



Poetry

Number of weeks (between 6&8)	Content of the unit	Assumed prior learning (tested at the beginning of the unit)
<p>A six week unit of work.</p>	<p>Students will study a variety of poems from different eras in order to get an understanding and awareness of the language and form of poems. Students will gain understanding of the effect of structure in poems as well as being able to explain the effect of this. They will also begin explaining the language techniques the poets adopt and the effect of this. Though the unit provides various Reading, Writing and Speaking and Listening Assessment opportunities, the final Reading assessment asks students to respond to one Unseen poem.</p>	<p>Students will have gained knowledge, from KS2, of the literary devices used in poems, i.e. simile, metaphor, personification, rhyme etc. Most will also be able to identify and spot these features in a poem.</p>
Assessment points and tasks	Written feedback points	Learning Outcomes (tested at the end and related to subject competences)
<p>Mid-unit Assessment:</p> <p><i>How does the speaker feel in The Song of the Old Mother?</i></p> <p>End of Unit Assessment:</p> <p>What are the poet’s feelings towards her mother in ‘Praise Song for my Mother?’ Look at the language, structure and feelings the poet adopts.</p> <p>AO1 – Read, understand & respond to texts. Students should be able to</p> <ul style="list-style-type: none"> • Maintain a critical style & develop an informed personal response. • Use textual references, including quotations, to support & illustrate interpretations. <p>AO2 – Analyse the language, form & structure used by a writer to create meanings & effects, using relevant subject terminology – Show understanding of the relationships between texts & the contexts in which they were written.</p> <p>AO4 – Use a range of vocabulary & sentence structures for clarity, purpose & effect, with accurate spelling & punctuation.</p>	<p>Formal teacher feedback will be provided lesson 6 and 12</p>	<p>Spelling</p> <ul style="list-style-type: none"> • I can sound our phonemes to aid my spelling • I can break words into syllables to aid my spelling <p>Grammar</p> <ul style="list-style-type: none"> • I can use full stops at the end of sentences • I can use capital letters at the beginning of sentences • I can use capital letters for proper nouns • I can use question marks effectively <p>Understanding</p> <ul style="list-style-type: none"> • I can skim and scan the text to find specific details • I can apply my knowledge of word derivations and word formation to aid my rea • I can switch strategies effectively between skimming, scanning and intensive rea • I can recognise the key words in a question by underlining or highlighting them • I can make reference to the text • I can understand some of the meanings in a text • I can show a developed understanding of the main meanings in a text <p>Language Analysis</p> <ul style="list-style-type: none"> • I can recognise the main verb in a sentence • I can recognise the tense of the main verb in a sentence • I can recognise the adjectives used in a sentence • I can recognise the concrete nouns used in a sentence • I can recognise the adverbs used in a sentence • I can recognise the abstract nouns used in a sentence



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		<ul style="list-style-type: none"> • I can recognise the closed word classes used in a sentence • I can identify the figurative language used in a text • I can select interesting uses of language in a text • I can select interesting uses of language in a text that relates to the focus of the re. <p>Analysis of structure and form</p> <ul style="list-style-type: none"> • I can recognise simple sentences in a paragraph • I can identify presentational features used in a text e.g. bullet points, heading • I can link the presentational features used in different texts • I can identify structural features used in a text e.g. juxtaposition, contrast, sequ • I can recognise compound sentences in a paragraph • I can recognise minor sentences in a paragraph <p>Comparison and Links</p> <ul style="list-style-type: none"> • I can link the thoughts and feelings expressed in different texts • I can link the language and methods used in different texts • I can link the meanings presented in different texts • I can recognise that different readers have different interpretations of texts, and texts • I can link interesting uses of language in different texts
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Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure
1	KQ: Can I understand the point of poetry?	All- understand what a poem is. Most- give the poem a relevant title. Some- will understand the meaning of the poem.	SPaG settler 1. A poem is... Students will have 2 minutes to write what they think a poem is (acquiring pupils' prior knowledge).	Class reading of- Alphabet Stew by Jack Prelutsky. After reading of the poem students will be asked to do the following: What is this poem about? What title would you give this poem?	Class will feedback what they think the poem is about and what title they would give the poem. The students will then be shown the actual title and asked whether this adds meaning to a poem.		What do you think the point of poetry is? Why do people write poetry?



