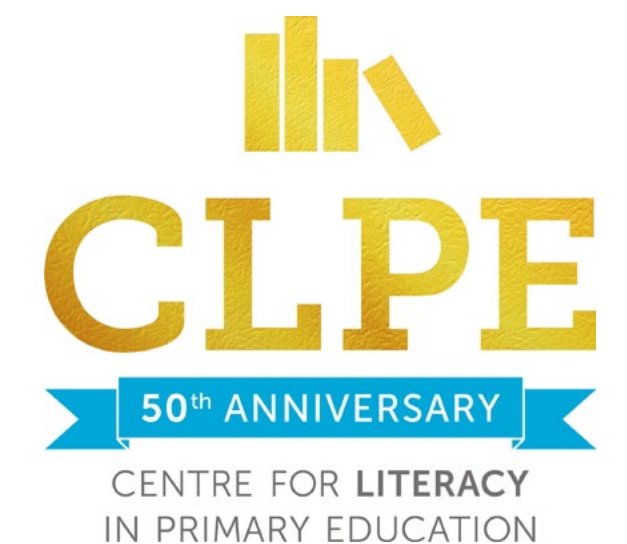


Finding a friend in nature

A National Poetry Day resource from CLPE

Key Stage 1-2

#NationalPoetryDay
www.nationalpoetryday.co.uk



Finding a friend in nature

from CLPE

WE ARE FRIENDS

don't worry shadow
I'll be watching you
whenever I can
and
even if you slip under some
swish-darting fish or
w a g g l i n g tadpole or hide
under a lotus-pink lily pad
I promise to be there
when you surface again all
smiles
close to the water's top
and
even if you roll your jiggly spins
round those tall marshy grasses
I'll be watching
and
even if you carelessly bob along
chasing every dragonfly, water strider and pond skater

you don't have to worry about a thing
I'll still be here when you finish
because I know
shadow
you would never leave me either...
wherever I am
no matter how
slippery you are

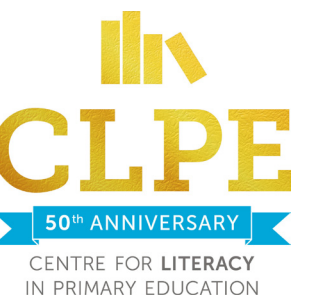
after all

we are friends

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from *When Poems Fall From the Sky* by Zaro Weil, illustrated by
Junli Song (Welbeck Editions,
2022)



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Finding a friend in nature

from CLPE

Read and talk about the poem:

Read the poem out loud together and talk about it.

Think about the title of the poem:
'We Are Friends.'

Talk together about the friendship that you read about in the poem.

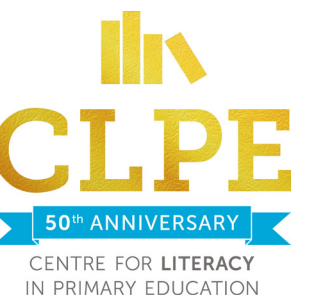
What do you think is it about? How does it make you feel? What makes you feel this way?

What do you think it means to be friends? Who are your friends? What makes you friends?

How do you know the character is friends with the shadow? What words and phrases show you that the character is the shadow's friend? How do they show the shadow that they look out for them and care for them?



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Finding a friend in nature

from CLPE

Explore the concepts:

Talk and think about how, in a friendship, each of the friends offers something to the other. In the poem, the character watches out for the shadow and promises to be there for it.

What do your friends offer to you? What do you think you offer to your friends?

The friend in this poem is the shadow.

Do you think you can be friends with a shadow?

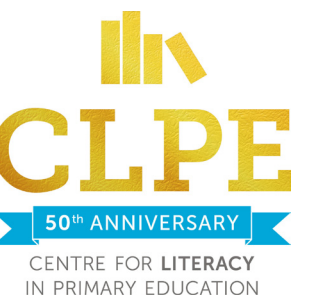
Now, go outside with a piece of paper and a pencil and think about elements of nature you could become friends with.

