

Year 7 English Support Pack



Valid: 2023-2024

Dear parent/carer,

Your child has been selected to receive this support pack for English in order to ensure that they make accelerated progress this year.

On behalf of the English department at Dormston School, I recognise that you may not have hours to devote to helping your child with English. However, research proves that every child benefits from parental involvement in their learning and from one-on-one support, so any time that you can spare to aid them in their studies will be gratefully received.

This booklet has been compiled to help you if you wish to support your child further at home. It is by no means compulsory, but does include a number of activities, information and suggestions, both for the busy parents and those that have lots of time to offer. It is not homework and is not an extended learning project and therefore, will not be marked by English staff.

Please use it at your leisure and I hope that it gives you an insight into your child's learning. If you have any questions, please feel free to contact me via the school's main contact number.

A note for pupils: This is not a replacement for homework; homework must take first priority with pupils as it is compulsory.

Yours faithfully,

Miss B Timmins

Acting KS3 co-ordinator of English

Assessment Question:

Poetry Analysis

You will be given a childhood poem to analyse. The assessment is broken into two parts.

Part A – Short answer questions based upon your knowledge on a particular poem you have studied.

Part B – Analysis of a single poem.

Read the poem below, _____ by _____.

How does the writer present _____ in this poem?

For example:

Read the poem below, *The Follower* by Seamus Heaney.

How does the writer present childhood memories in this poem?

Part A – You will be **marked out of 15** for your ability to respond to short answer questions on the named poem.

Part B - You will be **marked out of 15** for your ability to analyse the named poem.

Assessment time: 50 minutes

Resources:

Assessment paper only, including a copy of the first named poem (no dictionaries or thesauruses). On the day of the assessment, pupils will be given an exam paper which will include one of the poems they have studied.

Poetry Analysis

To perform well on this unit, pupils will have to show understanding of the ideas presented in each poem; they will need to engage with the language and techniques used to present these ideas; they will have to link ideas from the poem to the context (the situation in which the poems were written: things that were happening because of the Industrial Revolution, the French Revolution, the poets' ideas about what poetry should be like).

Extra materials to extend your pupil's learning/understanding:

- Analysis of Excerpt from the Prelude Part 1:
<https://www.youtube.com/watch?v=EdFluc7NTM8>
- Analysis of Excerpt from the Prelude Part 2:
<https://www.youtube.com/watch?v=1vBgUyHGXag>
- Line by line analysis of In Mrs Tilscher's Class:
<https://www.youtube.com/watch?v=jY1gPkEotdk>
- Introduction to Poetry: <https://www.youtube.com/watch?v=JmkgAWAGtbE>
- Graphic illustration of Timothy Winters:
<https://www.youtube.com/watch?v=xNahlu02yIq>
- An Interview with Seamus Heaney: <https://www.youtube.com/watch?v=WT-dub5v4YA>
- Seamus Heaney reading his poem 'Follower':
<https://www.youtube.com/watch?v=1k8MWGspQnU>
- Analysis of the poem Follower: https://www.youtube.com/watch?v=60SZ_SvU4H4
- Animation of 'Hide and Seek' by Vernon Scannell:
<https://www.youtube.com/watch?v=RdU6Ve5QM9w>
- A graphic illustration of A Case of Murder:
<https://www.youtube.com/watch?v=s28WZYywjik>
- Information about life in the 18th Century: <https://sites.udel.edu/britlitwiki/social-and-family-life-in-the-late17th-early-18th-centuries/>
- Poetry Foundation information on Carol Ann Duffy:
<https://www.poetryfoundation.org/poets/carol-ann-duffy>
- Poetry Foundation information on Vernon Scannell:
<https://www.poetryfoundation.org/poets/vernon-scannell>
- Poetry Foundation information on Seamus Heaney:
<https://www.poetryfoundation.org/poets/seamus-heaney>

Key Words Subject Vocabulary – Quick Version

Stanza – groups of lines together (like a paragraph)

Rhyming couplet – two lines next to each other that rhyme e.g. AABB CCDD

Alternating couplets – every other line rhymes e.g. ABAB CDCD

Speaker/ voice – the narrator of the poem (often not the poet themselves, in the same way you might have a character narrate in 1st person in a story)

Simile – a comparison between two things that share the same behaviour or features, and uses 'like' or 'as' e.g. She was as tall as a tree.

Metaphor – a comparison between two things that share the same behaviour or features, but describes one as if it **is** the other e.g. She was a tall tree.

Personification – making something non-human show human qualities or thoughts e.g. the trees clawed at me.

Subject Vocabulary – Detailed version

Poet The poet is the author of the poem.

Speaker The speaker of the poem is the "narrator" of the poem and not usually the POET. Poets sometimes adopt a 'persona' (mask) which is a character who is the speaker of the poem

Types of STANZA (verse)

Couplet = two lines

Triplet (Tercet) = three lines

Quatrain = four lines

Quintet = five lines

Sestet (Sextet) = six lines

Septet = seven lines

Octave = eight lines

Rhythm The beat created by the sounds of the words in a poem. Rhythm can be created by meter, rhyme, alliteration and refrain.

