



A Blackpool Banquet



Teacher guide for pupils aged 7 to 11.

Contents

Blackpool banquet

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Project aims



Our **Blackpool Banquet** resource is a carefully designed three-part learning sequence, that provides a structured process for delivering a writing project for pupils aged 7 to 11 (Years 3 and 4/LKS2 and years 5 and 6/UKS2), during the first half of the summer term (*Tuesday 22 April until Monday 2 June*). This project, set to be delivered in the Blackpool area, aims to nurture a love of writing poetry while enhancing pupils' key literacy skills.

Throughout the project, pupils will explore food inspired poems, before engaging in a range of activities aimed to support them with poetry writing – with a special twist inspired by their local area. In addition to strengthening pupils reading, writing and oracy skills, the resource encourages a deeper appreciation for poetry writing and the tradition of sharing poetry.

What's included in this resource?

- A structured three-part learning sequence with activities designed to help pupils refine their poetry writing skills and confidently share their poems with a Blackpool inspired twist.
- A selection of recommended food and place inspired poems for pupils to read, explore and creatively adapt.
- An optional fourth session encouraging pupils to share their poem.
- Appendices with links to the **National Curriculum** to support teachers in aligning the project with key literacy objectives.

How to use this resource

Follow each stage of the provided learning sequence to guide your pupils through a poetry- writing journey, culminating in the creation of their own poem with a Blackpool twist.

Each stage includes a variety of activities to help pupils develop and refine their poetry and writing ideas and build their confidence in sharing their work.

Before starting the project, decide how your pupils will work—either independently, in pairs or in small groups of three—depending on what works best for your class.

The learning sequence is divided into three sessions with an optional fourth session, each designed to last approximately one hour:



Session one: Explore food and place inspired poems!

Session two: Draft and edit a poem with a Blackpool inspired twist!

Session three: Write your poem inspired by Blackpool food!

Session four: Share your poem with a Blackpool inspired twist!

As part of this project, **The National Literacy Trust's Blackpool Hub**, *in partnership with Blackpool Council Catering Services*, aim to share pupils own poems with a Blackpool inspired twist across schools in Blackpool. To do this, they are encouraging teachers to submit their classes top five poems with a twist inspired by Blackpool, for a chance to be made and then published in the Blackpool anthology.

The project goes live on **Monday 21 April** with all submissions to be entered by **Monday 2 June**. Please email your submissions by this date to: blackpool@literacytrust.org.uk.

Session one: explore food and place inspired poems

Session objective

To explore poems inspired by food and place and understand what makes a good poem.

Learning aims

- To read poems inspired by food and place.
- To explore the elements of a good poem through poetry.
- To collate ideas for how to re-imagine a traditional poem with a Blackpool inspired twist.



Introduction (5 minutes)

Introduce the project to your class.

"Today, we're kicking off an exciting and creative writing project called, A Blackpool Banquet! Over the next three sessions, you'll dive into poems that explore food and place, and you'll have the chance to write your own poem with a unique Blackpool twist."

During the project, we'll read a variety of food-themed poems and discuss what makes them special. Then, you'll use these insights to craft your own poem, blending food and your local surroundings, with a touch of Blackpool inspiration in the style or wording. By the end of the project, you'll have the opportunity to refine your poem and share it with the class – or even a wider audience! Keep in mind, your poem should be no longer than one page of A4.

For a few lucky students, your poem might even be included in a special anthology showcasing food-inspired writing from all across Blackpool!"

Read (15 minutes)

As a class, read one, two or more of the following food or place inspired poems.

Recommended poems for pupils aged 7 to 9

- **Blackpool Poem excerpt** written by *Bernard Franklin* found in **appendix three**.
- **My Ice-Cream Is Melting** from the book *The Elephant Repairman* found [here](#).

- **Little bit of food** written by *Joseph Coelho* found [here](#).

