

KEVICC KS3 Curriculum:	Subject: English	Key terms and vocabulary.
<b>Year: 8</b> <b>Term: Autumn 2</b>	<b>Topic: Introduction to Poetry</b>	<b>Bold = Tier 3 subject terminology</b>
<p><b>What is the essential knowledge from this unit? What do students need to remember and understand?</b></p> <p>Lessons will focus demystifying poetry. The scheme takes students through form, rhyme, language and tone in detail with activities and chances to recap and recall terminology. The scheme offers opportunities to practice analysis using the PEAZL skill (they will have used PEA in Year 7) and introduces ideas about comparison. There are also lots of chances to write and be expressive. The scheme ends in with a focus on Benjamin Zephaniah, a good poet for students to research and get interested in</p>		<p>Words are discussed and used within the lesson context and then revisited in the following lessons. Students are encouraged to use these words in their assessments. Library lessons are also used to reinforce these words. They will be revisited a minimum of four times in the year.</p>
<p><b>Culture Capital stories (one per fortnight):</b>          Achilles Heel, The Odyssey, The Labours of Hercules</p>		<p><b>Mnemonic, haiku</b>, whimsical  <b>Melancholy, Figurative language, internal rhyme</b>  <b>Tone</b>, optimistic, pessimistic  <b>Syllable, tanka, assonance</b>  <b>Perfect rhyme, half rhyme</b>  <b>Eye rhyme, end rhyme</b>  <b>Blank verse, free verse</b></p>
<p><b>What prior learning supports understanding of this content?</b></p> <p>Most students will have studied poems in Primary school and all will have studied Beowulf in Year 7. They will therefore be familiar with alliteration and onomatopoeia. However, this scheme will take them through an extensive glossary of figurative language, form, structure and rhyme schemes. It will also address how to analyse poetry.</p>	<p><b>How does this content link to future learning?</b></p> <p>All students should have a good grounding in poetry as they move up into GCSE. Students need to be fluent and resilient readers for GCSE and will be asked to tackle analysis of unseen poetry as well as comparison of poems.</p>	<p><b>Rhyme scheme, rhyming couplet, alternate rhyme</b>  <b>Irregular rhyme</b>, ominous, guile  <b>Enjambment, caesura, end-stop, prose, stanza, couplet quatrain, sonnet, Volta, simile metaphor, personification</b>  <b>Symbolism, hyperbole</b>, Frail aggressive, <b>connotation</b>  <b>Denotation</b>, quench, Evocative, <b>alliteration, plosive</b>  <b>Sibilance onomatopoeia</b>          Similarly, contrastingly,  <b>Annotate, imagery</b>, spool,          Enduring, <b>extended metaphor</b></p>
<p><b>Reading:</b> <i>Where in the unit are students supported to read complex academic text?</i></p> <p>An extensive cannon of poetry will be used in the lessons to illustrate various poetic techniques. Poets read and discussed includes: Larkin, Hegley, Duffy, Browning, Frost, Zephaniah, Hughes, Smith.</p>	<p><b>Writing:</b> <i>Independent writing tasks and how they are structured</i></p> <p>Analysis of language in Week 2 and independent analysis of an unseen poem in Week 5. Comparison of poems and RAP lyrics as well as own creative writing and poetry throughout scheme.</p>	<p><b>Symbolise</b>, strained  <b>Semantic field</b>  <b>Extended metaphor</b>          Hunched, gargle, dense  <b>Acronym</b>, decipher          Nonplussed, jargon          Straight talking, to glean, gritty          Hailed as, condemned</p>
<p><b>Review:</b>  <i>How will learning be reviewed?</i>  <i>How will feedback be received?</i></p> <p>Baseline piece of short analysis in Week 2. Teacher feedback to aid improvement of analysis Revisited in more depth and detail in Week 5. Peer and self-assessment throughout.</p>		