Meter A pattern of stressed and unstressed syllables. Meter occurs when the stressed and unstressed syllables of the words in a poem are arranged in a repeating pattern.

Rhyme Words sound alike because they share the same ending vowel and consonant sounds.

End Rhyme A word at the end of one line rhymes with a word at the end of another line.

Internal Rhyme A word inside a line rhymes with another word on the same line.

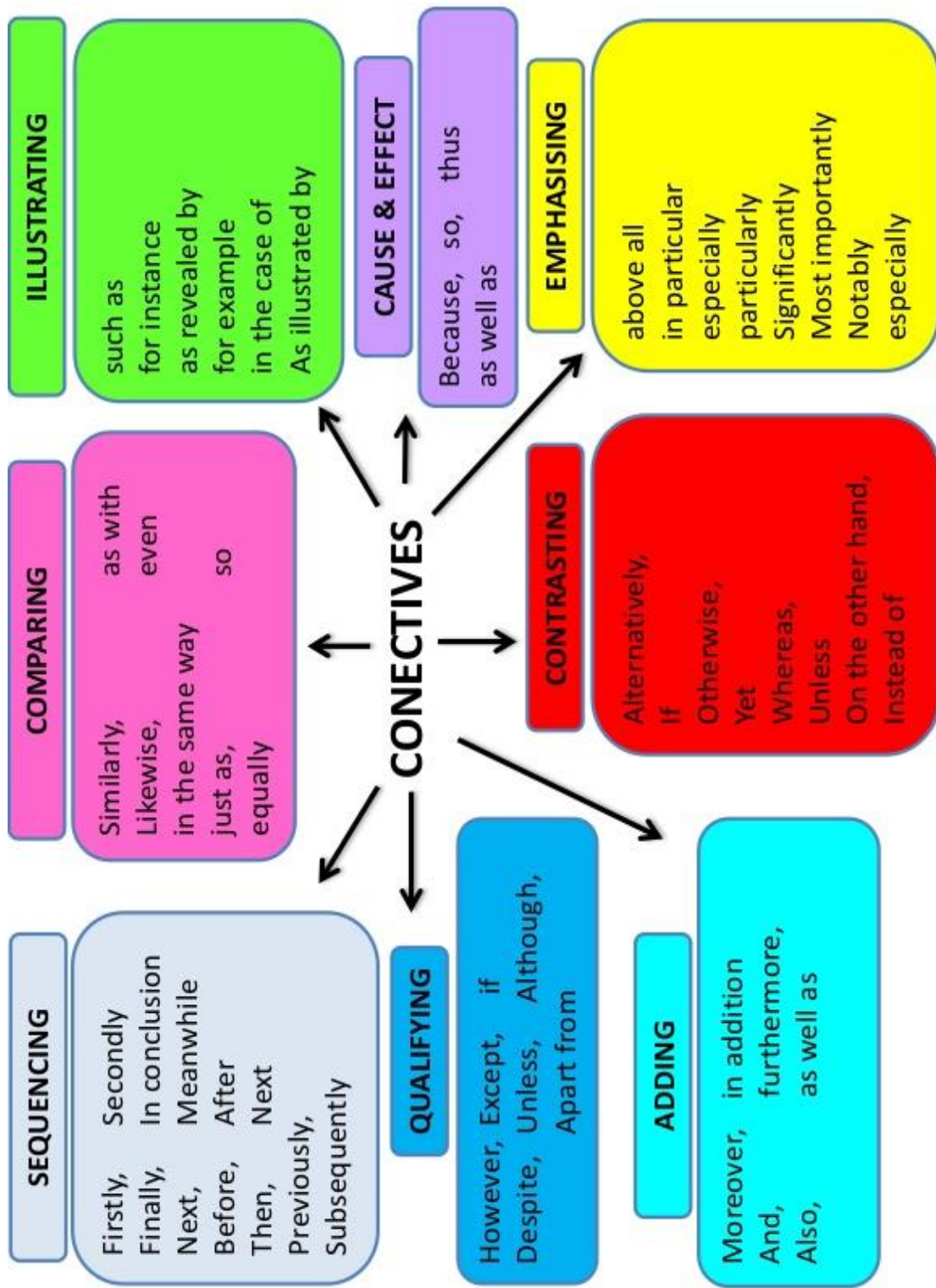
Onomatopoeia	Words that imitate the sound they are naming
Alliteration	Consonant sounds repeated at close intervals at the beginnings of words
Consonance	Similar to alliteration EXCEPT . . . The repeated consonant sounds can be anywhere in the words
Assonance	Repeated VOWEL sounds in a line or lines of poetry. (Often creates near rhyme.)
Simile	A comparison of two things using "like, as, than," or "resembles."
Metaphor	A direct comparison of two things
Extended Metaphor	A metaphor that continues through several lines
Hyperbole	Exaggeration often used for emphasis.
Personification	An object given life-like qualities.
Anthropomorphism	An animal given human qualities
Oxymoron	A rhetorical figure in which incongruous or contradictory terms are combined e.g. bitter sweet.
Mood	The atmosphere that pervades a literary work with the intention of evoking a certain emotion or feeling from the audience. In poetry and prose, mood may be created by a combination of such elements as SETTING, VOICE, TONE and THEME.
Tone	The attitude of an author, as opposed to NARRATOR or PERSONA toward her subject matter and/or audience. Tone is closely linked to MOOD , but tends to be associated more with VOICE .
Symbolism	When a person, place, thing, or event that has meaning in itself also represents, or stands for, something else.
Imagery	Language that appeals to the senses. Most images are visual, but they can also appeal to the senses of sound, touch, taste, or smell.
Refrain	A sound, word, phrase or line repeated regularly in a poem.
End-stop	When the line ends with punctuation. We would normally expect lines to end with a comma, and for each stanza to end with a full stop.
Enjambment	When there is no punctuation at the end of a line.
Caesura	When there is punctuation in the middle of a line.