Recommended poems suitable for pupils aged 9 to 11

- **Picnic** by *Judith Nicholls* found [here](#). (UKS2)
- **FISH AND CHIPS BY THE SEA** by *Lesley Scoble* found [here](#). (UKS2)
- **Blackpool Poem excerpt** written by *Bernard Franklin* found in **appendix three**.

Discuss (5 minutes)

After reading some of the food inspired poetry, spend time discussing the questions below as a class.

- Which poem was your favourite and why?
- What did the writer of each poem want you to think about?
- What do you think makes a good poem? And why?
- If the poem were based on your favourite food or place, what would be different about it?
- If you were to write this about Blackpool, what food and places do you think would be included?
- How would you describe the food or place to someone who has never heard of it?



Poem detectives (10 minutes)

Step one: start by introducing the poem **Blackpool Poem** written by Bernard Franklin and explain to pupils that they are going to become “Poem Detectives” for the next 10 minutes! Their job is to crack the code of the poem's format and structure. Briefly explain that poems are made of stanzas (sections) and lines, and they can have rhyme patterns that are fun to discover!

Step two: hand out a printout of the **Blackpool Poem** excerpt (found in **appendix three**) to each pupil, along with a highlighter or coloured pencils.

Step three (4 minutes): challenge the pupils to read the poem quietly for 1 minute. Then, ask them to highlight or underline:

- The number of stanzas (sections) in the poem.
- The number of lines in each stanza.
- The rhyming words in each stanza.
- Any food or places mentioned.

Pupils may want to use different colours for different elements. Make this a race! Play some light background music while they highlight, turning the task into a fun challenge to see who can find the answers first.

Step four: after pupils have finished, bring them together as a class. Ask them to share their findings:

- How many stanzas are there? **4**
- How many lines are in each stanza? **4**
- What do they notice about the rhyming words? **Rhymes are in lines 2 and 4 of each stanza.**

Encourage pupils to explain why the poem might follow this format and how it makes the poem sound. You could also ask, *do you think the poem would sound different if it didn't have rhyming words? Why or why not? And do you know of any other poem formats?*

Pupils may mention formats such as **Acrostic**, **Narrative** or **Free Verse**.

Step five: end with a quick discussion or a fun question like, *if you could add your own stanza, what would it look like?* or *if this poem were to be written about Blackpool, what might it be about and why?*

Analysing poems (20 minutes)

Explore **Fish and Chips** by Charlie Patrick Pye, found below, as a class. It's a light-hearted, playful poem that celebrates the joy of eating fish and chips in silly, unusual places. (Optional: You can ask different pupils to read different lines or stanzas if the class is comfortable with that.)

Fish and Chips by Charlie Patrick Pye (found in appendix two)

*Fish and chips are the best,
Eat them in your pants and vest.
Not just here but also there,
You can eat them anywhere.*

*Fish and chips taste so good,
I would eat them if I could.
In my house or in a boat,
Even with a friendly goat.*

*Fish and chips are the best,
So much better than the rest!!!*

Invite pupils to discuss the questions below

- *What do we notice about this poem?* Pupils may comment on the rhyming structure, the light hearted tone, or the unusual places for eating fish and chips.
- What makes this poem light-hearted and fun? The rhyming style and playful language all add to this poem.

Explain to pupils that they are going to create their own poem inspired by **Fish and Chips**. They'll use the same playful tone and rhyming format but focus on Blackpool and their favourite food or place.

Instructions for pupils:

1. Write a poem with four lines per verse (just like the example).
2. Make it rhyme at the end of each line.
3. Think about what makes Blackpool special to you (e.g., the beach, the Tower, an arcade or a favourite food like fish and chips).
4. You could write about a funny place where you would eat your favourite food in Blackpool, or you could imagine being a seagull flying over Blackpool while eating a snack.
5. Be playful and let your imagination run wild—this poem doesn't need to be serious!

Some pupils may want to use the template, found in **appendix three**, for support.