What could it mean to be a friend with nature? What element of the natural world in particular might you be friends with?

Spend some time watching and observing this element of nature. It could be a plant, a creature, an element of the weather, or a natural phenomenon. You might choose to be friends with a sun beam, a leaf, or a bee buzzing round the garden. As you watch your friend, think about what it looks like, and what it does. You could even try to draw it, to help you look really closely.



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Finding a friend in nature

from CLPE

Perform the poem:

Re-read the poem again, and think about how the character in the poem might speak to their friend, the shadow.

Look at where the lines in the poem break, and what this might tell you about how it should be performed.

Practice reading the poem through a few times, trying out different ideas and then invite a friend or family member to listen to you perform it.

Now, watch Zaro Weil, the poet, perform the poem: <https://clpe.org.uk/poetry/poets/zaro-weil>.

What sense are they trying to give the shadow? How might you bring this out in a performance? What tone might you use in your voice to reassure and comfort a friend? What volume would your voice take?

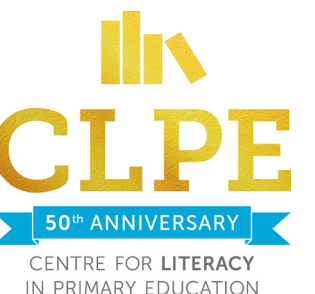
Where might you take a pause? Where might you speed up? How might you use your voice to emphasise the meanings of certain words?

Did they get a sense of friendship and care from your performance?

How did her performance compare with your own? What did her performance make you think about? How did it make you feel? What made you feel this way?



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Finding a friend in nature

from CLPE

Activate your imagination:

Come back to the natural element you thought you might be able to be friends with.

If you were to speak to it, what would you say?

Take a piece of paper and a pen and write down all your ideas of what you might say to your new friend.

How will you make them see how much you respect them and care for them? How will you show how much you have paid attention to them, to know how they behave and what they do?

When you have some ideas written down, see if you can use these to make your own poem, titled 'We Are Friends' about the element of nature you have chosen. You could also have a go at illustrating your poem.

Find more poets and poetry on CLPE's website: <https://clpe.org.uk/poetry>

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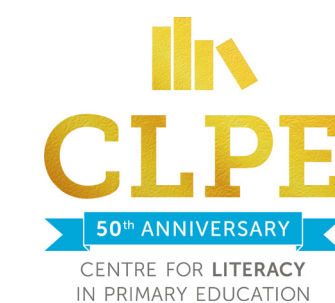
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Daisy Chains

A National Poetry Day resource
from The Poetry Society

This resource asks you to think about how our environment can be transformed through description and detail, as the daisy is woven into a chain. How might we use setting as a metaphor for relationships?

Key Stages 2-3

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THE **POETRY** SOCIETY



Daisy Chains

from The Poetry
Society

Daisy Chains

Daniel Wale

They never took
long to make,
nor did they lack
that tender sloppiness
which made the petals
melt pink in the palms,
like juiced hearts.
These were when
we ran our
fingers through the
wilting stems; supposed
they were her hair
or her hands.
These were when
we laboured those
shy hours away
in a shivering line
of blushes, making
a short-lived toy
of short-lived love.

© **Daniel Wale**

Winning poem, Foyle Young Poets of
the Year Award 2021.



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Daisy Chains

from The Poetry Society



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In Daisy Chains, the narrator likens the flower's petals to juiced hearts, the wilting stems to hair.

Warm up

Think about a recent memory of going outside.

Share these memories with a partner, note down any particularly striking images.

1. Reflect: Pick out one particular feature of the environment, and see how many contrasting ways your partner is able to describe it

2. Discuss: How does the description change the mood of the scene? How does it alter the relationship of the speaker to the environment?

How does it impact the way the we understand the action taking place in the scene?

3. Reflect: Go back to the original memory: what do you want to communicate to a listener? Which description would best fit this message?

4. Discuss: Repeat the original sharing, this time adding in the descriptions you've developed. How does this affect the story?