Useful Sentence Stems

During the assessment, pupils should write about the poems in PEAL (Point, Evidence, Analyse, Language) paragraphs. Below are some useful phrases to use for each part:

<p>P</p>	<p>The character is presented as ... Another aspect of this is... The structure of the text is used to... The language of the text is..... The writer makes us think/conveys that..... Using..., the writer shows... One aspect of the relationship is...</p>	<p>A further aspect of this text is..... Similarly/on the other hand, the writer suggests that... The technique of...is used to Another feature used is..... The writer shows us that... One way in which the (use key words from the question) is...</p>
<p>E</p>	<p>For example,.... One quote that shows this is.... One example of this is..... In the line..... In the text, it.... This is indicated in the....</p>	<p>such as..... For instance..... is shown in the quotation.....</p>
<p>T</p>	<p>This is an example of a..... The technique..... is used to.... The use of the technique..... By using the technique..... This is a..... The use of the feature..... is.... an example of a..... By using.....the writer show....</p>	<p>EXAMPLES: simile, metaphor, alliteration, question, assonance, simple sentence, compound sentence, complex sentence, paragraph, imagery, symbolism, structure, caesura, enjambement, end-stopped lines, stanza, personification, dehumanisation, noun, verb, adjective, adverb, pronoun, rhyme, rhyming couplets, alternate rhyme, half rhyme etc....</p>
<p>E</p>	<p>This suggests/shows/implies/connotes/indicates/evokes to the reader.... From this, the reader can see that.... By using the word.... the writer shows.... The use of diction such as This presents.... This is similar to.... This is used to show that.... The connotations of this are... Some people may interpret it as.... Conversely, this could be seen to show... Another idea suggested by this quotation is....</p>	
<p>R</p>	<p>(Use key words from the question) Therefore, it can be seen that.... (Relate back to the question and your ideas on this) Overall, the writer is (Link to WHY he wrote the text, what was he trying to convey) The author's intention was to.... (Link to the next point you are going to make) (Link to your overall argument and answer)</p>	

Useful discourse markers to help fluency



Skill 1: Understanding meaning

Understanding poems can be tricky, but these tips should help!



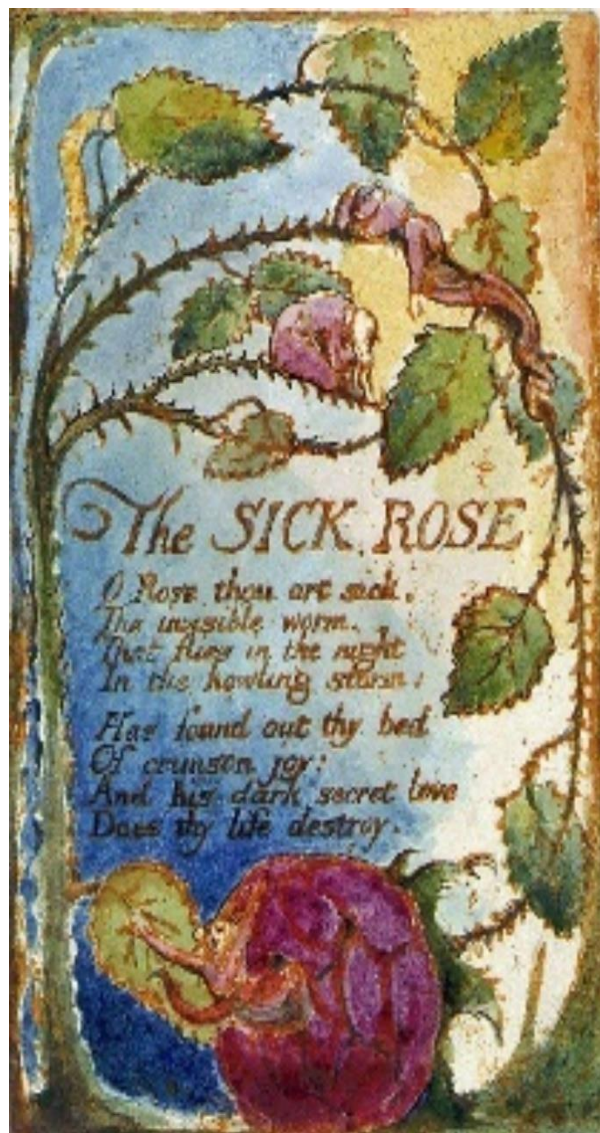
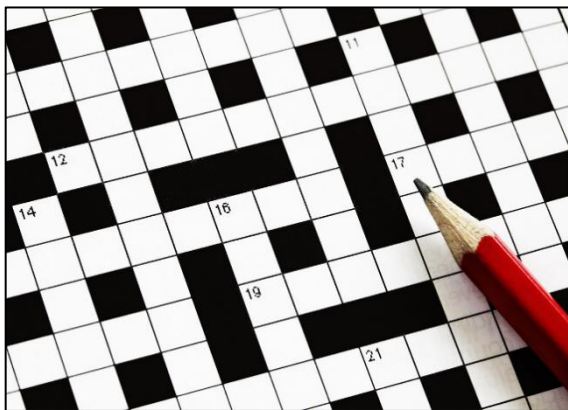
The process of understanding a poem:

1. As you go through these steps, annotate the poem
2. Read – jot down your initial reactions (opinion, which bits are clear, which bits aren't, are there bits that seem shocking? Bits that stand out?). Be honest but be as specific as possible; 'I found it boring' is not exactly useful...
3. Jot questions that you have about the poem (try to focus some on individual words, some on events or characters, some on specific lines, some on the poet's motivation for writing it). **Often the questions you come up with because you may not understand at first turn out to lead you to the answers!**
4. Consider the structure. Start by just spotting the features (how many lines? Stanzas? Does it rhyme?); you don't have to understand why at this stage. Look especially for places where there is a pattern, but then it is broken (e.g. all the stanzas have four lines except one at the end. **This is often a massive clue that it's an important idea!**)
5. Look up words you don't understand. Write the meanings on your poem
6. Look for key language choices: words that stand out, words that seem unusual (you might not know why at this point), words that have a specific meaning (e.g. lift and heave mean the same thing, but heave implies it is difficult; it can often be useful to consider what other words could have been used)
7. Look for imagery: imagery is your friend! Even if you are clueless as to what a poem is about, analysing some imagery can get you lots of marks. Let's say you really had no idea what Blake's 'London' was all about – you could look at an image like "mind-forg'd manacles" and still be insightful, earning yourself marks along the way
8. What does the overall tone seem to be: Happy? Sad? Mourning? Appreciative? Sarcastic? Bitter? Criticising? Condescending?
9. Look at the beginning: is it presenting us with a character? With a setting (place)? With an idea? **What do we learn about this? Who is speaking?**
10. See if you can summarise what is happening in each stanza
11. Look at the ending: often the last few lines contain the key message of the poem. How has the character/ story/ idea developed from the start? What emotion or thoughts are we left with? What is your genuine response – has it changed?
12. As you become more confident: it's a great idea to track how your views, opinions and understanding changes. As you begin, you may have one idea, but then as you read and research more this may change. This can be great for realising how the author is trying to lead you through their ideas i.e. they may want you to think one thing but then realise they have created a turning point. Also, you may discover multiple possibilities that way. For example, you may read the word 'bed' and initially think this refers to sleeping, but later realise it has the additional meaning of 'flower bed.' **It is a higher level skill to realise that some words can work on more than one level!**

Main tips:

- Don't panic – you don't have to understand every word straight away
- Don't agonise over what you don't understand. Begin with what is clear to you, then work outwards from there
- Sometimes parts aren't clear because that's **what the poet wanted**. For example, they may have wanted us consider two ideas and make up our own minds
- Don't try to understand it all at once: there are always lots of layers to poems – understand the basics first, then look for the complicated meanings later. Start by finding out who is speaking, and what they are trying to say
- There is no set answer for what the poem means, just more and less likely interpretations

You wouldn't expect to instantly solve a crossword puzzle, you tackle it part by part, so why would you 'get' a poem instantly?



Let's put it into practice:

The Sick Rose

BY WILLIAM BLAKE

O Rose thou art sick.
The invisible worm,
That flies in the night
In the howling storm:

Has found out thy bed
Of crimson joy:
And his dark secret love
Does thy life destroy.

1. I don't get the message because there doesn't seem to be a story. I can't tell what happens
2. Is Rose a flower or a person? What is the worm and why is it invisible? Does "flies in the night" mean it literally flies? What sort of storm is it? What is the secret at the end?
3. 2 stanzas, both of 4 lines. Alternating couplets. Short lines, most of 5 syllables, but line six has only 4 syllables and the rhythm is disrupted by this
4. Crimson = a deep shade of red; thy = your; art = are
5. "Crimson joy" is a strange phrase. "Howling" shows that whatever the storm is, it is severe. "Secret" must be important; there may be a deeper meaning to the poem, or some action that people are not supposed to know. "Found" suggests that the worm was searching for the rose deliberately. "Destroy" means there must have been a large impact on Rose's life
6. "Invisible worm" is a metaphor, and seems to suggest some kind of hidden infection or underground burrowing. "Crimson joy" is clearly a metaphor, but it's unclear at first what it means
7. The overall tone seems sad because the language is quite negative: sick, howling, found out, life destroy
8. Beginning addresses Rose and speaks to her (or it) directly. It declares that there is a sickness in a very direct way. We also see that there is a hidden but immediate threat from the "invisible worm"
9. In stanza 1 we are introduced to the fact Rose is sick and that the worm is coming for her during the night. In stanza 2, the fact that the worm has found Rose has destroyed her life
10. The message seems to be that the life of Rose has been destroyed by the worm. It seems that if Rose is a flower, then the bed must be a flowerbed; the worm must be some sort of blight on the Rose that causes it to die. However, if Rose is a person, the poem could be describing a disease, and the bed is her sick bed. It seems like the poet has been deliberately unclear, so my earlier confusion makes sense: it could be either.