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2	KQ: Can I show understanding of poetry?	All- identify 3-5 poetic feature. Most- decide whether they agree with the statement Some- use quotes from the poem to defend their argument.	SPaG Settler 1. Poetic features Students write down as many features of poetry as they can think of.	Students will have statements about poetry. In pairs they will state which they agree with and disagree with. Challenge: students will use quotes from 'Alphabet Stew' to support their argument. Students will then look at certain phrases in the poem and identify the device and what it means.	One phrase will be carried out as a class to help students understand the task.		Which statement do you feel is the most important? Why?
3	KQ: Should poetry be easy to understand?	All- explain why a poem may be difficult to understand. Most- predict what they think the poem is about. Some- make sense of some of the nonsense words.	SPaG Settler 1. Why is it hard to understand the meaning in poetry?	The Jabberwocky Students will be given the poem and asked to separate it into stanzas. This will be difficult, since the poem is mostly gibberish. The students will feedback: Where they have put the breaks in Why they have done so Was it difficult and why? A reading of the jabberwocky will be played to understand meaning better. Ask students what they think the poem is about. Students will look at the nonsense words in pairs and change them into an actual word.	The first stanza will be looked at as a class and analysed for meaning and to help them understand what they need to do.		Why did Lewis Caroll write the poem like this? How did you understand the nonsense words?



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4	KQ: Can I imagine the Jabberwocky?	All- draw a depiction of the Jabberwocky. Most- label the features of the jabberwocky using the poem. Some- explain how the nonsense words make the poem more engaging.	SPaG Settler 1. Why is it hard to understand the meaning in poetry? Students will relate this to the jabberwocky, but also poetry in general. They will compare it against fiction writing and how that differs.	Students will be given the context of the poem and about Lewis Carroll. The students will draw an image of the jabberwocky based on the descriptions given in the poem. They will label the features using quotes/phrases from the poem.	Description of the 'jabberwocky' will be looked at as a class, so all students are aware what aspects of the poem to focus on.	Create a description of your own monster/creature. Describe it using various adjectives	Do the nonsense words in the poem make the monster sound scarier?
5	KQ: Can I create a poem like Jabberwocky?	All- think of some nonsense words. Most- will be able to make portmanteau words Some- use the words they made to write an effective poem.	SPaG Settler 1. What words would you use to describe your monster?	Students will have a go at inventing their own portmanteau words, in preparation to writing their own poem. They will start off with describing their own monster/creature.	Students will be asked to feedback some of their ideas to help other students understand what and how to create portmanteau words.		Is it harder to create a poem using nonsense words? Why?
6	KQ: How does the structure of the Jabberwocky add to its effects?	All- understand what structure is Most- label each part of the jabberwocky Some- explain how the structure of the poem adds to its meaning.	SPaG Settler 1. Why is structure important in poetry?	Students will look at the structure of Jabberwocky. They will see how the poem builds up like a story. Students will create a story board of each aspect of the poem to see how the structure builds up, and understand how the setting is set.	The stanzas of the poem will be given to each table and they will need to annotate it. They will feedback to the class regarding what the purpose of stanza is and what it focussed on.		How does the structure of Jabberwocky add to its meaning? How is the structure effective?



