



### Year 8 Spring Term 2 – Knowledge Organiser ‘Poetry’

#### Context

This term students will focus on reading a wide range of poetry from different genres, also focusing on the Holocaust in non-fiction and poetry. They will have opportunities to write their own poems in a variety of styles and respond to a poem creatively.

#### SPAG

- Varied sentence openers for effect
- Varied sentence structures for effect
- Paragraphs of various length
- Ambitious vocabulary



#### Spellings to Learn

- unnecessary
- desperation
- disappear
- disappoint
- dissatisfied
- benefited
- conscience
- inhumanity
- achieved
- despair

#### Key Terms

- personification
- connotation
- rhyme scheme
- stanza
- performance poetry
- ballad
- sonnet
- rhyming couplets
- narrative poem
- limerick

#### ILJ Links

BBC Bitesize; take part in a national teen poetry competition- [ypn.poetrysociety.org.uk](http://ypn.poetrysociety.org.uk) has a great list; develop the anthology begun in class with additional, personal choices.

#### Skills

- |                            |                        |
|----------------------------|------------------------|
| Punctuation and sentencing | Spelling               |
| Structure and paragraphing | Adapting text to genre |

Content	
Read a variety of poems and look at different styles and forms e.g. haiku, limerick, ballad, sonnet, narrative, shape poems etc  Revisit skills and poetic devices	reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.
'Read Hana's Suitcase' & 'Vultures' poem	reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.
Write own poems in the styles studied; create own anthology	drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing. considering how their writing reflects the audiences and purposes for which it was intended amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
Poetry analysis-mini scheme on writers' craft Journey to a Poem	making inferences and referring to evidence in the text knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features present meaning recognising a range of poetic conventions and understanding how these have been used

#### Assessment Task

Writing inspired by the poem 'The Richest Poor Man in the valley'.

Or

Creative writing inspired by Holocaust stimulus.