What were you doing? Who were you with? What did you see?

e.g. 'the leaves were minty green/the leaves were crisp as autumn'

e.g. are they scared, excited, content?

are we, the readers, intrigued, disgusted, empathetic?

Daisy Chains

from The Poetry Society

Read

Read Daisy Chains aloud as a class. Highlight each adjective and adverb. The language in the poem is precisely selected by the poet. What do they bring to the poem? What effect does the vivid description have?

Write

Think of another vivid memory – one you are comfortable writing about and sharing. Now begin a poem – it can take any form, but it must take its title from an object found in the natural environment. This object/plant must be transformed through vibrant description into something brilliant (e.g. a poem titled 'The Pinecone' might compare its weight to a bag of sweets, its colour to a chestnut horse).

How far and fantastical can you make your description? How much can you heighten the mood of the scene?



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Daisy Chains

from The Poetry Society

Wrap it up

In 'Daisy Chains', the poem ends on a turn: the final lines reflect the fleeting nature of the speaker's relationship, the way a beautiful flower comes to wilt.

This adds a deeper dimension to the poem, making it more complex and satisfying to read.

Add a final line to their poem: what is the central message? How can you cleanly unite this with the natural object you've described?



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The Poetry Society is the UK's leading organisation for poetry. With innovative education and commissioning programmes, and a packed calendar of performances and readings, The Poetry Society champions poetry for all ages. poetrysociety.org.uk

Kennings

A National Poetry Day
resource from James Carter

Key Stage 1-2

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Kennings

from James Carter

Sun Kenning

We thank you, Sun
for all you've done

You're always such an . . .

early - riser
life - inspirer
moon - eclipser
summer - sizzler
winter - ender
lolly - melter
shadow - maker
dehydrator
earth - creator
nothing - greater

B r i l l i a n t
that's what you are -
we call you 'sun'
but you're a S T A R !

James Carter

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www.jamescarterpoet.co.uk

Most recent KS1 poetry titles – *Zim Zam Zoom*
(Otter-Barry Books) and *Once Upon a Big Idea –*
the story of inventions (Little Tiger Press)



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kennings

from James Carter

WHAT IS IT?

kennings are great for reading, writing and even performing. But what is a kenning? It's simple - it's just two words, often nouns, brought together - and in doing so they give something a new image or meaning. Most often the second word ends in the -er sound. What kenning are you right now? A 'word – reader'! The Vikings invented kennings over a thousand years ago, and their kenning for a sword was 'skull – splitter'!

READ IT

Read through 'Sun Kenning'. Notice how this poem both begins and ends with a short rhyme then in the middle it has a whole list of sun-themed kennings. Do you have any favourite lines in this poem? Or can you think of other kennings for the sun?

THINK ABOUT IT

The theme for this year's National Poetry Day is THE ENVIRONMENT, and that means us thinking about and taking better care of the earth. What environment-based topic could you choose? Trees? Rivers? Forests? The seas? Water? The sky? Or even the earth itself?



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kennings

from James Carter

WRITE IT

Let's start with a tree. Below is a short opening rhyme then two kennings, 'air-giver' and 'fruit bringer'. Now add your own kennings. Make a list of all the many things a tree does – such as grow / give shade / drop leaves / get taller / builds forests / dances in the wind and so on. But there are many, many other things as well. Okay. Let's change 'drops leaves' into 'leaf - dropper' and 'dances in the wind' to 'wind - dancer'. Try and make as many tree kennings as you can, and also think of a little rhyme to finish your poem off with. If you prefer, you could do a kenning about the earth, the sea, a forest, a river and so on. Whatever topic you do, your kenning poem would be great in an assembly or put up in a display or could be included in a class poetry anthology.

