

Poetry lesson idea for *Wildlands* by Brogen Murphy

Outcome:

Pupils write a short poem in the voice of a creature from *Wildlands*.

Starter:

Play a short nature soundscape (wind, leaves, distant water).

Pupils close their eyes and imagine a creature moving through this world.

On mini whiteboards, they jot down:

- 1 thing the creature sees
- 1 thing it hears
- 1 thing it feels (physical or emotional)

Teacher model persona poetry.

In persona poetry, the poet speaks as someone or something else.

Model:

I am the root-walker,

Soft-footed in the dusk,

The trees know my name.

What creature might this be?

What clues show the creature's personality?

What does it care about? Fear? Protect?

Provide a sentence stem:

- I am the...
- I move like...
- I guard...
- I fear...
- My voice is...

Pupils quickly write the end of the sentence on whiteboards before sharing with a partner.

Task:

Write a persona poem for one of the creatures from *Wildlands*. Focus on the voice of the creature, its mood and include sensory details.

Success Criteria:

- I write in first person as the creature.
- I show personality (what it fears, protects, wants).
- I use sensory details to bring the creature to life.
- I create a clear mood or atmosphere.

Scaffolds:

Option A: Sentence Stems

- I am the...
- I move like...
- I guard...
- I fear...
- My voice is...

Option B: Word Banks

- Verbs: slink, stalk, glide, tremble, prowl
- Adjectives: ragged, silent, watchful, ancient
- Nouns: undergrowth, ridge, hollow, canopy

Option C: Challenge Extension

- Add a repeated line
- Use enjambment
- Include a shift in mood

Plenary:

Invite pupils to read one favourite line in creature-voice style:

- Whisper like a shy creature
- Growl like a protector
- Rustle like something hidden in the undergrowth

This builds confidence without requiring full-poem performance