Allow time for pupils to write their own poem. Use the following prompts to guide their thinking:

- Imagine eating your favourite food in a funny or unusual place in Blackpool.
- Write about where you are, what food you're eating and how it feels to be in that place.
- Imagine you're a seagull soaring above Blackpool, munching on your favourite snack. Describe what you see below and how the food you're eating adds to your adventure.



Encourage pupils to follow the rhyme scheme and use fun, imaginative language.

Once pupils are happy with their reimagined poem, allow time for a few pupils to share their poems with the class. If time allows, ask them to briefly explain what makes their poem about Blackpool special.

Plenary (5 minutes)

Invite pupils to free-write for 3 minutes about Blackpool, their favourite food and their favourite places. The goal is to write as much as they can without stopping and they don't need to worry about grammar, spelling or punctuation. Encourage them to let their ideas flow freely.

Session two: draft and edit a poem with a Blackpool inspired twist!

Session objective

To draft, edit and write a poem inspired by food with a Blackpool inspired twist!

Learning aims

- To generate ideas to write a poem inspired by food.
- To draft and edit a food inspired poem.
- To use descriptive language, format and imagery needed in poetry writing.

Blackpool word bank and idea generation (20 minutes)

Explain that Blackpool has lots of unique words, places and foods that make it special. Today, pupils will be thinking about some of these words and phrases to inspire their poems.

Step one: As a class, discuss and collate words and phrases that are special to Blackpool. You may want to use images of your local area to support pupils thoughts. Use the following prompts to guide the conversation:



When I think of Blackpool, I think of...

For example: seagulls by the sea, the beach, the pier.

My favourite place in Blackpool is... because...

For example: the pier because it has lots to do.

My mum/dad/grandparents/friends call... (item/food/place) a...

For example: my dad calls a cup of tea a "brew."

Write pupils' ideas on the board as they share them. These might include:

- Words and phrases specific to Blackpool: *Brew (cup of tea), bag 'o' chips, 'all owt.'*
- Places specific to Blackpool: *The pier, the Tower, the beach, the arcade.*
- Foods specific to Blackpool: *Fish and chips, rock sweets, chippy tea (fish and chips).*

Step two: As a class, think of words that describe the places and foods mentioned. For example:

- For fish and chips: *crispy, hot, salty, delicious, golden.*
- For the pier: *tall, bright, busy, fun, exciting.*
- For the beach: *sandy, sunny, windy, relaxing, fun.*

Encourage pupils to shout out any descriptive words they can think of for the places and foods listed on the board.

Step three: Go through the descriptive words on the board and think of rhyming words that might fit. For example:

- For 'chips': *dips, flips, trips.*
- For 'beach': *speech, reach, each.*

You can find support for this activity in **appendix four**.

Step four: Ask pupils to draw a word bubble with “**Blackpool**” in the centre. Around the word bubble, they should write all of the ideas, descriptive words and rhyming words they’ve come up with, and that they would like to use when writing their food poem inspired by Blackpool.

Draft your poem (35 minutes)

Explain to the pupils that they will now have the opportunity to draft their own poem, using the ideas from session one, any inspiration taken from the poems they explored, the word bubble they created in the previous activity and of course, Blackpool. Encourage pupils to work in pairs, or in small groups, depending on what works best for them. Pupils should choose one of the following poem formats to inspire their writing. You may want to model these formats beforehand and discuss the different techniques, so pupils feel informed and confident in selecting the format that suits them best.

Shape Poem

Draft a poem about a food you love, making sure to include key places and language inspired by Blackpool. Once your poem is finalised, you will have the opportunity to arrange the words in the shape of that food or a place in Blackpool. (You will have the chance to do this in the next session.)

