Foxford Learning Plan

YEAR 7

Poetic Voices

Unit 4

Key Vocabulary

Simile	A comparison of two things usually using like or as 'something' as
Ballad	A narrative form of verse that tells a story
Rhyming Couplet	A pair of successive lines of poetry that rhyme and often share the same meter, forming a complete thought or idea
Dramatic Monologue	When the narrator of the poem delivers a long speech to reflect their thoughts and feelings
Plosive alliteration	The repetition of the consonant sounds 'P, B, T, D, K and G' at the beginning of words
Sibilance	The repetition of the 'S', 'Z' sound
Semantic field	A group of words that have a shared meaning or a shared concept
Comparison	When you identify the similarities and differences between texts
Intention	The purpose of poem/ poet
Thematic	This describes anything that is related to the theme

Key Skills

Over the course of the topic, I will be able to: -
Identify how the poet has created the voice of the poem
Identify and write about what the poet thinks and feels
Write analytical paragraphs explaining why and how poets create meaning
How to identify the type of form is used and explain the effect
How to make a thematic comparison between two poems

What will I learn?

I will learn about how poets create a story within their poetry

I will learn about how rhyming couplets can create meaning

I will learn about the different poetry forms

I will learn about different types of voices in the poetry

I will learn about the Industrial Revolution

Key knowledge I will understand:

1. How Causley uses his third-person voice to present the hardships of a child
2. How Duffy uses **dramatic monologue** and rhetorical questions to craft a female voice
3. How Blake uses the voice in the poem 'The Tyger' to challenge society
4. Know how to make a thematic connection between two poems
5. How Noyles creates **dual voices** in his **ballad**