Tree Kenning

We thank you, Tree
for all you've done
you're always such an . . .

air - giver
fruit - bringer



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kennings

from James Carter

PERFORM IT

Read through the poem 'Sun Kenning' quietly and slowly in your head. Now read it again, but out loud this time, and still really slowly. If you can, it's always best to learn a poem off by heart. This can be tricky, but the more you practice the easier it becomes. Once you know a poem, your performance will be even better! You could perform this by yourself. Or you could do the poem in pairs or groups, reciting different verses and lines each. You could take individual lines until the last rhyming verse in which half the class loudly whispers 'Brilliant – that's what you are' and then pause – before everyone comes together for the 'we call you sun/but you're a S T A R !'.

Try some actions too, but not too many - or you will be thinking about what your hands are doing rather than how the words are sounding! Even if one person is saying a specific line, everyone else can be doing an action related to it.

Try performing the kennings you've written yourselves too!

A top tip for performing any poem to an audience is '**DOUBLE THE VOLUME, HALF THE SPEED!**' - and what this tells us is to be **L O U D** but also to go as **S L O W** as you can. Enjoy!



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Custodian

A National Poetry Day
resource from Brian Moses

Key Stages 1-2

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Custodian

from Brian Moses



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Custodian

I am a custodian.
Custodian of the landscape,
its mysteries and memories.

Custodian of the may blossom
that wakes the hedges
after winter slumbers.

Custodian of languages:
The calling of cattle at first light,
the arguments of foxes,
the complaining of sheep,
the gossip from overhead geese.

Custodian of the berries and sloes,
the rich bounty of hedgerows.
Custodian of the fallen trees,
the scampering of squirrels,
the whirring of pheasants' wings,
the hide and seek deer,
the woodpecker's drum roll.

Custodian of winter's snow and summer's draught,
of sunset and sunrise, of misty hideaways,
of dripping fog, of woods and streams,
the valleys, hills and skies.

I am a custodian.
I have no desire to own these things,
these places, just to know
that on my watch,
and until I relinquish responsibility,
all is as it should be.

Brian Moses

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www.brianmoses.co.uk

Custodian

from Brian Moses

CONTEXT

'Custodian' is a person who guards, protects or maintains, and I wrote my poem during the first covid lockdown when the world closed in around us and we had to make the best out of where we lived.

I'm fortunate to live in the countryside and everyday the dog and I took our exercise in the valley beyond our back garden. Most days we followed the same route and I began to notice small changes in the landscape as winter gave way to spring.

I began taking notes of things that I saw and heard – the first May blossom, geese flying overhead, cattle calls and arguing foxes. I made an inventory, as I often do before writing a poem, filling pages of my notebook and then sifting through them to see what I wanted to include in the poem.



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Custodian

from Brian Moses

WRITE IT

You can write a poem based on this idea, about being a custodian of the landscape where you live.

Begin by making an inventory of the sights and sounds around you and once you have as long a list as you can get, start to be selective and pick out what you think works best for a poem.

If you wish, you could use my line 'I am a custodian' and hang your ideas on that but don't feel constrained by that if you'd like to try a different approach.

Don't ever think that where you live is dull and uninspiring. It is the poet's job to bring places to life, to point out things that people might miss as they pass by in a hurry. I once wrote a poem about signs of spring in the city and included the lines – 'and a single primrose shows its head/ at the dump, like a lucky charm.'

So wherever you are, in a city street, by a railway line, looking out from a tower block, by the seaside, in a village – become a custodian and bring that place to life for your reader.



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The Word Bird

A National Poetry Day
resource from Sally Crabtree

Key Stages 1-2

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The Word Bird

from Sally Crabtree

The Word Bird

In the beginning nothing was heard
All was silent, not a word
'til the word Bird sang
And the world began

She sang the rivers, she sang the streams
She sang the sky and she sang your dreams
Oh the word bird sang
And the world began..

She sang the sunlight, she sang the hours
She sang the rainbows, she sang the flowers
Oh the word bird sang
And the world began..

She sang the meadows, she sang the trees
She sang the hills, she sang the leaves
Oh the word bird sang
And the world began..

She sang horizons, she sang deep seas
She sang the shore, she sang the breeze
Oh the word bird sang
And the world began..

She sang the evening, she sang twilight
She sang the moonshine, she sang the night
Oh the word bird sang
And the world began..

