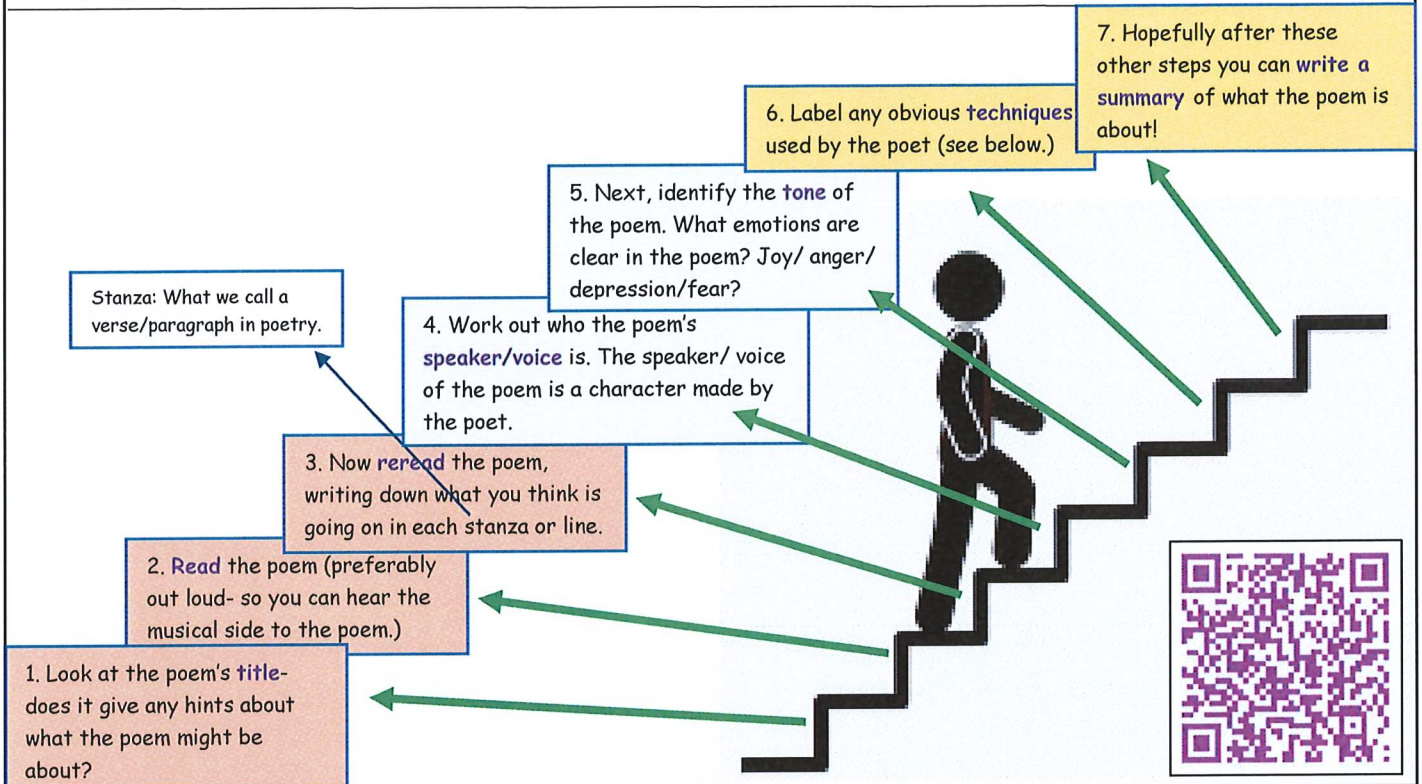


Threshold Concept- Year 8- Poetry from Diverse Cultures:

TC1 - Understanding texts

TC2 - Demonstrate an appreciation of the writer's craft through analysis and critically evaluative comments.

A step-by-step guide to understanding a poem you've never seen before.



Unique features of poetry.

See the below features of poetry. Some features are more unique to poetry, so make sure you attempt to identify and analyse the poets' use of these, as you'll do this less often than with features that are used in all types of literature (like metaphors, for example.)

IMAGERY	SIMILE	METAPHOR	RHYME	RHYTHM	REPETITION
<p>A vivid description using the 5 senses</p> <p>Oliver smelled the grandma's lasagna</p> <p>I heard the music pouring through the walls</p> <p>The corn stalks in the field just peeked from the field today</p> <p>The mountains looked like hills in the distance</p> <p>The cat's tongue was like sandpaper to my cheek</p>	<p>Compare 2 things using "like" or "as"</p> <p>He was as slow as a snail</p>	<p>Compare 2 different things</p> <p>The garden was a rainbow of colors</p> <p>The Flowers were candy to my eyes</p>	<p>Words that end with the same sound</p> <p>Pen Ten</p>	<p>The musical quality or beat</p> <p>One little duck went swimming one day, over the hill and far away.</p>	<p>To repeat sounds, words or phrases</p> <p>Bumble Bee is small Bumble Bee is kind Bumble Bee is brave and loves purple flowers. Bumble Bee is my favorite.</p>
<p>Repeating beginning sounds</p> <p>Four Friends Found Free Food!</p>	<p>Sounds like the noise or action</p> <p>Chirp, chirp, cheep went the birds.</p>	<p>Makes a non-human thing seem human</p> <p>The cat and dog read their book quietly.</p>	<p>When reading poetry ask yourself:</p> <ul style="list-style-type: none"> -Do I know these features? -Can I identify these features with confidence without support? <p>If you can say yes to the above, you are at an advantage when analysing poems.</p>		

Can You See The Pride In The Panther?

