

Skills Coverage

Curriculum Intent: Why are we studying this?

- To develop our understanding of universal themes and ideas.
- To develop our analytical skills and increase our confidence when faced with complex ideas and language.
- To investigate moral and ethical issues.
- To develop our own views and to see the world through the eyes of others.

Stanza	A Stanza is a set amount of lines grouped by rhythmical pattern and meter. (A verse)
Enjambment	The continuation of a sentence or phrase from one line to the next, without pause.
Dramatic Monologue	A poem spoken by a character.
Plosive alliteration	Repetition of the 'B', 'D' and 'P' sound at the beginning of words.
Sibilance	Repetition of the S or SH sound at the beginning of words.
Half-rhyme	Words in which the consonants rhyme, rather than the vowels.
Iambic Pentameter	A line of verse with five beats, which fall on the second syllable of each pair.
Rhyming Couplets	Two lines following one another which rhyme
Sonnet	A poem of fourteen lines, usually ending with a rhyming couplet.
Rhythm	The arrangement of words to form a regular beat through a pattern of stresses.

General subject terminology used in poetry:
 simile, metaphor, personification, onomatopoeia, oxymoron, juxtaposition, emotive language, pathetic fallacy, alliteration, dissonance, imagery, symbolism, semantic field, tone, sensory imagery, synaesthesia, form, ambiguity, connotation, theme

Full mark answer:

The poet Macrae emphasises the importance of living a life of pure joy rather than fake happiness for the sake of looking good to others as ultimately your true goodness is what people will remember you for as opposed to earthly riches.

The oxymoron in the title "richest poor man" highlights different peoples understanding of value. Most people see value as the amount of money you have, houses or expensive clothes as expressed when he mentioned he does not "like money, houses, bank accounts and lies".

The list proves that although that's what many people would automatically think of when they hear rich, but the word "lies" suggest otherwise. The poet is trying to emphasise how people use all these materialistic things to entrance people and cause them not to see how they are covering up their tainted heart. The juxtaposed "richest" suggest that the narrator's view on value is something much simpler hence the absence of rich accessories making him externally look poor, however, in his heart he inhabits a pure, true happiness which he values more in life, hence making him feel rich inside.

The author is intentionally attempting to educate people that looking rich is not important, and ultimately does not give you a happy and contented life, while on the other hand, living a simple life and seeing the joy in the smallest things is much more valuable. This is because in the end, we are all born with nothing and die with nothing, which is why simple happiness should be sought.

Additionally, the poet uses a simile and metaphor to compare the man with weather and nature. This is significant as weather and nature are not rich, yet they still exhibit greater power than humanity could ever dream to achieve with riches. "His face was like a weather map full of bad weather while inside his heart was fat with sun." For many people it is the other way round. The adjective "fat" shows how abundant with happiness he is internally as the "sun" is often a symbol for happiness and joy while his face "full of bad weather" perhaps suggesting that he sees no need to boast.

Common Spelling Errors in Poetry

- Metaphor
- Simile
- Verse
- Stanza
- Juxtaposition
- Repetition
- Rhythm
- Rhyme

Make sure you find the key



In 'To a Daughter Leaving Home', how does the poet present the speaker's feelings about her daughter?

In both 'Poem for My Sister' and 'To a Daughter Leaving Home' the speakers describe feelings about watching someone they love grow up. What are the similarities and/or differences between the ways the poets present those feelings?

HOW TO APPROACH THE UNSEEN QUESTIONS:

The first question is worth A LOT more than the second.

You should have 45 minutes left for both questions.

You should spend 30 minutes on Section A. Really analyse writer's methods and look beyond the obvious meanings (PETZAL)

Leave 10-15 minutes for the last question. Write two paragraphs: one about Poem A and one about Poem B. Start your second paragraph with 'This poem is different because...' and make sure you are comparing. This question is specifically about techniques (AO2).

Write about the reader...

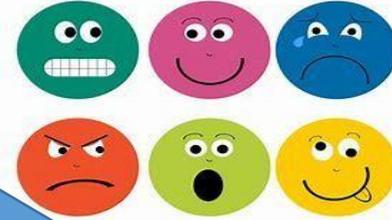
The reader:
 ask themselves, wonders, questions
 agrees, sympathises, assumes
 remembers, believes,
 BECAUSE...AND...SO...
This makes the reader feel...
 Shocked, amused, disgusted,
 outraged,
 Confused, puzzled, sadness,
 melancholy Frustration,
 BECAUSE...AND...SO...