Skill 2: Analysing methods

As well as understanding what the poems are about, pupils also need to be able to explore the ways in which the poets communicate their ideas: their methods. What follows are some useful questions to ask about poems in order to analyse them.

We use this handy acronym to remember what to look for: **SMILE**

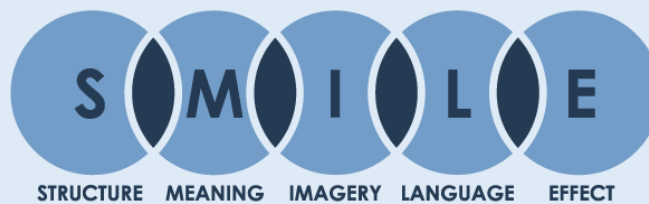
S – Structure

M – Meaning

I – Imagery

L – Language

E – Effect

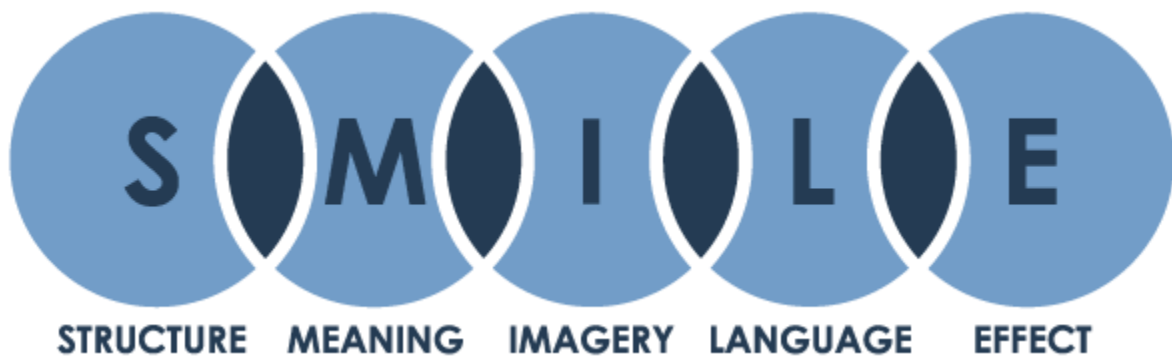


Structure – the way the poem has been put together

- For each of these questions, a **very** useful thing to think about is whether what you can see is **regular** or **irregular** (regular means it's always the same; irregular means things can change e.g. it starts with alternating couplets then the rhyming stops)
- Is the poem split into stanzas? If so, how many?
- How many syllables in each line? Is it always the same?
- Is there always punctuation at the end of a line? Or is there enjambment?
- Is there punctuation in the middle of lines (caesura)?
- How would you describe the rhythm? Is there a regular beat or not? Are there some parts which are longer or shorter?
- **Are there any points where a pattern that had been built up is broken? (These are very often a significant point in the poem)**
- What order are the events in?
- Has the poet deliberately put two contrasting ideas next to each other (known as juxtaposition)?
- Form: is the poem in a recognisable form, such as sonnet, blank verse, free verse, ballad, elegy, narrative, monologue or ode?

Meaning – what the poem is about/ is there a message?

- What happens in the poem?
- Summarise what is happening in each stanza, then look at the result: is there a clear progression like a story?
- How does it develop characters/ storyline (if applicable)?
- Is the poem a story or does it describe a moment or a memory?
- By the end, has the tone changed in any way?
- What is the reader supposed to learn or think about by the end?



Imagery – what poetic techniques are there and what is the effect?

- Imagery refers to the poetic (figurative) devices used to encourage the reader to follow and imagine their ideas
- What figurative devices can you spot and what is their effect? [Figurative devices include: metaphor, simile, personification, oxymoron, hyperbole, anthropomorphism, **Advanced: allusion, allegory, metonym, synecdoche**]
- **Advanced:** is there a theme that runs through the imagery? Can the images be linked in any way?
- Why has the poet included these images in the poem?

Language – the individual word choices that contribute to the overall meaning:

- Are there any word choices which are shocking or surprising?
- Where can you see words which are quite precise (e.g. stroll, saunter, stride and strut all mean walk, but they are very different types of walking)?
- Look for main ideas that you have been able to work out, then zoom in on key words within that part
- A good place to start is to look at all the adjectives and/ or verbs: are there any links, such as all being violent or vigorous? For adjectives, look especially for comparative adjectives (e.g. bigger) and superlative adjectives (e.g. biggest). These are often clues to the poet's main ideas

WHAT IS A LITERARY ANALYSIS?

- A literary analysis looks at a literary work (a story, a book, a play, an article, poem, etc.) and examines it
- Basically, you're taking a literary work, putting it under a microscope, and seeing how and why its parts work.