She sang the wonder, she sang the stars
She sang all creatures in this world of ours
Oh the word bird sang
And the world began

She sang the love and the feeling that starts
Of happiness deep in the well of our hearts

Oh the word bird sang
And the world began
The world began
when the word bird sang.



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The Word Bird

from Sally Crabtree

ADAPTING 'THE WORD BIRD'

'The Word Bird' is the prologue to my book *The Poetree and the Word Bird*. It is a poem about a Word Bird singing the world into existence. It is a poem that easy for children of all ages to adapt. It is a very quick and easy poem for the whole class to write, yet touches upon quite a deep theme i.e. that of creation.

Keep the rhyming lines in as they are, and fill in the other two lines.

Be as imaginative as possible.

There are no wrong answers.

What will your bird sing into existence?



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The Word Bird

from Sally Crabtree

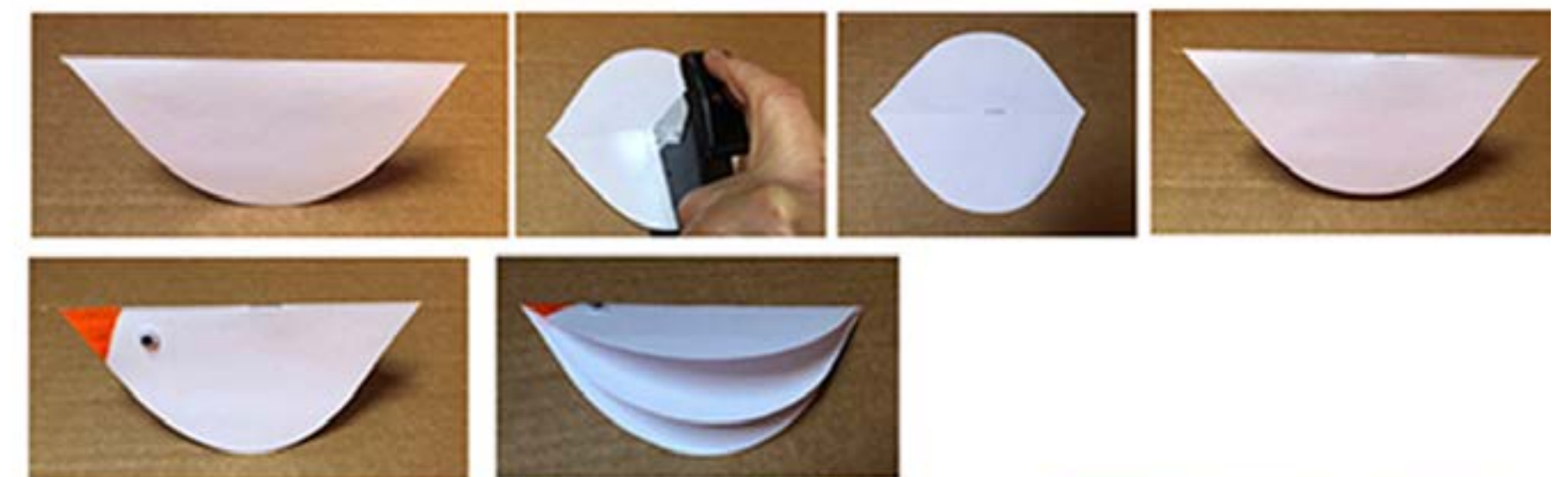
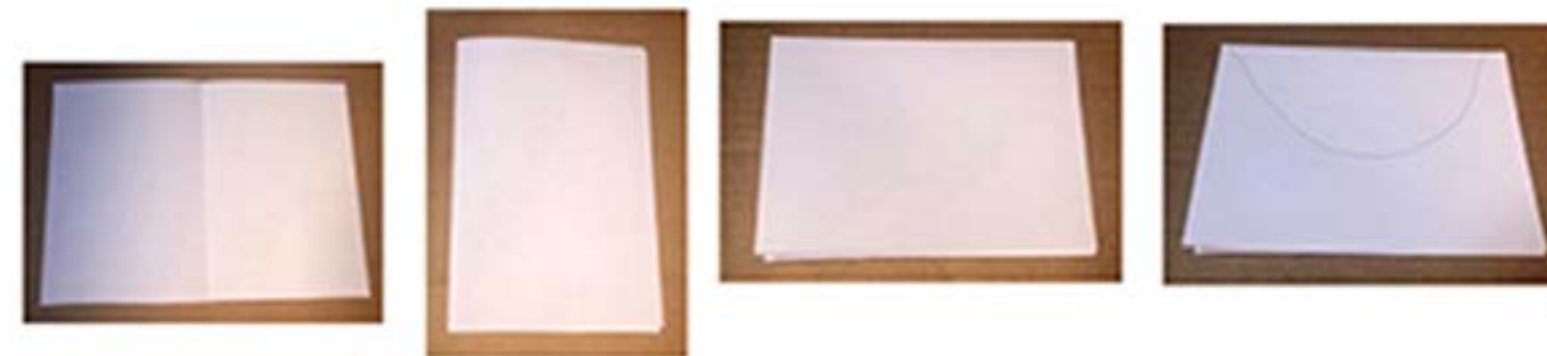
MAKE A WORD BIRD BOOK

