Foxford Learning Plan

Year 11 (Literature)
Topic Paper 2 Section C
Spring 1

Key Vocabulary	
Enjambment	when a line of poetry continues onto the next line without punctuation at the end
Caesura	a pause in the middle of a line of poetry, often created by punctuation.
Volta	a sudden shift in thought, emotion, or argument in a poem (often called a “turn”).
Tone	the writer’s attitude toward the subject or audience.
Nostalgic	showing a longing for the past or fond memories.
Elucidate	to explain something clearly.
Emphasise	To give something extra importance.
Semantic field	a group of words related by meaning or theme.
Enhance	to improve or make something stronger or better.
Free verse	poetry that does not follow a regular rhyme or rhythm pattern.
Couplet	two lines of poetry that go together, usually rhyming.
Intensify	to make something stronger, deeper, or more extreme.

Key Skills	What will I learn?
Annotate unfamiliar poems.	How poets use language and structure to express their message. How to identify the deeper thematic and semantic connections within poems. To develop skills on how to tackle an unseen poem.
Analyse poetic devices.	
Analyse and comment on poets’ language using the ‘what, how, why’ structure.	
Compare two poems based on their methods.	
Write with technical accuracy and analysis of language/structure.	

Key Knowledge I will understand
1. How poets use language and structural techniques to create specific effects.
2. How to identify the main theme/big idea within a poem.
3. How to identify implicit meanings and develop robust analysis of these meanings.
4. Key poetic devices and their effect.
5. How to identify and write about the deeper semantic meanings in poems.