Effect – how the poem makes its readers feel:

- How do you feel, having read the poem?
- Are there any shocking or surprising parts?
- Are there any places in the poem in which the writer invites us to question an idea (i.e. they deliberately do not tell us the answer)?
- Do we feel the same at the start and the end?
- Which parts stand out most and why?
- Is there a 'turning point' (i.e. a point at which the ideas or perspectives change – traditionally, sonnets have a turning point)?

Developing Analysis:

Question:

Answer the Question

Reader Response
How might a reader respond to this quote? Explain your opinion.

Linguistic Device
Identify the linguistic device used, consider the effect.

Explicit Meaning
Explain the simple meaning of your chosen quotation.

Implicit Meaning
Analyse the deeper meaning, what does the quote suggest?

Judicious quote to support your answer:

Zoom in on a single word
Can you identify the word class? What are the connotations of the word you have chosen?

Context
Can you make a contextual link? How does this quote relate to the time the text was written/set?

Skill 3: Linking in context

This may be a new skill to many pupils, but one of the assessment criteria is to link the poems to the context in which they were written (this basically refers to what influenced the poet, such as historical events, details from the poets' lives, knowledge of the Romantic movement). The way to do this is by choosing relevant details and slotting it into your analysis.

Example:

Read this paragraph about Blake's 'London.'

The voice of 'London' is one which protests about how people were treated. This is shown when he "wandered through each chartered street." In this case "chartered" means owned, so the poem suggests that everywhere Blake wanders is owned by someone, and seems to have a negative tone. Furthermore, the verb "wandered" means to move in an unplanned direction, so he has not had to seek out these areas, they are everywhere.

Now read the example which includes context:

The voice of 'London' is one which protests about how people were treated. This is shown when he "wandered through each chartered street." In this case "chartered" means owned, so the poem suggests that everywhere Blake wanders is owned by someone, and seems to have a negative tone. **Blake was famously against the treatment of the poor in London, and this line shows his anger that the rich were able to become even richer through land ownership; this means he is being sarcastic here.** Furthermore, the verb "wandered" means to move in an unplanned direction, so he has not had to seek out these areas, they are everywhere.

Task:

Now you have a go: for each example, suggest how a link could be made between the poem and the context

Poem and line	Contextual points to link
In Mrs Tilscher's Class: "Mrs Tilscher loved you."	<ul style="list-style-type: none">• Carol Ann Duffy was first inspired by her English teachers <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Skill 4: Writing essays

The next stage is to put these ideas together to form an essay. You won't have time to write everything there is to know about the poems, so you must select the important parts.

Essay structure:

Overview: 1-2 sentences (no more) which explains what the poem is about and suggests a brief answer to the question.

PEAL paragraph 1: start and end by referring to the question (how the poet explores the theme given in the question). Could be about the start of the poem

PEAL paragraph 2: start and end by referring to the question (how the poet explores the theme given in the question) Could be about the middle of the poem

PEAL paragraph 3: start and end by referring to the question (how the poet explores the theme given in the question) Could be about the ending of the poem

[You should do 3 PEAL paragraphs minimum]

Conclusion: sum up your ideas about how the poem relates to the theme (don't introduce anything new at this point, just summarise what you have said and make sure the question is answered)

Focus Points	Notes		
Introduction - Meaning What is the poem about? When was it written? When is it set? What do you know about this time period? Can you link your contextual knowledge to the theme of power? How is this theme presented, is it through a character/ setting/ relationship? How does the title display this theme?	The poem is about ... The writer conveys the theme of power through the title. The writer has used...		
Paragraph 1 - Structure What form is the poem written in? How might this present the theme of power? Is there a regular/ irregular rhythm what might this represent? Has the writer used enjambement/ caesura/repetition? Consider what this might add.	Structural Technique	Evidence (quote) - if applicable	Analysis - what might the structure represent/ show? Can you link to context?
Paragraph 2 - Imagery Does the poem contain metaphors, similes, personification? What sort of imagery do these devices create? Natural/nominal/colours/ painful/ beautiful/ tranquil/ biblical imagery? Why do you think the poet has included these images in the poem? How do they display power?	Technique that creates imagery	Evidence (quote)	Effect - what does the reader picture? Why? How? Can you link to context?
Paragraph 3 - Language Identify a linguistic device used by the writer (NOT IMAGERY) semantic field/ Onomatopoeia/ Alliteration/ Oxymoron/ juxtaposition etc. What tone does the language create? Aggressive/ sarcastic/ joyful/ blunt/critical? Track the changes.	Language Technique	Evidence (quote)	Analysis - what does the quote suggest/ convey? Can you link to context?
Conclusion - Effect What effect on the reader is the poet aiming to achieve? (How is it intended to make you think/feel?)			

Use the support sheets that follow each poem to help you plan out your responses.

Poem Copies: 'In Mrs Tilcher's Class' – Carol Ann Duffy

You could travel up the Blue Nile
with your finger, tracing the route
while Mrs Tilscher chanted the scenery.
Tana. Ethiopia. Khartoum. Aswân.
That for an hour, then a skittle of milk
and the chalky Pyramids rubbed into dust.
A window opened with a long pole.
The laugh of a bell swung by a running child.

