

Key Skills

- Analysis.
- Creative technique.
- PETER paragraphing.
- Creative writing.

Literacy

Fortnightly spelling test from the 'Vocabulary Bank'.

Plan, draft and write poetry experimenting with vocabulary, techniques, sentence structure and punctuation.

SMSC

Spiritual- Pupils explore and create personal poems.

Moral- Pupils explore the impact of writers' choices

Social- Pupils explore the effects on readers.

Cultural- Pupils are immersed in a range of poems from poets from diverse backgrounds.

Assessment

Task:

An Introduction to Poetry.

Chase Terrace Technology College

Summer Term—Unit 1

5 weeks

Rationale

Why are we teaching this unit of work?

Reading— Pupils are given the opportunity to analyse poetry focusing on building the foundations for understanding of poetic, language and structural techniques and writers' intentions.

Why are we teaching this unit of work now?

This unit builds on your emerging analysis skills from the Shakespeare unit. The experimentation with figurative language, punctuation and sentence structure forms a spring board to the Narrative Writing scheme we will study next half term.

How does this link to the GCSE examination?

Literature Paper 2— Anthology Poems (A02)

Literature Paper 2— Unseen Poems (A01 & A02)

Vocabulary Bank

By the end of the term all students should understand and be using the following terms in their writing. This list can also be set as a spelling test for home learning:

1. Kenning
2. Portmanteau
3. Alliteration
4. Imagery
5. Simile
6. Metaphor
7. Semantic field
8. Personification
9. Stanza
10. Simple sentence
11. Compound sentence
12. Complex sentence
13. Holophrastic
14. Repetition
15. Theme
16. Enjambment
17. Caesura
18. End stopped line
19. Rhythm
20. Rhyme
21. Iambic pentameter
22. Sonnet
23. Haiku
24. Autobiographical

Home learning suggestions

1. Make flashcards for the vocabulary bank.
2. Keep a writing journal and practice writing poems using the poetic techniques.
3. Practice picking out the poetic techniques in other contexts i.e. your AR reading books.

Vocabulary Bank

Week 1/2

Week 1/2

Week 1/2

Week 3/4

<p>Kenning A kenning takes two existing nouns (or a noun and an adjective) and adds them together to make a new word with a new meaning. <i>Sky candle' = the sun.</i></p>	<p>Portmanteau A portmanteau word blends the sound and the meanings of two separate words <i>Smoke + fog = smog (noun)</i> <i>Sky + highjacking =skyjacking (verb)</i></p>	<p>Alliteration This is the repetition of the same consonant sound at the beginning of words next to, or near each other, to produce an effect. <i>From pillar to post a pantomime.</i></p>
<p>Imagery Imagery is a mental picture created by the descriptive language that a writer chooses for effect. For example, <i>The sunset was spectacular; the clouds were edged with pink and gold.</i></p>	<p>Simile A figure of speech in which <u>two things are compared using the word "like" or "as."</u> An example of a simile using <i>like</i> occurs in Langston Hughes's poem 'Harlem': <i>It dries up like a raisin in the sun?</i></p>	<p>Metaphor Describing something as though it were actually something else. For example <i>A swallow being described as 'a blue--dark knot of glittering voltage'.</i></p>
<p>Semantic Field A set of words in a poem related in meaning. <i>'kennel', 'collar', 'bone', 'bark', and 'lead'= semantic field of a dog.</i></p>	<p>Personification A figure of speech in which <u>nonhuman things or abstract ideas are given human attributes:</u> <i>The sky is crying, dead leaves danced in the wind, blind justice.</i></p>	<p>Stanza <u>Two or more lines of poetry that together form one of the divisions of a poem.</u> The stanzas of a poem are usually of the same length and follow the same pattern of meter and rhyme.</p>
<p>Compound sentence Contains has more than one action going on. It contains two simple sentences, joined by a conjunction, usually 'and' or 'but' or 'or'. <i>The cat pounced but the mouse ran away.</i></p>	<p>Simple sentence Contains a subject (the person or thing doing the action) and a verb (a word showing an action or a state). <i>The mouse ran away.</i></p>	<p>Complex sentence A simple sentence plus a subordinate clause which adds extra information. <i>Although the cat pounced, the mouse ran away.</i></p>

Week 3/4

Week 3/4

Week 5

Week 5

<p>Holophrastic A one-word sentence.</p>	<p>Repetition When poets repeat a word or phrase that has already been said or written.</p>	<p>Theme The subject or subjects covered by a writer: not simply the facts and the happenings covered in the plot, but the underlying meaning behind them. For example, <i>the poem 'Nothing's Changed' is about a man looking in at the window of a restaurant, but its theme is the effects of racism and the legacy of apartheid.</i></p>
<p>Enjambment This is when the sense runs on from one line to the next without pause. It is the opposite of end-stopped lines. For example: <i>We were running to find what had happened beyond the hills.</i></p>	<p>Caesura A caesura is a pause in the middle of a line of verse (usually marked by a comma or full stop). It can produce interesting effects: <i>In the fleeing, failing light. Starlings</i></p>	<p>End-stopped line This is when the natural pause in the sense of the words comes at the end of the line. For example: <i>A little learning is a dangerous thing; Drink deep, or taste not the Pierian spring.</i></p>
<p>Rhythm The pattern of strong and weak beats (or stresses); the pattern of sounds the words make. Writers usually make careful use of rhythm to create effects, for instance, echoing the meaning of the words in their rhythm. An example: <i>in "Charlotte O'Neill's Song" the rapid incessant tempo suggests the pressure of</i></p>	<p>Rhyme The <u>occurrence of the same or similar sounds at the end of two or more words.</u></p>	<p>Iambic pentameter A line with a total of 10 syllables. These syllables are grouped into 5 pairs called feet. Each has one stressed and one unstressed syllable. <i>Two households, both alike in dignity.</i> <i>[Two house] [holds, both]</i> U - U - <i>[a like] [in dig] [ni ty.]</i> U - U - U -</p>
<p>Haiku A Japanese poem of seven-teen syllables. Line 1 and 3 have five syllables whereas line 2 has seven. They traditionally have themes relating to nature.</p>	<p>Sonnet A poem of fourteen lines written in iambic pentameter with an ababcdcdefefgg rhyme scheme. Usually relates to the theme of love.</p>	<p>Autobiographical An autobiographical poem is personal—it reveals something about the person writing the poem and their life. It does not have to rhyme.</p>