

Knowledge to be Assessed:

- To revise and learn technical terminology of poetry - specifically - alliteration, rhyme, half-rhyme, end rhyme, rhyme scheme, onomatopoeia, litotes, caesura
- Stylistic conventions of narrative poetry
- Stylistic conventions of discursive writing
- Know Beowulf/The Lady of Shalott and Jabberwocky.
- Revise metaphor and simile
- Know the basic timeline of invasion and settlement 500-1066 in England
- Conventions of epic Old English poetry - alliteration, kennings, litotes, caesura
- A whole Old English poem ('The Seafarer')
- The impact of figurative language and compound nouns
- Impact of Norse on the English language
- The oral tradition's impact on poetry



Resources to help Revision

Skills to be assessed:

- Development of key ideas
- Effective planning
- Creating a counter-argument/anticipating reader reactions
- Summarising and organising material
- Using conjunctions for cohesion
- Experiment with linear and non-linear storytelling
- Explore the impact of figurative language
- Explore the impact of poetic structure
- Consider the impact of rhythm and rhyme in poetry
- Trace how the narrative form has evolved
- Using role, intonation, tone, volume, mood, silence, stillness and action to add impact
- Using a PEE structure
- Selecting precise quotations
- Infer and deduce about characters/themes

How is this term's work assessed?

	Developing	Secure	Mastering	Extending
Q1 Can you write an essay responding to a narrative poem?	You can show some limited understanding of simple meanings.	You can make straightforward comments about the poem.	You can make relevant comments about the poem.	You can show understanding of the meanings of the poem.
Q2 Do you understand the conventions of a ballad?	You can recognise some of the features that make a ballad.	You can show that you understand the effect that writing in a ballad style might have.	You can explain how the conventions of a ballad add to the meanings of poetry.	You can convincingly discuss how the conventions of a ballad affect the meanings.
Q3 Can you engage in critical discussion?	You can respond to a speaker's main ideas and make relevant comments.	You show generally clear understanding of content and sometimes introduce new material.	You can recognise significant details and implicit meaning and develop the speaker's ideas in different ways.	You can engage with complex material making perceptive responses and showing awareness of the speaker's aims and extending meanings.
Q4 can you prepare and present a balanced argument?	<p>You can organise your talking to help the listener, with overall structure evident.</p> <p>Your ideas are organised so that related ideas are next to each other.</p>	<p>You can structure talk in ways that support meaning and show attention to the listener.</p> <p>Your ideas are clustered together.</p>	<p>You can shape talk in deliberate ways for clarity and effect to engage the listener.</p> <p>Your ideas are structured clearly and organised into paragraphs.</p>	<p>You can maintain generally controlled and effective organisation of talk to guide the listener.</p> <p>Your ideas are controlled and sequenced.</p>
Q5 Can you summarise information?	You can include the main points when retelling.	You can demonstrate general understanding of some relevant ideas and is sometimes focussed.	You can demonstrate understanding of ideas with some loss of focus.	You can demonstrate understanding of ideas with occasional loss of focus.