A Word Bird book can 'house' little ditties or short poems or can even contain all your favourite words. This is the easiest book in the world to make and it only takes a couple of minutes.

You will need:

- Scissors
- 1 sheet of A4 paper
- Stapler
- Pencil
- Black felt tip pen or stick-on googly eye.
- Orange/yellow scrap of card or orange/yellow felt tip pen.

1. Fold your paper in half so that you have an A5 size.
2. Then fold that in half again so that you have an A6 size.
3. With the fold running horizontally along the top draw a bird shape as shown on images attached.
4. Cut out.
5. Staple pages together (or sew if you get the urge!)
6. Colour in the beak or stick on a beak shaped piece of orange card and add an eye.



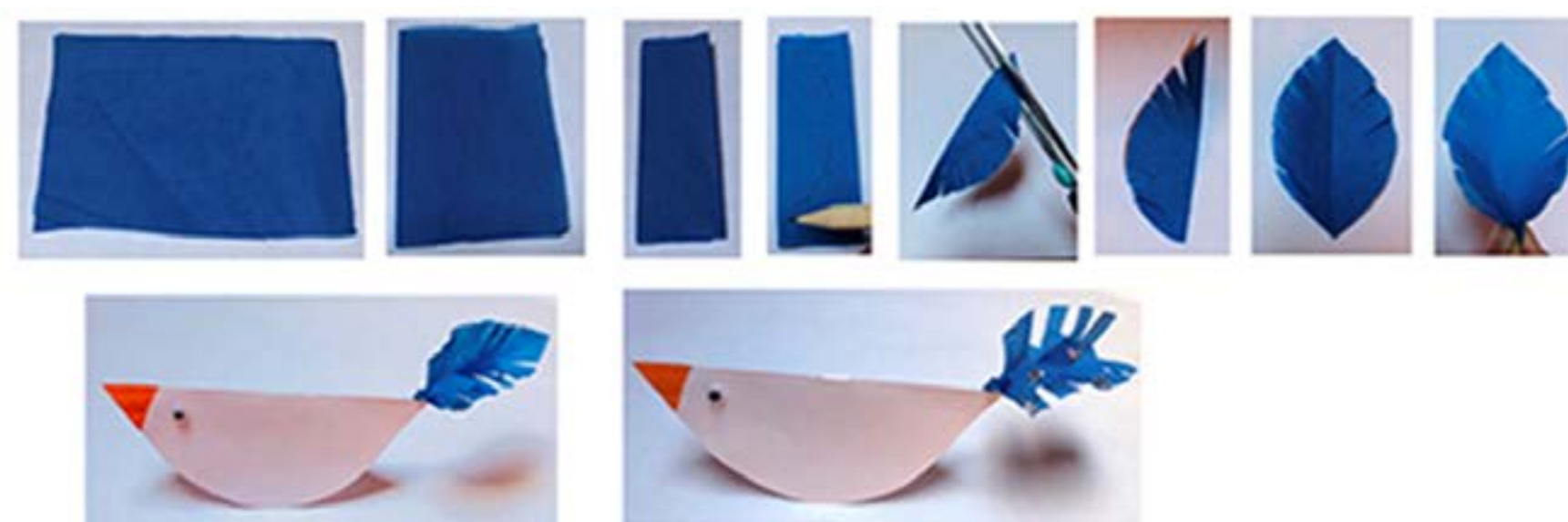
The Word Bird

from Sally Crabtree

MAKE A WORD BIRD BOOK CONTINUED

You can embellish the birds of course in any way you like. Because feathers can be fiddly and difficult to stick on to paper and card unless you have super power glue, I often use tissue paper to make feathers. All you need to do is:

1. Fold an A6 piece of tissue paper in half and then again longways (see pic below)
2. Draw on and cut out half a leaf shape as shown.
3. Then snip, snip, snip down the curve not quite to the middle and then open out and 'fluff' out.
4. You can add on other glittery things and if you have more time you can also decorate the body of the birds of course.



The Word Bird

from Sally Crabtree

WORD BIRD SEED

One further idea that I do with the concept of Word Birds is to sprinkle a word out of birdseed for the birds each morning. Please see the [short Word Bird Theatre film](#) to see how this concept might inspire a love of playing with words in you.

During NPD I will be creating a daily word out of bird seed for the birds and hoping that others around the country will join me to create a poem that can be danced in the sky by the birds.



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Valuing Nature's Treasures

A National Poetry Day resource from Greenpeace

Key Stage 1-2

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Valuing Nature's Treasures

from Greenpeace

Nature Trail

At the bottom of my garden
There's a hedgehog and a frog
And a lot of creepy-crawlies
Living underneath a log,
There's a baby daddy long legs
And an easy-going snail
And a family of woodlice,
All are on my nature trail.

