Explore how Cecil Day-Lewis uses imagery from the natural world help to shape our understanding of the relationship the speaker shares with his son.
OBJECTIVE:

What happens in the poem?

How is the speaker presented?

How is the relationship with his son presented?

How does Day-Lewis use language to shape meaning?
eighteen years ago, almost to the day

letting go the match

sunny day

the day

half-fledged thing

love

set free

leaves
1. Who is **speaking**, and who are they speaking about?

2. What situation is **presented**, and how does it develop?

3. What **emotions** are most prevalent in the poem?
Feedback and discussion.
In *Walking Away*, the speaker remembers watching his son play his first game of football before going to school.
Pick a quote from the poem to match each of the images.

Prepare to feedback on the relevance of each image.
Feedback and discussion.
Next task... **Annotate** each of the four stanzas closely, using a selection of the words below.

Don’t just feature spot: use the reporting and analysing **verbs** on your writing mats to help develop your ideas.

<table>
<thead>
<tr>
<th>Symbolism</th>
<th>Tone</th>
<th>Form</th>
<th>Connotes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alliteration</td>
<td>Metaphor</td>
<td>Structure</td>
<td>Emphasises</td>
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<tr>
<td>Adjective</td>
<td>Simile</td>
<td>Rhyme</td>
<td>Reveals</td>
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</table>
Feedback and discussion.
It is eighteen years ago, almost to the day —
A sunny day with leaves just turning,
The touch-lines new-ruled — since I watched you play
Your first game of football, then, like a satellite
Wrenched from its orbit, go drifting away
Behind a scatter of boys. I can see
You walking away from me towards the school
With the pathos of a half-fledged thing set free
Into a wilderness, the gait of one
Who finds no path where the path should be.
That hesitant figure, eddying away
Like a winged seed loosened from its parent stem,
Has something I never quite grasp to convey
About nature’s give-and-take — the small, the scorching
Ordeals which fire one’s irresolute clay.
I have had worse partings, but none that so
gnaws at my mind still. Perhaps it is roughly
saying what God alone could perfectly show —
how selfhood begins with a walking away,
and love is proved in the letting go.
Our love was white.

Your face deceives,

Grin of bitterness,

Ominous bird.

Tedious riddles of years ago,

Grayishish leaves.
How does Cecil Day-Lewis’s use of imagery from the natural world help to shape our understanding of the relationship the speaker shares with his son?

Use a selection of the words below in your written response...

Symbolism  Tone  Form  Connotes
Alliteration  Metaphor  Structure  Emphasises
Adjective  Simile  Rhyme  Reveals
WRITING FOR PURPOSE

Questions to consider whilst writing and reviewing...

1. Have I made any capitalisation errors?
2. Are there any unclear generalisations?
3. Have I used a range of connectives to link my ideas?
4. Are my points fully developed?
5. Are my vocabulary choices sophisticated and precise?

WRITING FOR PURPOSE

Reporting and analysing verbs...

- Clarifies
- Confirms
- Constructs
- Conveys
- Establishes
- Emphasises
- Explains
- Highlights
- Implies
- Indicates
- Informs
- Represents
- Reveals
- Signifies
- Supports
- Underlines

WRITING FOR PURPOSE

Connectives for organising arguments and ideas...

- Firstly
- Secondly
- Furthermore
- Finally
- Thus
- As a result
- Therefore
- Accordingly
- Alternatively
- Contrastingly
- Equally
- Whereas
- Unlike
- Likewise
- Instead of

WRITING FOR PURPOSE

Modal verbs...

- Can
- Could
- May

Modifiers...

- Perhaps
- Possibly
- Probably
- Undoubtedly
<table>
<thead>
<tr>
<th>Code</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sp.</td>
<td>Spelling mistake</td>
</tr>
<tr>
<td>P.</td>
<td>Punctuation mistake (incorrect usage or omission)</td>
</tr>
<tr>
<td>C.</td>
<td>Capitalisation mistake (incorrect usage or omission)</td>
</tr>
<tr>
<td>H.</td>
<td>Handwriting is unclear or messy</td>
</tr>
<tr>
<td>//</td>
<td>New paragraph required</td>
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<tr>
<td>^</td>
<td>Omission of word or phrase</td>
</tr>
<tr>
<td>~~</td>
<td>Unclear expression</td>
</tr>
</tbody>
</table>
WHAT WENT WELL:

Look closely at language and content

EVEN BETTER IF:
<table>
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<tr>
<td>1</td>
<td>Is each point supported and fully developed? Remember that it’s important to write in-depth about carefully selected parts of the poem.</td>
</tr>
<tr>
<td>2</td>
<td>Is the written expression appropriately precise and formal? Make sure that informal language (e.g. slang or language that is vague) has not been used.</td>
</tr>
<tr>
<td>3</td>
<td>Is the writing technically accurate? Look carefully at the work and identify spelling, punctuation and grammatical errors; please also make the necessary corrections.</td>
</tr>
<tr>
<td>4</td>
<td>Have a range of reporting and analysing verbs been used to help express and develop the points? Remember that each verb has a subtly different meaning.</td>
</tr>
<tr>
<td>5</td>
<td>Are you impressed with the overall quality of the work? Think about whether you’d be happy to submit this as your own response.</td>
</tr>
</tbody>
</table>
Is the writing **technical** accurate?

Is the writing **precise**?

Are the points **relevant** and **credible**?

Are the points **expansive** enough?

Are the **quotations** appropriate?

How does the work **compare** to yours?