This was better than home. Enthralling books.
The classroom glowed like a sweet shop.
Sugar paper. Coloured shapes. Brady and Hindley
faded, like the faint, uneasy smudge of a mistake.
Mrs Tilscher loved you. Some mornings, you found
she'd left a good gold star by your name.
The scent of a pencil slowly, carefully, shaved.
A xylophone's nonsense heard from another form.

Over the Easter term, the inky tadpoles changed
from commas into exclamation marks. Three frogs
hopped in the playground, freed by a dunce,
followed by a line of kids, jumping and croaking
away from the lunch queue. A rough boy
told you how you were born. You kicked him, but stared
at your parents, appalled, when you got back home.

That feverish July, the air tasted of electricity.
A tangible alarm made you always untidy, hot,
fractious under the heavy, sexy sky. You asked her
how you were born and Mrs Tilscher smiled,
then turned away. Reports were handed out.
You ran through the gates, impatient to be grown,
as the sky split open into a thunderstorm.

Planning a Part A Response

How is the theme of childhood presented within the poem In Mrs Tilschers Class?

Focus Points	Notes		
<p>Introduction - Meaning What is the poem about? When was it written? When is it set? What do you know about this time period/s? Can you link your contextual knowledge to the theme of childhood? How is this theme presented, is it through a character/ setting/ relationship? How does the title display this theme?</p>	The poem is about ...		The writer conveys the theme of power through the title. The writer has used...
<p>Paragraph 1 - Structure What form is the poem written in? How might this present the theme of power? Is there a regular/ irregular rhythm what might this represent? Has the writer used enjambment/ caesura/repetition? Consider what this might depict.</p>	Structural Technique - (Only choose one)	Evidence (quote) – If applicable	Analysis – what might the structure represent/ show? Can you link to context?
<p>Paragraph 2 - Imagery Does the poem contain metaphors, similes, personification? What sort of imagery do these devices create? - Natural/horrific/violent /painful/ beautiful/ tranquil/biblical imagery? Why do you think the poet has included these images in the poem? How do they display power?</p>	Technique that creates imagery - (Only choose one)	Evidence (quote)	Analysis – what does the reader picture? Why? How? Can you link to context? Is there a single word you can zoom in on?
<p>Paragraph 3 - Language Identify a linguistic devices used by the writer (NOT IMAGERY) Semantic fields/ Onomatopoeia/ Alliteration/Oxymoron/ Juxtaposition etc. What tone does the language create? Aggressive/ sarcastic, joyful/ blunt/bitter/boastful/envious? Track the changes.</p>	Language Technique - (Only choose one)	Evidence (quote)	Analysis – what does the quote suggest/ portray? Can you link to context? Is there a single word you can zoom in on?
<p>Conclusion - Effect What effect on the reader is the poet aiming to achieve? (How is it intended to make you think/feel?)</p>			

Poem – Timothy Winters – Charles Causley

Timothy Winters comes to school
With eyes as wide as a football pool,
Ears like bombs and teeth like splinters:
A blitz of a boy is Timothy Winters.

His belly is white, his neck is dark,
And his hair is an exclamation mark.
His clothes are enough to scare a crow
And through his britches the blue winds blow.

When teacher talks he won't hear a word
And he shoots down dead the arithmetic-bird,
He licks the patterns off his plate
And he's not even heard of the Welfare State.

Timothy Winters has bloody feet
And he lives in a house on Suez Street,
He sleeps in a sack on the kitchen floor
And they say there aren't boys like him any more.

Old man Winters likes his beer
And his missus ran off with a bombardier.
Grandma sits in the grate with a gin
And Timothy's dosed with an aspirin.

The Welfare Worker lies awake
But the law's as tricky as a ten-foot snake,
So Timothy Winters drinks his cup
And slowly goes on growing up.

At Morning Prayers the Master helms
For children less fortunate than ourselves,
And the loudest response in the room is when
Timothy Winters roars "Amen!"

So come one angel, come on ten:
Timothy Winters says "Amen
Amen amen amen amen."
Timothy Winters, Lord.
Amen!

Focus Points	Notes		
<p>Introduction - Meaning What is the poem about? When was it written? When is it set? What do you know about this time period/s? Can you link your contextual knowledge to the theme of childhood? How is this theme presented, is it through a character/ setting/ relationship? How does the title display this theme?</p>	<p>The poem is about ...</p>		<p>The writer conveys the theme of power through the title. The writer has used...</p>
<p>Paragraph 1 - Structure What form is the poem written in? How might this present the theme of power? Is there a regular/ irregular rhythm what might this represent? Has the writer used enjambment/ caesura/repetition? Consider what this might depict.</p>	<p>Structural Technique - (Only choose one)</p>	<p>Evidence (quote) – If applicable</p>	<p>Analysis – what might the structure represent/ show? Can you link to context?</p>
<p>Paragraph 2 - Imagery Does the poem contain metaphors, similes, personification? What sort of imagery do these devices create? - Natural/horrific/violent /painful/ beautiful/ tranquil/biblical imagery? Why do you think the poet has included these images in the poem? How do they display power?</p>	<p>Technique that creates imagery - (Only choose one)</p>	<p>Evidence (quote)</p>	<p>Analysis – what does the reader picture? Why? How? Can you link to context? Is there a single word you can zoom in on?</p>
<p>Paragraph 3 - Language Identify a linguistic devices used by the writer (NOT IMAGERY) Semantic fields/ Onomatopoeia/ Alliteration/Oxymoron/ Juxtaposition etc. What tone does the language create? Aggressive/ sarcastic, joyful/ blunt/bitter/boastful/envious? Track the changes.</p>	<p>Language Technique - (Only choose one)</p>	<p>Evidence (quote)</p>	<p>Analysis – what does the quote suggest/ portray? Can you link to context? Is there a single word you can zoom in on?</p>
<p>Conclusion - Effect What effect on the reader is the poet aiming to achieve? (How is it intended to make you think/feel?)</p>			