Example: *(Imagine this poem is shaped like a pizza slice!)*

*A slice of heaven, warm and bright,
Topped with cheese, a pure delight.
On the promenade, with seagulls in flight,
In Blackpool's sun, we take a bite!
Pepperoni, mushrooms, piled so high,
By the Tower, we laugh and sigh.
The sea breeze blows as we share a treat,
Blackpool's pizza can't be beat!*

Acrostic poem

Choose a Blackpool-related word (e.g., chips, pier, beach) and write an acrostic poem, where each line starts with a letter from that word. Each line should describe something about Blackpool and its food, using language inspired by the places, sights and experiences in Blackpool.

Example (using the word CHIPS):

*Crispy, golden, fried by the Blackpool sea,
Hot and ready, just for me.
In a paper cone by the Blackpool shore,
Piled high with salt, seagulls galore!*

Traditional poem

Write a 4-line poem with rhyming couplets. You can have as many stanzas as you like. Describe your favourite food, where you're eating it and how it makes you feel, using fun and creative language inspired by Blackpool!

*Fish and chips, golden and crisp,
A Blackpool treat I just can't miss.
The salt and vinegar, a perfect pair,
Enjoyed by the Tower with fresh sea air!*

Plenary – mini peer review (5 minutes)

Invite pupils to share their first draft with the person sitting next to them. Give them time to read through each other's poems and then provide feedback. Ask them to focus on the following questions:

- *What do you like about the poem?*
- *What could be added to make the poem more engaging for the reader?*
- *Is the Blackpool-inspired twist (food or location) clear?*
- *Does the poem stand out from others?*

Session three: Write your poem inspired by Blackpool food!

Session objective

To write a poem inspired by local food and places.

Learning aims

- To develop poetry writing skills, focusing on clarity, structure and creativity.
- To write a poem inspired by a food and place.
- To review our writing based on peer feedback.



Poetry writing and illustrating (30 minutes)

Invite pupils to refer back to the poem they created with their partner or small group in session two. They will now have the opportunity to create their own poem inspired by a food or a place in their local area, using their previous poem as inspiration.

Some pupils may want to recreate the poem from the class activity in session two, adding their own unique touches and personal elements. Others may prefer to explore a different poem format and create something entirely new, based on another poem they've explored throughout sessions one and two.

Remind pupils that the top five poems will have the exciting opportunity to be included in the anthology!

Self-review (5 minutes)

Once pupils have completed their poems, invite them to take a few minutes to review their work. Encourage them to reflect on the checklist (found in **appendix five**), to ensure they've included all the key elements of their poem and made it uniquely their own.

Peer review (10 minutes)

