



## Year 7 - An Introduction to Poetry

### L1/2: What I will know about poetry:

- Know and understand the usual conventions that make a poem a poem including **metre, rhyme scheme, extended metaphor** and **stanza, syllables** and **poetic methods**.

### I will be able to:

- Look at a number of poems and identify what makes them a poem.
- Take part in **exploratory talk** about what makes a poem a poem.
- Write a short poem on what makes a poem a poem, including areas discussed in exploratory talk.

### L3: What I will know about limericks and haikus:

- What is meant by **fixed verse poetry** including **metre, form, rhyme scheme** and **stanza, syllables**.
- The **fixed verse rules for Limerick**.
- The **fixed verse rules for Haiku** (and where the Haiku form originated from.)

### I will be able to:

- Write my own **limerick** and **haiku**, **labelling** where the **fixed verse** rules are met.

### L4/5: What I will know about sonnets:

- How a sonnet is **structured** and the **rhyme scheme** used by a sonnet as well as **quatrains** and **rhyming couplets**.
- Information about the **history** of the sonnet form.

### I will be able to:

- Complete a sonnet by adding your own **quatrain** and **rhyming couplet**.
- Answer the following question using the **key ingredients on the analytical writing mat**: 'How does the poet present potatoes in the poem 'Praising Potatoes'?'

### L6/7: What I will know about poetic methods:

- You will understand what is meant by the following **poetic methods**: simile, metaphor, personification, alliteration, sibilance, assonance, caesura, enjambment.

### I will be able to:

- **Work collaboratively** in a pair to write a poem about winter that focuses on using the **poetic method(s)** that you have been given.
- **Perform** your poem as a pair to your peers considering **tone, emphasis and pauses**.

### L8: What I will know about 'I Want Trainers' by Norman Silver:

- Know about the **key events and big ideas** explored in the poem.
- Know relevant **context** about the poem including his job and work supporting vulnerable young people.
- Understand how **narrative voice** is used by the poet.
- Know how **language and structure** is used by the writer in order to explore the effects of materialism/jealousy on children.

### I will be able to:

- Answer the following question using the **key ingredients on the analytical writing mat**: 'How does Silver use language and structure in the poem 'I Want Trainers' to present the child?'



## L9: What I will know about 'Life is a Ball' by Norman Silver:

- The **key events and big ideas** explored in the poem.
- The relevant **context** of the poem such as the poet's job supporting vulnerable young people.
- The way that **extended metaphor** used by the poet.
- How **language and structure** is used by the writer in order to raise awareness and sympathy for vulnerable and upset children.

## I will be able to:

- Answer the following question using the **key ingredients on the analytical writing mat**: 'How does Silver use language and structure in the poem 'Life is a Ball' to present the child?'

## L10: I will know how to:

- Plan a response to a poetry **comparison** question.
- Answer the following **assessment** question using the **key ingredients on the analytical writing mat**: 'Compare how Silver presents the experience of being a child in his two poems.'

## L11/12: I will know how to:

- Plan your own poem about experiences of being a child, making decisions about whether the poem will be **free verse** or **fixed verse** and considering which **poetic methods** you will use within your poem.
- Write your own poem about the experiences of being a child.

## L13: What I will know about 'I hear America' by Walt Whitman:

- The **key events and big ideas** explored in the poem.
- The relevant **context** of the poem such as the **American Dream**.
- How **repetition** is used by Whitman to create a specific **tone**.

## You will know how to:

- Use **exploratory talk** with peers to discuss how America is presented in the poem.
- Answer the following question using the **key ingredients on the analytical writing mat**: 'How does Whitman use language and structure to present America?'

## L14: What I will know about 'I Too' by Langston Hughes:

- The **key events and big ideas** explored in the poem.
- The **context** of the poem such as Hughes' experiences of racism.
- How the poem links to modern issues about racism.
- How **language and structure** is used by the writer in order to show how Hughes feels about racism and racial identity.

## I will know how to:

- Use **exploratory talk** with peers to discuss how America is presented in the poem.
- Answer the following question using the **key ingredients on the analytical writing mat**: 'How does Hughes use language and structure to present America?'

## L15/16: I will know how to:

- Plan a response to a poetry **comparison** question.
- Answer the following **assessment** question using the **key ingredients on the analytical writing mat**: 'Compare how Hughes and Whitman present America in the two poems.'