Can You See The Pride In The Panther
As he grows in splendor and grace
Topping obstacles placed in the way,
of the progression of his race.

Can You See The Pride In The Panther
as she nurtures her young all alone
The seed must grow regardless
of the fact that it is planted in stone.

Can You See The Pride In The Panthers
as they unify as one.
The flower blooms with brilliance,
and outshines the rays of the sun.

Which features can you find in this poem?

Push yourself by explaining the poet's message.

The writer's uses this to... The poet's message seems to be...

The poet's message is what the writer is trying to say about their topic choice. All the lines and features they've chosen link to this one message.

Once you've identified the message, you should mention this in all of your explanations of quotations and techniques!

Look at the example [here](#) of how poet's messages work.

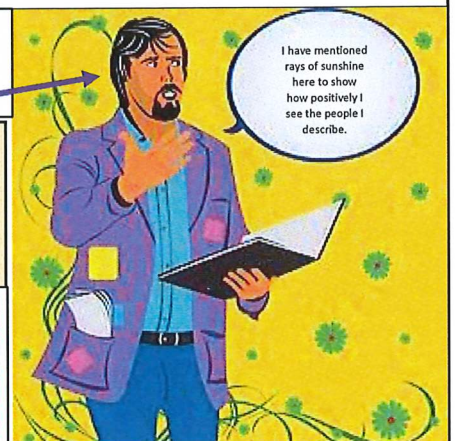
Can You See The Pride In The Panthers as they unify as one.
The flower blooms with brilliance, and outshines the rays of the sun.

Great words/phrases to use when starting to describe writer's message:

- Intentionally,
- Purposely
- The poet expresses...

Enjoyed the poetry from this half term? Click this link for some more poems from diverse cultures!

[Poems From Other Cultures & Traditions | Revision World](#)



Threshold Concept- Year 8- Writing accurately.

TC6 - Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

TC7 – Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.

Paragraphing and cohesion when writing non-fiction and creatively.

GOLD	SILVER/BRONZE	AVOID!

When marking your work, your teacher will firstly look at the paragraphing choices you have made.

Being experimental with paragraphing (i.e. using one word/ sentence paragraphs **occasionally for effect**) can really help to improve the structure of your written pieces.

Cohesive devices- words that link paragraphs and sentences together.



ADDING and as well as moreover furthermore In addition too on top of that another point is	SEQUENCING first, firstly, first of all second, secondly.. third next meanwhile now subsequently	ILLUSTRATING for example such as for instance In the case of as shown by illustrated by take... one example is..
COMPARING similarly likewise as with like equally in the same way	QUALIFYING but however although unless except apart from as long as if	CONTRASTING whereas alternatively unlike on the other hand conversely having said that nevertheless however

When structuring your work, ask yourself these questions:

-Do I paragraph my work and vary my paragraphs, or do I play it too safe?

-Do I use words that link sentences and paragraphs together, or do I repeat words like "The" and "I" too often in my writing?



A range of sentence structures- opening with different words!

Starting sentences with linking words is great, but you can also improve your sentence structure choices by using lots of different

Problem: Sentences all beginning with the same word/ word type.

The [redacted]
 The [redacted]
 The [redacted]
 [redacted]
 [redacted]
 [redacted]
 [redacted]
 [redacted]
 [redacted]

Solution: Sentences that vary in their choice of opener-> use the below chart to help you use different openers.

What I should start sentences with instead:	Example starts:
Verbs (ing words)	Looking at the...
Adverbs (ly words)	Quietly,...
Adjectives (describe words)	Depressed, sweaty and exhausted...
Connectives (words that link other ideas/ sentences)	Because of the heat exuding from the room,...
The pronoun "you"	You- if you listened carefully enough- could just make out the...
Prepositions (where, when, how, something happens)	Down the middle of the scene, you could see...
Unusually specific details of setting/character.	An emerald rug lay messily on the floor, about ___ metre by ___ metres in size and smelling of...

Key word: varied- having lots of different elements.

Make sure your writing is varied!



Accurate intermediate punctuation. We should be using full stops, capital letters and commas accurately, but to push further we should be consistent at using the below punctuation, too.

Name	Looks like:	How do we use it?
Exclamation mark	!	-To add emotion to a sentence -To show a sentence is a command.
Question mark	?	-To show when there is an end of a question.
Ellipses	...	-To create an additional pause.
Speech marks	" "	-To indicate when something is being said.
Brackets	()	-To show part of a sentence is extra information
Apostrophes	'	-To show where a letter has gone missing when two words have joined (i.e. don't) -To show something owns something else. (i.e. The cat's fur).

When writing, ask yourself these questions:

-Do I know how to use all of these punctuation pieces confidently and accurately?

-Do I use all of this punctuation regularly in my work, not forgetting any piece?