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7	KQ: Can I identify the different genres in poetry?	All- write relevant questions about the picture. Most- understand what a raven is and what it is associated with. Some- write a PEE paragraph with a 'detailed' explanation.	SPaG Settler 1. Write down three questions you have about this picture (a picture of the raven will be on the board).	Feedback taken, and some questions put on board. Students will be asked what is associated with the raven and also what they think the poem may be about. Students will jot down adjectives that could make a raven sound 'spooky' or 'creepy.' The poem will then be listened to and the students will be asked what genre they think the poem belongs to. They will analyse various quotes from the poem and justify why they think this. They will write a PEE paragraph on the genre of the poem.	A model of a PEE paragraph will be given to the students to allow them to follow the same/or similar structure.		Have any of your questions from the beginning of the lesson been answered? What questions weren't answered?
8	KQ: Can I create a story from the Raven?	All- understand the meaning of the poem. Most- summarise the poem in 5 points. Some- will be able to write a story which builds tension and fear.	SPaG Settler 1. Students will be summarising the poem and list in 5 points what happens.	Students will be told to write a story from the speaker's point of view. This will show their understanding of the poem and how the poem builds up tension and the sense of fear.	Starter sentences will be provided to the students that need extra guidance on what to do. Success criteria of what to include will also be provided, so it can be peer assessed on later.	Student research on the poem of The Raven to develop their understanding.	Peer Assessment of their story. Feedback what did students like about their partner's work, what could they have improved.
9	KQ: Who is Ozymandias? :	All- understand who Ozymandias is. Most- be able to explain why he isn't deemed as a good leader. Some- using the facts about Ozymandias they will be able to predict what the poem will be about.	SPaG Settler 1. Students will brainstorm everything that comes to mind when thinking of the work Tyrant. Students will also be told to think of any tyrants they know.	The students will be informed about the context of Ozymandias and when it was written. If a recording of Ozymandias is available it will be played. They will be asked to predict what they think it is about.	The poem is will be discussed as a class and students will highlight any words they don't understand, but also write what they think the poem is about based on what they have understood.		Do you think people liked Ozymandias? Why do you think so?



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10	KQ: What does Ozymandias mean?	All- understand how to write a PEE paragraph. Most- be able to use the model done as a class to independently write another PEE paragraph. Some- will be able to zoom into specific words in their explanation.	SPaG Settler 1. Why are there statues of people? What does it signify?	Students will answer a question regarding the poem. They will be asked to answer using PEE model. 'Wrinkled lip, and sneer of cold command.' What does this indicate about Ozymandias? Was he a good man? Why/why not?	Another quote will be looked at as a class, and a model PEE will be written together, so students are aware of how to structure their writing. LA will be given sentence starters to help them further.	Find a tyrant/or choose a tyrant you know of and research about them.	Students will self-assess their PEE paragraph.
11	KQ: Can I understand the irony Shelley uses?	All- understand what direct speech is Most- explain why direct speech is and understand irony. Some- understand and relate the irony to the poem and explain its effect.	SPaG Settler 1. What eventually happens to tyrants?	The direct speech used in the poem will be looked and analysed. The class/ in pairs they will discuss how it is ironic. The students will then write a paragraph about how the irony is effective and why Shelley has chosen to put it in?	Definition of irony and examples of it will be provided to the students. As a class they can also come up with a few examples to ensure that they have understood.		Can you find another example of irony?
12	KQ: Can I write my own poem about a tyrant?	All- understand what a tyrant is. Most- plan a poem based on their chosen tyrant. Some- stick closely to the structure/rhyme of a sonnet in writing their own.	SPaG Settler 1. What do you need for a successful poem?	The class will discuss in pairs their homework and what they have found out about their tyrant. They will follow the example of Ozymandias. There will be success criteria for them to follow, this will be differentiated.	Questions will be provided if students need guidance on what to write or how to start.		Students will share their poems to one another and give verbal feedback to one another.



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13	KQ: Can I understand what a sonnet is?	All- Will understand what a sonnet is. Most- understand most of sonnet 130. Some- explain how some words seem unusual.	SPaG Settler 1. How would you describe someone you love?	Students will learn about the structure of a Sonnet and its rhyme scheme. They will also learn how sonnets are usually love sonnets. Students will then read Sonnet 130- 'My Mistress eyes are nothing like the sun.' Each group will look at different lines of the poem and analyse its meanings. They will analyse the negative language used and whether this is a love sonnet.	One line will be done as a class so students are able to understand what they are being asked to do.	Research: what is an iambic pentameter.	What do the last two lines tell us about his feelings for his mistress? Is this real love?
14	KQ: Can I write a sonnet like Shakespeare?	All- find a person to write a rebel sonnet about. Most- map ideas they could use to write their sonnet and begin to write it. Some- be able to use the rhyme scheme of a sonnet to write their own.	SPaG Settler 1. Who would you write a rebel sonnet for?	Students will brainstorm aspects that annoy them about the person they want to write a sonnet about. Students will feedback ideas of what they have said. Students will write ABAB on the side of their page and the rhymes that they can use to write the first 4 lines of their sonnet. They will then attempt to write the 4 lines of the sonnet using the rhyme scheme. Challenge: Can you write in iambic pentameter.	Examples of annoying things about a person we love will be on the board e.g. Dad= hogs the remote. Again an example of the first four lines of a sonnet will be on the board.		What was difficult about writing the poem? Was it hard to stick to find relevant rhymes?



