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| Year 8 | **Topic: Relationships Poetry**  **Period: Spring 2** |
| **Overview of topic:**  Building on their knowledge of poetry learnt at the start of Year 7 and when studying poems from other cultures at the end of Year 7, students will develop their knowledge of poetic devices and their skill with analysis and comparison. Students will study poems based around the theme of revenge. They will study the poet Carol Anne Duffy in greater depth and explore her career and work. Students will then go on to compare 2 of her poems. Furthermore, students will build on their transactional writing skills from the previous half term and write a letter of complaint. This acts as revision for and build upon their understanding of the conventions of a letter, studied in the first half term of Year 7. | |
| **Key** **knowledge:**  Knowledge of the content, linguistic and structural devices used by Carol Anne Duffy in the poems ‘Medusa’ and ‘Havisham’. Key poetic terms and the effect they have in each poem. Furthermore, students will recap rhetorical devices last half term and the conventions of writing a formal letter.  **Key vocabulary:**   |  |  | | --- | --- | | **Tier 2** | **Tier 3** | | retribution  sinister  hubris  bitter  anguish  vengeance  justification | Dramatic monologue  oxymoron  enjambment | | **Key skills:**   |  |  | | --- | --- | | **Skills to be actively taught** | | | AO1 | * How to read and understand at word and sentence level, the meaning of a range of poems | | AO2 | * How to select appropriate quotations. * How to pick out individual words and techniques from the quotation. * How to make a comment on the effect of individual words and techniques from the quotation. * How to evaluate the impact of linguistic and structural devices * How to compare the language and structure used by poets for deliberate effect | | AO5 | * How to use linguistic devices to persuade. * Appropriate format for writing a letter | | A06 | * How to punctuate accurately * How to choose interesting and effective vocabulary for deliberate effect * How to structure sentences for deliberate effect | |
| **Co-curricular opportunities: *(ASPIRE Day, Careers, clubs, competitions etc)***  -Publicise age-appropriate writing competitions.  -Library offering other texts by this author. | **Key reading skills taught: clarify, question, summarise, predict**  **Key texts: ‘Havisham’ and ‘Medusa’ both written by Carol Anne Duffy**  **Wider Reading Opportunities/Links:**  National Curriculum: range of fiction and non-fiction; poetic conventions; vocabulary; textual reference; inference; writing for audience and purpose; comparison  Cross-curricular links: The knowledge you gain will help you in subjects such as ICT, Business Studies, History, Drama and Citizenship.  Knowledge of careers links and career of the poet Carol Anne Duffy, T2 and T3 vocabulary. Realistic experience of where English skills might be used in the form of a letter of complaint; format of a letter |
| **How can I use this information at home?**   * Conversation starters with your children to discuss their learning * Support your child in carrying out independent research around the topic * Visit your local library (or BorrowBox), museums, or other locations to explore the topic * Promote books/other texts that explore this topic (see reading section) * Help your child to learn the key vocabulary * Wider reading of Carol Annd Duffy’s poetry collections such as ‘Mean Time’ | |