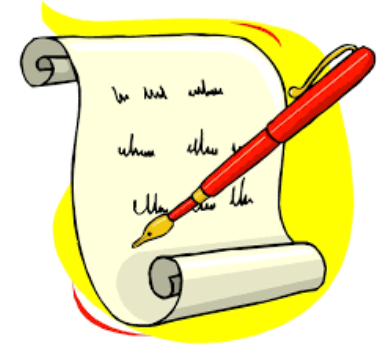




**Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.**

**Topic 1: Poetic Techniques**

In a poem, a writer uses language, form and structure to present an idea in a new way; the words on the page become a way to communicate between the poet's mind and the readers. When reading poetry, a reader will interpret what it means to them. Everyone's response is different.



Poets use techniques such as:




<u>Technique</u>	<u>Definition</u>	<u>Example</u>
<b>Rhyme</b>	Words that sound the same	Cloud and crowd
<b>Simile</b>	When you compare two things using 'as' or 'like'	As brave as a lion
<b>Metaphor</b>	When you say something is something else but you know it can't be	She's a star
<b>Alliteration</b>	When words placed together start with the same letter	She sells sea shells
<b>Oxymoron</b>	When two words are placed together with opposite meanings	Terribly kind The silence was deafening
<b>Onomatopoeia</b>	Words that sound like what they are	Bang, Crash, Splash
<b>Repetition</b>	When words or phrases are written more than once	Run, run, run
<b>Imagery</b>	When an image is created for the reader through the description	The buildings were covered in golden light from the sun
<b>Personification</b>	When objects are given human qualities	The trees were dancing in the wind
<b>Emotive Language</b>	Language used to describe or evoke an emotion	The animals had been brutally murdered





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**Topic 2: Linking poems to themes**

Poem	Theme of Conflict	Theme of Power
<p>Fury by David Morley</p> 	<ul style="list-style-type: none"> <li>The poem is about a boxer who fights for a living.</li> <li>In the poem, the speaker talks about how <b>conflict</b> is resolved with violence in his family. Conflict is dealt with violence rather than <b>communication</b>.</li> <li>The speaker's love of conflict and violence has cost them their family because they spend so much time away.</li> </ul>	<ul style="list-style-type: none"> <li>The speaker feels that in order to have <b>power</b> over someone else, it needs to be taken by force.</li> <li>Power is <b>inherited</b> from earlier generations 'I am fighting royalty'.</li> <li>The speaker is powerless to his own <b>anger</b> which he describes as the 'red mist'.</li> </ul>
<p>Do you know what it's like by Alexandar Gross</p> 	<ul style="list-style-type: none"> <li>The speaker seems in conflict with themselves because on the one hand, they want to be included and be part of the crowd but on the other hand, they <b>recognise</b> that this could be difficult.</li> <li>The speaker has been in conflict with people throughout their life which has caused them to feel isolated and alone.</li> </ul>	<ul style="list-style-type: none"> <li>The power that the need to be included and liked has <b>control</b> over the speaker and is all consuming.</li> <li>Feeling alone makes the speaker feel powerless and invisible.</li> <li>By the end, the speaker acknowledges that the need for approval is not something they want because it takes <b>control</b> over individuals.</li> </ul>
<p>We lived happily during the war by Ilya Kaminsky</p> 	<ul style="list-style-type: none"> <li>The speaker talks about the <b>impact</b> that conflict has had on their life and the lives of others.</li> <li>Conflict can result in <b>tragedy</b> in the form of people being left homeless and without any money.</li> </ul>	<ul style="list-style-type: none"> <li>The speaker talks about how powerful nations can fall because individuals don't stand up for themselves.</li> <li>Despite <b>nations</b> falling, nature still remains – the power of nature is greater than the power of man.</li> <li>Men often think that money is the most powerful thing in the world, however money will fade away.</li> </ul>



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**Topic 3: Writing about poetry**

When writing about poetry, it is also important to think about the **structure** of a poem. **Structural** techniques include:

- **Narrative perspective:** is the poem written in first or third person? How will this affect our understanding of the text?
- **Rhyme** scheme: does the poem have words that rhyme? Does it follow a pattern? If yes, then the poem will have a set rhyme scheme
- **Free verse:** a poem that doesn't rhyme has been written in free verse.
- Rhyming **couplet:** two lines next to each other that rhyme
- **Sonnet:** a type of poem that has 14 lines and has a regular rhyme scheme
- **Enjambment:** When a sentence carries on past the end of the line



***When we write about poetry, we should use the following opinion paragraph structure:***

1 – Reword question	The writer *reword question*... because... *writer's name* has made me feel that... because...
2 – Select a <b>quotation</b>	I know this because of the sentence/phrase ' _____ '
3 – <b>Explain</b> how your quotation links to the question	This _____ makes me feel/think about...because... The writer has used this _____ to make me feel/think...because...
4 – Write your own <b>opinion</b> about the quotation you've used	When I read this sentence/phrase, I am supposed to think about...because





Vocabulary	Wider Research	Apply
<ol style="list-style-type: none"><li>1. Explain</li><li>2. Anthology</li><li>3. Terminology</li><li>4. Message</li><li>5. Patterns</li><li>6. Explore</li><li>7. Evidence</li><li>8. Annotate</li><li>9. Conflict</li><li>10. Opinion</li><li>11. Context</li><li>12. Structure</li><li>13. Plan</li><li>14. Perform</li><li>15. Choices</li><li>16. Differences</li><li>17. Compare</li><li>18. Empathy</li><li>19. Identify</li><li>20. Relationship</li><li>21. Summary</li><li>22. Speaker</li></ol>	<p>How to respond to poetry BBC Bitesize <a href="https://www.bbc.co.uk/bitesize/topics/zmbj382">https://www.bbc.co.uk/bitesize/topics/zmbj382</a></p> <p>Understanding War Poetry BBC Bitesize <a href="https://www.bbc.co.uk/teach/has_poetry_distorted_our_view_of_world_war_one/z6d8382">https://www.bbc.co.uk/teach/has_poetry_distorted_our_view_of_world_war_one/z6d8382</a></p> <p>The war in Ukraine <a href="https://www.bbc.co.uk/news/world-60525350">https://www.bbc.co.uk/news/world-60525350</a></p> <p>Shell shock and the impact of war <a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-i-was-there-the-great-war-interviews-shell-shock/zkypy9q">https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-i-was-there-the-great-war-interviews-shell-shock/zkypy9q</a></p>	<ol style="list-style-type: none"><li>1. Stand outside your house and note down any noises that you can hear. Write a poem based around this.</li><li>2. Create a charity poster that raises awareness for those in war-torn countries.</li><li>3. Create a story-board that recreates the scenes described in the poem 'Fury'.</li><li>4. Write an acrostic poem using one of your hobbies as the starting word.</li><li>5. Imagine you were asked to write about your first day at secondary school. Write a poem or a rap giving advice to younger students about their first day.</li></ol>