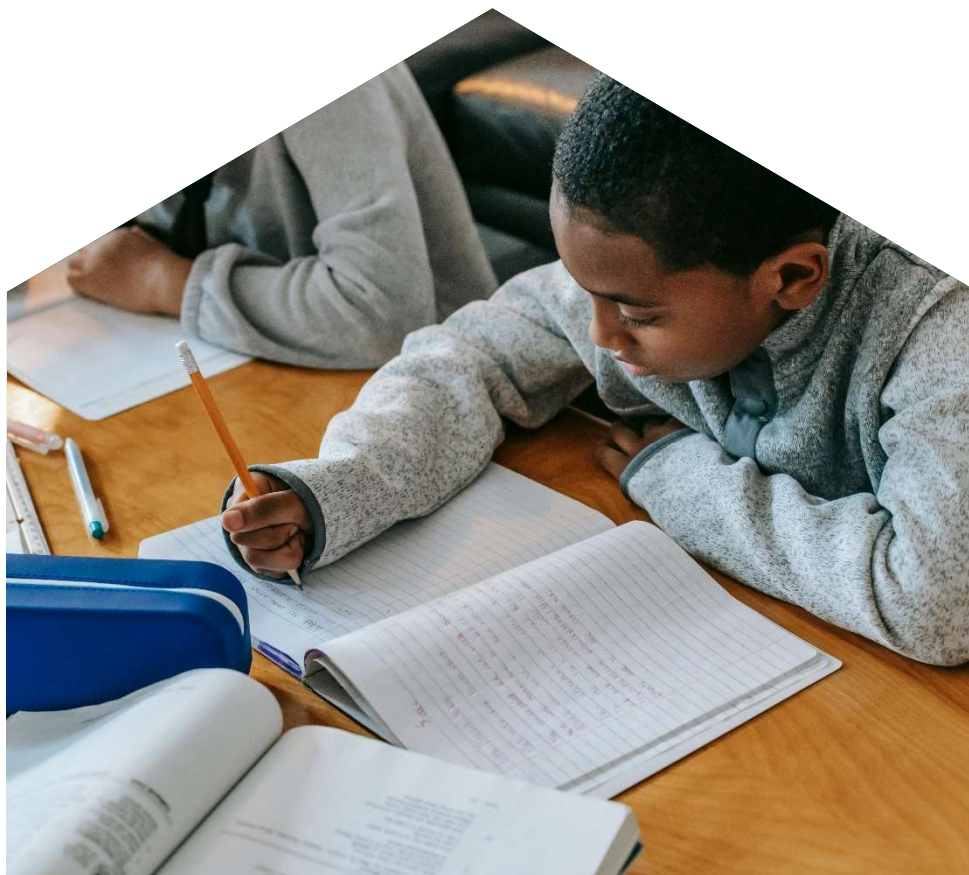
Once pupils are happy with their poem, invite them to swap their work with another person or group who will then provide constructive feedback on the poem using the peer review sheet (found in **appendix six**).

Once they have received their feedback, invite pupils to spend time reflecting on their and their peers comments and then spend time editing their poem. Remember pupils do not have to listen to every comment – if they are happy with their poem then that is all that matters!

Final edits (5 minutes)

Once pupils are happy with their poem. Encourage them to display their work neatly and consider the following.

Remind pupils that their work may be hosted in the printed anthology, which will be shared with schools in Blackpool, hosting a number of tasty tales, recipes and poems and therefore they want to make sure their poem stands out above the rest!



Optional session four: Share your poem with a Blackpool inspired twist!

Share Blackpool inspired poems (20 minutes)

Encourage pupils to share their poem with a twist (if they wish to do so), by presenting their poem to their peers. You may wish to allow time at the end of session three, where pupils can do this in class, or allow extra time for presentation practise and host a sharing session at a time that works for you.

Optional: Host a poetry sharing event

If you choose to host a poetry-sharing event, consider organising it in the school hall. You could invite other year groups to come and listen to the poems inspired by local food and places with a Blackpool inspired twist, as well as parents and carers. To enhance the experience, you might want to bring in some of the food which inspired the poems and print off pictures of the places, allowing time after the presentations for guests to enjoy. Display pupils poems alongside the sweet or savoury treats, so guests can marvel at the poems.

Submit your work to us!

As part of this project, we are hoping to create an anthology of tasty tales, recipes and poems, to share across Blackpool. Please submit your classes top 5 poems with a creative Blackpool twist. Your school will get its very own copy if your pupils' work is hosted in it.

Please submit all entries by **Monday 2 June** via our email:
blackpool@literacytrust.org.uk

Appendices

Appendix one

National Curriculum links

Taken from the **English programmes of study: key stages 1 and 2**, taken from **National Curriculum in England**

years 3 and 4 reading comprehension

Pupils should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- recognising some different forms of poetry [for example, free verse, narrative poetry]

years 3 and 4 writing composition

Pupils should be taught to:

- plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements

years 5 and 6 reading comprehension

Pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

years 5 and 6 writing composition

Pupils should be taught to:

- plan their writing by:
 - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing

Notes and guidance for key stage two (non-statutory)

Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

Spoken language Y1-6

participate in discussions, presentations, performances, role play/improvisations and debates

Appendix two

Fish and Chips by *Charlie Patrick Pye* found [here](#).