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15	KQ: Can I understand how many ways the poet loves her husband?	All- understand the poem and its purpose. Most- be able to find all the way the poet loves thee and jot them down. Some- will be able to pick out the one they think shows that she loves him the most and explain why.	SPaG Settler 1. 'How do I love thee' what do you think this poem will be about?	Students will watch a video (if available) of Sonnet 43 by Elizabeth Browning. After they listen to it they will bullet points out how it is different to Shakespeare's sonnet 130. They will then jot down, on a graph, all the different ways Browning says she 'loves thee' (8) they will then number them in order of importance- which one shows she loves him the most and which the least.	They will feedback their ideas and write them down to use for a later lesson.		Explain why you chose that particular quote and why you think she loves him the most. What do you think the quote means?
16	KQ: Can I understand and explain the language features used in Sonnet 43?	All- identify the words that occur the most in the poem. Most- will be able to explain the effect of the word. Some- will be able to identify the language feature and its effect.	SPaG Settler 1. Go through Sonnet 43 and underline all the language devices you can find.	Students will feedback the language devices they have come across. The students will then receive a table with all the words that occur in the poem as well as the number of times they occur (this is available in the AQA poetry resource bank). They will note down: <ul style="list-style-type: none"> • which ones occur the most • Number of times it occurs in the poem. • Challenge: what is the language device Feedback to the class, what word did they find to occur the most; can they think of why this may be.	After writing a PEE paragraph as a class the students should be able to write one themselves.		What have you learnt about Sonnet 43?



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17	KQ: Can I compare Sonnet 43 and Sonnet 130?	All- explain what is different about both poems. Most- fill in the Venn diagram of similarities and differences. Some- identify language features that make both poems different.	SPaG Settler 1. What similarities and differences can you draw from Sonnet 130 and 43?	Students will discuss the similarities and differences in both sonnets. Students will work in pairs to fill in a Venn diagram of all the similarities and differences they have found. The students will then swap with another pair, to see what they have written and whether they can add anything else to it.	Students will feedback how they are both different.		Are the sonnets that different? What are they both about? Why have they been written in different ways?
18	KQ: Can I understand what 'My Last Duchess' is about?	All- understand what the poem is about. Most- understand who the speaker is. Some- explain the personality of the Duke based on evidence from the poem.	SPaG Settler 1. What do you think a dramatic monologue is?	Students will discuss what they think dramatic monologue is before being given the definition to copy down into their books. Students will receive a copy of 'My Last Duchess' by Robert Browning and listen to a recording of the poem; What do you think the poem is about? Who is the speaker in the poem? How is this poem different to the other poems we have studied? What is your impression of the Duke? Why?		Research what the poem is about and write a diary entry from the Duchess' point of view. How does she feel about the Duke's attitude towards her?	What is the effect of writing the poem in the form of a dramatic monologue?



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19	KQ: Can I prepare for my poetry assessment?	All- can predict what the poem may be about based on the title. Most- will be able to understand what the question is asking them to do. Some- understand how to comment on structure and language as well as feelings.	SPaG Settler 1. Title of the poem will be on the board, students will predict what they think the poem will be about.	Students will have a chance to read the poem and pick out devices that they will write about. They will also be given the assessment question in order to understand how and what to answer. <u>Assessment Question:</u> What are the poet's feelings towards her mother in 'Praise Song for my Mother'?			Students will feedback what they have found. Students may add this to their planning/note taking.
20	KQ: Can I write my poetry assessment?	All- pick out 1 device for each aspect; language, feelings and structure and explain in some detail. Most- pick out two examples of; language, feelings and structure and explain how it relates back to the question. Some- include their personal response to the poem as well as PEE paragraph on ; language, feelings and structure with exploration and zooming into words.		Students will write up their assessment. LA students will be given a help sheet to help them approach the poem.		Find a poem online that you enjoyed, be prepared to present the poem and give reasons for choosing the poem.	