1. What is the poem about?

- Read the question -
- Explode the title – connotations?
- Look at the first line – what is implied?
- Read the poem and get your first impression – what is the surface meaning?
- Who or what is the subject of the poem?
- Who is the speaker?
- What is it exploring?



2. Read the poem again: explore the emotions, mood and feelings



Unseen Poetry

3a) Zoom and explode powerful words



4) Identify the purpose, theme or message (linked to the question).

How does it impact you?



3c) Can you explore the structure?

- Is there a shift in feeling, tone, direction, time, place?
- Where are the pauses? Effect?
- Is there a rhyme scheme? Is it regular? Is it free verse? Effect
- Is the pace fast or slow? (look for mono and polysyllabic words and use of punctuation to control pace)
- Where's the volta? Effect?
- Are there caesuras? Is there enjambment? Are the lines end-stopped? Why? Effect?

3b) Explode literary techniques – explore the effectiveness of the poet's use of...to present...

POETIC TECHNIQUES

- Onomatopoeia**
When a word imitates the sound it makes (e.g. BANG, SPLASH)
very often in poems, sometimes in patterns.
- Similes**
Compares two different things, using the words "like" or "as".
often effected by the punctuation and shape of a poem.
- Metaphors**
Identifies something as being the same as something else.
on rhythm and effected by punctuation.
- Repetition**
When words and phrases are repeated multiple times.
- Alliterations**
More than one word beginning with the same letter (close together in text).



+ Deepen Your Knowledge & Understanding

Revise and Test Your Knowledge

Braver than you think Vocabulary Training	
Term	Definition
1. Portmanteau	A large trunk or suitcase, typically made of stiff leather and opening into two equal parts.
2. Spinster	An unmarried woman, typically an older woman beyond the usual age of marriage.
3. Jocund	Cheerful and light hearted.
4. Knaves	A dishonest or unscrupulous man.
5. Relics	An object surviving from an earlier time, especially one of historical or sentimental interest.
6. Blighter	A person who is regarded with contempt, irritation, or pity.
7. Sullen	Bad-tempered and sulky; gloomy.
8. Beseech	Ask (someone) urgently and fervently to do something.
9. Moderate	Average amount, intensity, quality, or degree.
10. Spool	A cylindrical device on which film, magnetic tape, thread, or other flexible materials can be wound.
11. Refrain	Stop oneself from doing something.
12. Traverse	Travel across or through.

Learn this vocabulary, the definitions and what they shows us about particular characters, themes, themes forms and context of the texts. You will be able to use this vocabulary in assessments and examinations in KS4.

How to learn these:

1. Make flashcards with all the relevant information on them. Some information could be on the back so that you can test yourself on it.
2. Create a revision group either physically or using social media – for example WhatsApp to revise with your peers.
3. Create a 'memory palace' which means you tag a word to an object in a room at home. You should then be able to imagine that room and the objects within it to retrieve the word, when needed. You could have a different room in your house for each different Literature text.
4. Tag words to landmarks you come across on your journey into school. This could be different shops, crossings, bus stops... As you go back and forth to school, try to remember each of the words when you come across the tagged landmarks.
5. Re-write the information a number of times. Each time reduce it into less information until you end up with 3/4 words only to explain the words meaning. You could also create a list of synonyms in order to avoid repeating the word too often in your writing.

1		5		9	
2		6		10	
3		7		11	
4		8		12	

Extended Writing Opportunities

1. How does Fanthorpe present the theme of innocence in half past two?
2. How does the poem present Brides?
3. How are parental relationships presented in 'If' and one other poem of your choice?
4. How is love presented in the poem Valentine?
5. Compare how independence is shown in both poems.
6. Compare how strong bonds are shown in both poems.
7. Compare how romance is shown in both poems.
8. Compare how gender is shown in both poems.

Wider Reading and Viewing

Youtubers:

Mr Bruff, Miss Cole, Stacey Reay, Mr Salles, Mrs Wheelan, Dr Aiden.

Websites:

https://www.youtube.com/watch?v=oKY_RRM-Wg&t=11s – Mr Bruff

<https://www.youtube.com/watch?v=WjN43g6CkI8> – Mr Salles

<https://www.youtube.com/watch?v=Al5rdKkfBIY> – Comparison – Mr Salles

https://www.youtube.com/watch?v=HbnW_U4_v2M – Stacey Reay

<https://www.bbc.co.uk/bitesize/guides/z3gfg82/revision/1> - BBC bitesize