There are caterpillars waiting
For their time to come to fly,
There are worms turning the earth over
As ladybirds fly by,
Birds will visit, cats will visit
But they always chose their time
And I've even seen a fox visit
This wild garden of mine.

Squirrels come to nick my nuts
And busy bees come buzzing
And when the night time comes
Sometimes some dragonflies come humming,
My garden mice are very shy
And I've seen bats that growl
And in my garden I have seen
A very wise old owl.

My garden is a lively place
There's always something happening,
There's this constant search for food
And then there's all that flowering,
When you have a garden
You will never be alone
And I believe we all deserve
A garden of our own.

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Valuing Nature's Treasures

from Greenpeace

Read and talk about the poem:

Read the poem out loud.

Think about the title of the poem:
'Nature Trail'

Think about the garden the poem
references. Re-read the poem again
and visualise the garden in your mind
as you read the words?

*What do you think is it about? How does it
make you feel? What makes you feel this way?*

*Do you know what a Nature Trail is? How
does the poem lead you on a journey, like
a Nature Trail? Have you been on a Nature
Trail before? Where did you go? Was it your
own garden, like in the poem, or a local park
or somewhere else? What did you see?*

*What features does it have? What does it
offer to the different animals? What features
of this habitat make it a space for the frog,
squirrel, bees or owl to thrive? Are their
needs similar or different? Would their needs
be equally met in a car park or other paved
or built upon space? Why not?*



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GREENPEACE

Valuing Nature's Treasures

from Greenpeace

Reflect and discuss:

Think about the green spaces local to you.

Visit a local green space, such as those mentioned above, where you can see plants and wildlife. Take cameras, magnifying glasses, simple spotter guides, sketchbooks and drawing pencils so you can spend time exploring and recording elements of nature in a variety of ways. Come back to talk about what you saw and how it felt to be in the space.

Where are they? Do you have a school garden, planting area or wildlife patch? Is there a community garden, park or woodland nearby? What plants and wildlife might be found there?

