

# 'Walking Away'

Cecil Day-Lewis



# OBJECTIVE:

1

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?

letting go

the match

sunny day

love

eighteen years ago, almost to

the day

leaves

half-fledged thing

seed

set free



- 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.

**Symbolism**

**Tone**

**Form**

**Connotes**

**Alliteration**

**Metaphor**

**Structure**

**Emphasises**

**Adjective**

**Simile**

**Rhyme**

**Reveals**

**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.

sun was white

Your face

love deceives

ominous bird

tedious riddles of years ago

our love

grin of bitterness

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

# WRITING FOR PURPOSE

Connectives for organising arguments and ideas...

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

# WRITING FOR PURPOSE

Modal verbs...

Modifiers...

Can	Perhaps
Could	Possibly
May	Probably
Might	Undoubtedly

<b>Code</b>	<b>Meaning</b>
Sp.	Spelling mistake
P.	Punctuation mistake (incorrect usage or omission)
C.	Capitalisation mistake (incorrect usage or omission)
H.	Handwriting is unclear or messy
//	New paragraph required
^	Omission of word or phrase
	Unclear expression

**WHAT WENT WELL:**

|

**Look closely at language and content**

|

**EVEN BETTER IF:**

1

**Is each point supported and fully developed?** Remember that it's important to write in-depth about carefully selected parts of the poem.

2

**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.

3

**Is the writing technically accurate?** Look carefully at the work and identify spelling, punctuation and grammatical errors; please also make the necessary corrections.

4

**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.

5

**Are you impressed with the overall quality of the work?** Think about whether you'd be happy to submit this as your own response.

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?

**WHAT WENT WELL:**

Look closely at language and content

**EVEN BETTER IF:**