Unseen Poetry Analysis Skills:

For a Girl I know
About to be a
Woman
Miller Williams

Because you'll find how hard it can be
to tell which part of your body sings,
you never should dally with any young man
who does any one of the following things:

tries to beat all the yellow lights;
says, "Big deal!" or "So what?"
more than seven times a day;
ignores yellow lines in a parking lot;

carries a radar detector;
asks what you did with another date;
has more than seven bumper stickers;
drinks beer early and whiskey late;

talks on a cellular phone at lunch;
tunes to radio talk shows;
doesn't fasten his seat belt;
knows more than God knows;

wants you to change how you do your hair;
spits in a polystyrene cup;
doesn't use his turn signal;
wants you to change your makeup;

calls your parents their given names;
doesn't know why you don't smoke;
has dirt under his fingernails;
makes a threat and calls it a joke;

pushes to get you to have one more;
seems to have trouble staying awake;
says "dago" and "wop" and words like that;
swerves a car to hit a snake;
sits at a table wearing a hat;
has a boneless handshake.

You're going to know soon enough
the ones who fail this little test.
Mark them off your list at once
and be very careful of all the rest.

Research the Poet/Era that this this poem was written in – can you add an extra layer of analysis now that you know the context of the poem?

Mother, Any
Distance
Simon Armitage

Mother, any distance greater than a single span
requires a second pair of hands.

You come to help me measure windows, pelmets, doors,
the acres of the walls, the prairies of the floors.

You at the zero-end, me with the spool of tape, recording
length, reporting metres, centimetres back to base, then leaving
up the stairs, the line still feeding out, unreeling
years between us. Anchor. Kite.

I space-walk through the empty bedrooms, climb
the ladder to the loft, to breaking point, where something
has to give;
two floors below your fingertips still pinch
the last one-hundredth of an inch...I reach
towards a hatch that opens on an endless sky
to fall or fly.

Research the Poet/Era that this this poem was written in – can you add an extra layer of analysis now that you know the context of the poem?

Challenge Poem!

The Child's Faith is
New

Emily Dickinson

The Child's faith is new –
Whole – like His Principle –
Wide – like the Sunrise
On fresh Eyes –
Never had a Doubt –
Laughs – at a Scruple –
Believes all sham
But Paradise –

Credits the World –
Deems His Dominion
Broadest of Sovereignties –
And Caesar – mean –
In the Comparison –
Baseless Emperor –
Ruler of Nought –
Yet swaying all –

Grown bye and bye
To hold mistaken
His pretty estimates
Of Prickly Things
He gains the skill
Sorrowful – as certain –
Men – to anticipate
Instead of Kings –

Quick Revision

Poem:

Writer/poet:

Meaning (briefly explain what the poem is about)

Key themes:

Structure (what structural points would you make?)

Context (historical background and information of author):

Imagery (what type of imagery is created in the poem?)

Language (can you identify a linguistic device used?)

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Examiner's Advice

This is a brand new scheme of work, so there is no examiner's report from last year, but below is some advice for what we anticipate will be written by Dormston students.

Candidates will be rewarded for:

- Focusing on the task i.e. ensuring they answer the question clearly
- Being thoughtful about the poem (considering different possibilities, and considering the message the poet might have wished to present)
- Analysing language carefully
- Using technical vocabulary (see pages 5-6 of this booklet)
- Considering how structure adds to the meaning
- Writing about the context of the poem, linking the poem to the context in which it was written
- Showing a good understanding of the poems
- Writing in a clear style

Anticipated Common issues:

- Failure to plan work before beginning
- Losing track of what the question asks
- Not analysing language
- **Not writing anything about context**
- Not commenting on the effects of methods used
(e.g. "I wandered lonely as a cloud." This is a simile. **(Very poor as it only provides a label and no analysis)**
"I wandered lonely as a cloud." This simile suggests he is lonely. **(Needs a lot of work, as it does not really delve into the meaning in any way)**
"I wandered lonely as a cloud." This simile shows he has no real direction in which to travel, because a lone cloud just drifts wherever the wind takes it, and it might change. **(Much better as it explores what it is about a cloud's behaviour which the poet is using)**
- Not using any technical language

To summarise, pupils should read the task very carefully and should circle or underline key parts of the poem that they may discuss. This should inform a quick plan – here, they should jot brief notes about how the poet explores the key ideas in the poem. They should ensure they cover something from the top, middle and bottom of the poem. They should also write in detail about the effects of the methods the writer uses.