaphor and metre help us better express ourselves and make sense of the world and our place in it.
- The use of metaphor—making comparisons and drawing connections between different concepts—in particular has been found to activate the right hemisphere of the brain. Normally, our brain's left hemisphere is far more involved in helping us understand language, but research has found that the right hemisphere may be critically important for integrating meanings of two seemingly unrelated concepts into a comprehensible metaphor.
- In times of trauma, our language centres may go offline, making it difficult to fully express ourselves. By activating a different part of the brain through metaphor, poetry may help us again find our voice.
- Stanzas with rhymes and a regular meter, or rhythm, led to a greater aesthetic appreciation and more positively felt emotions.



# BOOK BOX BITES

March Newsletter: Vol 8

## FANTASTIC POETRY BOOKS FOR PRIMARY PUPILS

BY JOSEPH COELHO ~ CHILDREN'S LAUREATE



EYFS/KS1



SOMETHING FOR EVERYONE

KS2



### Poetry Prompts Library

Catch up with Waterstones Children's Laureate Joe Coelho's Poetry Prompts videos here.

Have you checked out Laureate Joseph Coelho's Poetry Prompts released every Monday on the BookTrust website?

There are accompanying teaching resources too!



WANT SOME IDEAS FOR INTRODUCING MORE POETRY IN SCHOOL?

CHECK OUT MY BOOKTRUST BLOG HERE.



### Using Joseph Coelho's Poetry Prompts as the perfect teaching tool

Find out how one teacher has been using Poetry Prompts from Waterstones Children's Laureate Joseph

They're great for using in lessons and for ten minute teacher CPD too!



# BOOK BOX BITES

March Newsletter: Vol 8

A MONTH FULL OF IMPORTANT DATES AND BOOKS TO MATCH

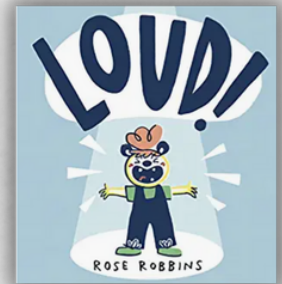
## SCIENCE WEEK



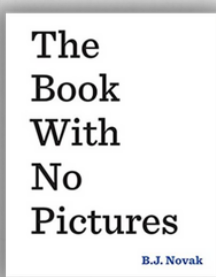
SUCH A GREAT BOOK FOR EASY EXPERIMENTS

THESE TWO HAVE REALLY GRIPPED CHILDREN IN MY CLASS

## NEURODIVERSE CHARACTERS



## LAUGH OUT LOUD ~ COMIC RELIEF



## SPRING



## MOTHERING SUNDAY





# BOOK BOX BITES

*March Newsletter: Vol 8*

## Poetry Walk Resource

**All you need to prepare a poetry walk.**

### How to...

- You need poems, sharpies/pens, leaves, sticks
- Place poems around the school (preferably outside) - you could attach QR codes with read alouds if you have time.
- Place questions around the poems for children to consider.
- Give children leaves and a stick.
- Write their favourite lines onto the leaves and thread them onto the stick to create their own poetry.

What sounds, smells or images does this poem conjure up?

How does the poem make you feel?  
How might it make someone else feel?

What is your favourite line?

What does the poem make you wonder or think about?