What plants, trees and creatures did you see? Were any the same as the ones in the poem? What did you think about when you were in the space? How did you feel while you were there?



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GREENPEACE

Valuing Nature's Treasures

from Greenpeace

Reflect and discuss:

Re-read the final lines of the poem:

When you have a garden
You will never be alone
And I believe we all deserve
A garden of our own.

*What do you think the poet means by this?
Why do you think green spaces like the one
we visited are important? What do they
do for people? For wildlife? For the wider
environment?*

Read more about the importance of
green spaces here:

[https://www.greenpeace.org.uk/news/
urban-greening-examples/](https://www.greenpeace.org.uk/news/urban-greening-examples/)



An urban 'meadow' in raised flower beds on the Barbican Estate in London. © Tracy Packer / Getty Images



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Valuing Nature's Treasures

from Greenpeace

Write your own poem:

Come back together to think about how it felt to be in the green space and why places like this are important for people, wildlife and the wider environment.

Think back to the original poem.

Take a piece of paper and a pen and remind yourself of the small details of all the plants and wildlife you saw in the space.

If you were to write a poem to engage a reader with the importance of green spaces in the local environment, what would you want to say and why?

How does Benjamin Zephaniah make us focus in on the smaller details of the space, before leaving us with the larger thought of how everyone should be able to visit green spaces?

What thought would you want to leave your reader with, so that they realise how important green spaces like this are for people, wildlife and the environment?



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Write your own poem:

When you have some ideas written down, see if you can use these to write your own poem.

If you struggle to get going, think back what Benjamin Zephaniah did in the original poem and start by describing things you saw before delivering a bigger message about the importance of green spaces.

Consider how you'll arrange your poem on the page, where you'll break lines, whether you'll have multiple verses or whether it will rhyme or be in free verse.

What's most important is that it engages the reader in the delights of the natural world and leaves them with a sense of how important green spaces are.

Read your poem when it's finished and check that it does both these things effectively.



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GREENPEACE

Valuing Nature's Treasures

from Greenpeace

Submit and share your poem:

Share your poem with your family or a friend.

What does it make them think about? How does it make them feel?

Submit your poem to the Poem for the Planet competition online by 1st December 2022 at: greenpeace.org.uk/poems-planet

Explore the environment further:

- Explore Greenpeace Youth Resources for 7-18 year olds: greenpeace.org.uk/all-resources/education-resources/
- Invite a Greenpeace Speaker for a free talk or workshop: greenpeace.org.uk/greenpeace-speakers



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GREENPEACE

We Are Lewisham Creative Challenge KS2

A National Poetry Day resource by the teachers and children of Dalmain Primary School, from creative workshops with Francesca Beard and support from National Poetry Day.

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We Are Lewisham Creative Challenge KS2

by the teachers
and children of
Dalmain Primary
School, from
creative workshops
with Francesca
Beard and support
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Swan

The tickle of soft waves
strokes my white feathers
as I swing my feet back and forth,
the force of water
pressing against them.

The sound of my bevy
quietly calling.

The sound of human children
laughing on the bank in excitement.

Cool grass on my feet
and another sound;
a fox ever cornering.

© Iman Begum

Read Swan out loud and talk
about it together.

- How does it make you feel?
- Is there anything surprising
about the Swan's experience?
- What do you think the fox's
poem might be like?

We Are Lewisham Creative Challenge KS2

by the teachers
and children of
Dalmain Primary
School, from
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Go outdoors into nature, with pen and paper. Spend some time as poetry detectives.

Choose something from nature that you see.

Look closely and finish the sentence stems – 'I see / I notice / I wonder'.

Now imagine that you are the natural thing that you have seen (like in the swan poem).

Include in the poem everything that you can see / hear / feel / smell / taste.

Alternatively, try writing a praise poem for an aspect of nature. This [Zulu women's praise poem](#) is a good example of this.

Write a list of things that you feel proud of in yourself. Or compare yourself to something in nature. Are you tall and enduring like a tree or obstinate and determined like a donkey? How could you write about an aspect of nature in this way?



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