*Fish and chips are the best,
Eat them in your pants and vest.
Not just here but also there,
You can eat them anywhere.*

*Fish and chips taste so good,
I would eat them if I could.
In my house or in a boat,
Even with a friendly goat.*

*Fish and chips are the best,
So much better than the rest!!!*

Appendix three

Excerpt taken from **Blackpool Poem** written by *Bernard Franklin*

*As gulls fly in to steal your chips,
the candy floss is bobbing,
hot dogs ooze their mustard sauce,
and trams so full, arn't stopping.*

*The funfair rides go round and round,
a pound a go seems cheap,
if you throw three darts at the bull's-eye board,
the prize is yours to keep.*

*With sandwiches that are full of grit,
and castles made of sand.
ladies dance a jig of joy,
and conduct the oompah band.*

*Ice cream cornets, fish and chips,
and crazy golf to boot,
posh dancers on the ballroom floor,
drink champagne in a flute.*

Appendix four

Poem template

*[food] at the [insert place]
Eat them with/ in [insert own phrase]
Not just here but also there,
You can eat them anywhere.*

*[food] taste so good,
I would eat them/it if I could.
In my [insert place] or in a [insert place],
Even with a friendly [animal].*

*[food] are the best,
So much better than the rest!*

Appendix five

Blackpool rhyming couplets

Beach	<i>Teach, Reach, Each</i>	Pasties	<i>Tasty, Nasty</i>
Blackpool Tower	<i>Flower, Power, Shower, Hour</i>	Bovril	<i>Thrill</i>
Sand	<i>Hand, Land, Grand, Band, Stand</i>	Now then	<i>Men, Den</i>
Pier	<i>Clear, Cheer, Fear</i>	Owt	<i>Shout, About</i>
Seagull	<i>Hull, Skull, Mull</i>	Brew	<i>True, New, View</i>
Chippy	<i>Nippy</i>	Sauce	<i>Horse, Course, Force</i>
Fish and Chips	<i>Ships, Sips, Clips, Trips</i>	Lights	<i>Nights, Sights, Kites</i>
Blackpool Rock	<i>Clock, Knock</i>	Zoo	<i>Crew, True, You, Blue</i>
Arcades	<i>Parades, Shades, Trades</i>	Dunes	<i>Moons, Spoons, Runes</i>
Butty	<i>Nutty</i>	Pie	<i>Sky, High, Fly, Why</i>

Appendix five

Self-review sheet

Name: _____

Title

- ☐ Does your poem have a clear and interesting title?
- ☐ Does the title reflect the theme or inspiration of your poem?

Notes: _____

Format

- ☐ Have you chosen a poem format? (e.g., acrostic, shape, traditional)

Structure

- ☐ Does your poem follow the structure you intended? (Check stanzas, rhyme, and punctuation.)

Blackpool-inspired twist

- ☐ Have you included something inspired by Blackpool, such as local food, places, or language? (For example: "brew" for tea, "bag 'o' chips," the Tower, the pier, seagulls.)
- ☐ Does your poem feel connected to Blackpool, or is it generic?
- ☐ How could you make it more personal or unique to Blackpool?

Notes: _____

Imagery

- ☐ Does your poem paint a clear picture with words?
- ☐ Can the reader imagine what you're describing?

Notes: _____

Illustrations

- ☐ Have you added any drawings or illustrations to support your poem?
- ☐ Do the illustrations reflect the words and themes in your poem?

Notes: _____

Final thoughts:

Is there anything you would like to change or add to make your poem even better?

Notes: _____

Appendix six

Peer review sheet

What did you like most about the poem?	Does the poem have a clear inspiration? (food or place)
Does the poem have a clear structure? <i>Title, different stanza's, punctuation</i>	Does the poem have any supporting illustrations/imagery? Do you have any suggestions?
Does the poem have an interesting introduction?	2 stars and a wish
Does the poem have a Blackpool inspired twist that stands out?	



Change your story